Lacrosse Unit Plan

EDCI 429

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Table of Contents

Title Page..................................................page 1
Table of Contents........................................page 2
Contextual Factors........................................page 4
Global Goals.............................................page 7
Objectives...............................................page 8
Block Plan...............................................page 11
Lacrosse Block Plans....................................page 14
  Day 1-Ready Stance, Grip, Cradling, Scooping.........................page 15
  Day 2-Throwing & Catching........................................page 17
  Day 3-Throwing & Catching on the Run.............................page 19
  Day 4-Shooting.............................................page 21
  Day 5-Goaltending..........................................page 23
  Day 6-Shooting & Goaltending....................................page 25
  Day 7-Offensive Strategy......................................page 27
  Day 8-Defensive Strategy.....................................page 29
  Day 9-Offensive & Defensive Strategy............................page 31
  Day 10-Modified Game.......................................page 32
  Day 11-Regulation Game......................................page 34
  Day 12-Regulation Game......................................page 35
Assessment...............................................page 36
Assessment Plan..........................................page 37
  Personal Rating Scale....................................page 38
Journal Entries..............................................................page 39
Offensive Dodge Assessment............................................page 40
Lacrosse Assessment......................................................page 41
Technology..............................................................................page 42
Technology..............................................................................page 43
Resources.............................................................................page 44
Fitness Activity Resources..................................................page 45
Lead-Up Activity Resources...............................................page 51
Culminating Activity Resources.........................................page 54
Contextual Factors

Central Catholic Jr. Sr. High School is an educational institution including grades seven through twelve. It is located in Lafayette, IN and is comprised of 352 students and 42 faculty. The school mission of Central Catholic focuses on education, academics, and social opportunities as well as citizenship and community service. In addition, because Central Catholic is a Catholic school, its mission is centered around growth in faith and Christian values in the Catholic tradition. In a recent interview with both the principal, Mr. Dennis Musial, and the guidance counselor, Mrs. Velma Fonderoli, much more vital information was received concerning the factors that affect and influence the education received at Central Catholic.

First of all, the location of Central Catholic may have an effect on the students’ education. According to Mr. Musial, Central Catholic has an excellent location in Lafayette that caters to the large population of Catholics within the community. Mrs. Fonderoli feels that the central location of Central Catholic assists families with carpooling and also provides access to the community for opportunities such as job shadowing, guest speakers, and volunteers.

Furthermore, the small enrollment of Central Catholic is seen as an advantage to both Mr. Musial and Mrs. Fonderoli. A small enrollment allows for small class sizes; thus, a lot of attention can be given to knowing each and every student. Also, the students can get to know the other students. Another feature of Central Catholic is that if the school is unable to offer a class that a student is interested in taking, the student can go to Lafayette Jeff for the class.

As said by Mrs. Fonderoli, the socio-economic profile of Central Catholic can be described as middle to upper class which can be expected since tuition is paid to attend
the school. There are some families within the school system who experience financial issues, but financial aid is provided to assist such families with these expenses.

In addition, there is some cultural diversity at Central Catholic, part of which may be due to its close proximity to Purdue University. The school is made up of mostly Caucasian children as well as one student who is Thai, three African American students, five Pilipino students, six Koreans, and nine Hispanics. Even so, Mr. Musial would like to see more cultural diversity within the school.

At Central Catholic the parents/guardians are very involved in their children’s education. Parents help in the cafeteria, with tutoring, and with parent groups such as the PTO. Overall, they are concerned with their child’s education and even get involved with things such as scheduling classes. Central Catholic also has an online grading system that the parents seem to check often. The community has also played a role in instructional planning. Central Catholic asked for community input by surveying students, parents, faculty, and others about curriculum and instruction. These people gave feedback on what they felt needs to be added or changed.

Central Catholic functions with a dated building that is about fifty years old. However, there is a new wing as well as three recently updated computer labs made possible through fundraising, donations, and gifts. Central Catholic also partners with Ivy Tech and Purdue to offer dual credit classes such as psychology, pre-algebra, art, and government. This gives their students the opportunity to obtain college credits while still in high school.

Moreover, because Central Catholic is part of the Lafayette Catholic School System, their students enter the junior-senior high school from one of three elementary
schools, St. Mary’s Cathedral, St. Boniface, and St. Lawrence. The students enter junior high more like families than classmates. They are familiar and close, somewhat like siblings. What is more, students get a religious foundation in elementary that they can carry with them into junior high.

The characteristics of the students will always affect the education they receive. At Central Catholic, many, if not most, of the students are involved in athletics. This gives them a team to belong to and may even further teach them qualities such as responsibility and teamwork. Most of the students with special needs have a learning disability and are high functioning. They get a minimum amount of help due to a lack of funds. However, in Mrs. Fonderoli’s opinion, this diversity adds to the depth of the classroom.

As far as instructional planning and assessment are concerned, Central Catholic has had a slight problem with finding quality teachers with a strong curriculum. They have lost a high percentage of their faculty over the last few years due to factors such as the low pay or a spouse receiving a job transfer. Nonetheless, as Mr. Musial puts it, Central Catholic is good at getting a lot out of the kids with a little money.

Central Catholic is a quality educational facility. Here, students will receive a first-rate education based on the Catholic principles they follow. Students have the opportunity to interact with a diverse group of people while growing both intellectually and personally.
Global Goals

1. Psychomotor:
   Students will be able to use the skills of lacrosse (cradling, scooping, throwing, catching, shooting, goaltending, offensive, & defensive strategies) to participate with competence in various modified and regulation games of lacrosse.
   - Standard 1: Demonstrates competency motor skills and movement patterns needed to perform a variety of physical activities.
     - 7.1.1: Demonstrate the acquisition of basic modified (changed) movement forms.
     - 7.1.2: Demonstrate more complex combinations of movement forms in different sports, rhythm, and dance activities.

2. Cognitive:
   Students will demonstrate understanding of the rules, regulations, and strategies of the game of lacrosse.
   - Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
     - 7.5.1: Contribute to the development and maintenance of rules that provide for safe participation in physical activities.

3. Affective:
   Students will exhibit social skills that respect the values of the game of lacrosse such as sharing responsibilities, mutual cooperation, and strategic discussion.
   - Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
   - Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
     - 7.5.2 Accept responsibilities of being a part of a team and attempt to make contributions toward team success.
     - 7.6.3 Participate in cooperative games that require a contribution from all team members.
Objectives

Day 1
Cognitive: SWBAT demonstrate understanding of the ready stance and grip by describing each one on a written assessment.
Assessment: Written assessment

Psychomotor: SWBAT demonstrate proper cradling and scooping techniques by completing one round of the Scoop Relay without error.
Assessment: Show of hands

Day 2
Cognitive: SWBAT list the skill cues for throwing and catching during a written assessment.
Assessment: Written assessment

Affective: SW work cooperatively by encouraging a teammate each time he/she completes a successful catch.
Assessment: Journal entry

Day 3
Psychomotor: SWBAT demonstrate the skills needed to throw and catch on the run during ultimate lacrosse.
Assessment: Teacher observational checklist

Cognitive: SW explain how to apply at least 3 effective throwing and catching strategies to the game of ultimate lacrosse by submitting a journal entry.
Assessment: Journal entry

Day 4
Cognitive: SWBAT differentiate between throwing and shooting cues by explaining verbally during the culminating activity.
Assessment: Verbal response

Affective: SW give their partner positive, specific feedback following each shot during lacrosse HORSE.
Assessment: Journal entry
Day 5

**Psychomotor**: SW demonstrate goaltending skills by stopping at least 10 balls during the culminating activity.

*Assessment*: Show of hands

**Affective**: SW demonstrate responsibility by returning all equipment to its designated place on their scheduled clean-up day.

*Assessment*: Teacher observation

Day 6

**Psychomotor**: SWBAT defend 6 out of 10 shots from a partner during the reflex drill.

*Assessment*: Peer assessment

**Affective**: SW create a safe environment by calling their partners name before shooting the ball towards them.

*Assessment*: Journal entry

Day 7

**Cognitive**: SW compare and contrast the 3 different offensive dodges used in lacrosse by creating a diagram.

*Assessment*: Written assessment: diagram

**Psychomotor**: SW demonstrate each of the 3 offensive dodges during a modified lacrosse game.

*Assessment*: Peer assessment

Day 8

**Psychomotor**: SW demonstrate use of poke checking and body checking at least 3 times each during a modified lacrosse game.

*Assessment*: Peer assessment

**Affective**: SW provide honest assessment of their teammates during the observation stage of the culminating activity by checking the assessment as a team.

*Assessment*: Group assessment
Day 9
Cognitive: SW explain how their roles change from offensive to defensive strategy during a game situation.
Assessment: Journal entry

Psychomotor (Fitness): SWBAT participate in continuous, rigorous physical activity to volitional fatigue.
Assessment: Heart rate assessment, teacher observation

Day 10
Psychomotor: SW demonstrate competency in a variety of positions during a modified game of lacrosse by rating their personal performance.
Assessment: Self Assessment

Affective: SW work cooperatively with their teammates throughout the entire modified game.
Assessment: Peer rating scale

Day 11
Cognitive: SW demonstrate knowledge of game strategies by developing a written game plan prior to the regulation game.
Assessment: Written assessment: game plan

Psychomotor (Fitness): SW perform the activities in the Team Marathon within their target heart rate zone for 60% of the time.
Assessment: Heart rate assessment

Day 12
Affective: SW exhibit proper lacrosse etiquette by respecting their opponents, acknowledging good plays, and encouraging their teammates throughout and following the regulation game.
Assessment: Referee observation

Psychomotor (Fitness): SWBAT perform their push-ups while singing along with the song for four verses.
Assessment: Verbal assessment

Psychomotor: SW demonstrate competency in using the skills of lacrosse in a regulation game by rating themselves on each skill.
Assessment: Rating scale
<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro Activity: Jog, Squad Stretches</td>
<td>Intro Activity: Jog, Squad Stretches</td>
<td>Intro Activity: Jog, Squad Stretches</td>
<td>Intro Activity: Jog, Squad Stretches</td>
</tr>
<tr>
<td>Fitness Activity: Pilates</td>
<td>Fitness Activity: Name Game</td>
<td>Fitness Activity: Speedball</td>
<td>Fitness Activity: Push-Up Ball Fury</td>
</tr>
</tbody>
</table>
| Lesson Focus:  
1. Ready stance  
2. Grip  
3. Cradling  
4. Scooping | Lesson Focus:  
1. Throwing  
2. Catching | Lesson Focus:  
1. Throwing on the run  
2. Catching on the run | Lesson Focus:  
1. Shooting |
<p>| Assessment: Written Assessment of Skill Cues | Assessment: Written Assessment of Skill Cues | Assessment: Teacher observational checklist | Assessment: Verbal Assessment of Skill Cues (different from throwing cues) |
| Show of Hands | Journal Entry | Journal Entry | Journal Entry |</p>
<table>
<thead>
<tr>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
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<tr>
<td>Intro Activity:</td>
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<td>Jog, Squad Stretches</td>
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<tr>
<td>Fitness Activity:</td>
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<tr>
<td>Fitness Circuit</td>
<td>Plyometrics</td>
<td>Cardio Salsa</td>
<td>Juggling</td>
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<tr>
<td>Lesson Focus:</td>
<td>Lesson Focus:</td>
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<tr>
<td></td>
<td>Goaltending</td>
<td>Strategy</td>
<td>Strategy</td>
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<tr>
<td>Culminating Activity:</td>
<td>Culminating Activity:</td>
<td>Culminating Activity:</td>
<td>Culminating Activity:</td>
</tr>
<tr>
<td>Goaltending Assessment</td>
<td>Reflex Drill</td>
<td>Dodge Lacrosse</td>
<td>Headless Defense</td>
</tr>
<tr>
<td>(Kingpin)</td>
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<tr>
<td>Assessment:</td>
<td>Assessment:</td>
<td>Assessment:</td>
<td>Assessment:</td>
</tr>
<tr>
<td>Show of Hands</td>
<td>Peer Evaluation</td>
<td>Peer Evaluation</td>
<td>Peer Evaluation</td>
</tr>
<tr>
<td>Teacher Observation</td>
<td>Journal Entry</td>
<td>Diagram</td>
<td>Group Assessment</td>
</tr>
<tr>
<td>Day</td>
<td>Intro Activity</td>
<td>Fitness Activity</td>
<td>Lesson Focus</td>
</tr>
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<td>--------------</td>
</tr>
<tr>
<td>9</td>
<td>Jog, Squad Stretches</td>
<td>Team Run</td>
<td>1. Offensive/Defensive Strategy</td>
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<td></td>
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<tr>
<td>10</td>
<td>Jog, Squad Stretches</td>
<td>Tug of War</td>
<td>1. Modified Game</td>
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<tr>
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<td></td>
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<tr>
<td>11</td>
<td>Jog, Squad Stretches</td>
<td>Team Marathon</td>
<td>1. Regulation Game</td>
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<tr>
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<td></td>
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</tr>
<tr>
<td>12</td>
<td>Jog, Squad Stretches</td>
<td>Push-Up Sing-Along</td>
<td>1. Regulation Game</td>
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Lacrosse
Block Plans
Day 1-Ready Stance, Grip, Cradling, Scooping

**Introductory Activity:** Jog, Squad stretches

**Fitness Activity:** Pilates

**Fitness Concept:** Students will perform a variety of Pilates exercises (roll up, single leg stretch, double leg stretch, bicycle kick, and saw) in order to promote flexibility.

**Lesson Focus/Skills:** Ready Stance
  Grip
  Cradling
  Scooping

**Culminating Activity:** Scoop Relay

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**Lesson Objectives**

**Cognitive:** SWBAT demonstrate understanding of the ready stance and grip by describing each one on a written assessment.

**Psychomotor:** SWBAT demonstrate proper cradling and scooping techniques by completing one round of the Scoop Relay without error.

**Fitness:** SWBAT perform the roll up, single leg stretch, double leg stretch, bicycle kick, and saw during the Pilates fitness activity after instruction and demonstration from the teacher.

**National Standards**

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Benchmarks**
7.1.1 Demonstrate the acquisition of basic modified (changed) movement forms.

7.2.4 Describe modifications of movement skills that occur in basic sports activities.

7.4.2 Demonstrate an understanding of the importance of maintaining all components (parts) of fitness at a high level.

**Assessment**
- Written Assessment of Skill Cues
- Show of Hands

**Adaptations and Challenges**
Provide larger, softer balls for students who exhibit difficulty catching with crosse. Shorten or increase distance on scoop relay to meet needs of students.

**Equipment**
- Music, CD player, 14 lacrosse sticks, 14 tennis balls
Day 2-Throwing & Catching

**Introductory Activity:** Jog, Squad stretches

**Fitness Activity:** Name Game

**Fitness Concept:** Students will enhance their hand-eye coordination by passing and catching up to 5 balls in a circle while playing the Name Game.

**Lesson Focus/Skills:** Throwing

Catching

**Culminating Activity:** Toss Across Lacrosse

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**Lesson Objectives**

**Cognitive:** SWBAT list the skill cues for throwing and catching during a written assessment.

**Affective:** SW work cooperatively by encouraging a teammate each time he/she completes a successful catch.

**Fitness:** SWBAT complete at least one round of the Name Game with at least 3 balls without error.

**National Standards**

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
**Benchmarks**
7.1.2 Demonstrate more complex combinations of movement forms in many different sports, rhythm, and dance activities.

7.2.4 Describe modifications of movement skills that occur in basic sports activities.

7.6.3 Participate in cooperative games that require a contribution from all team members.

**Assessment**
- Written Assessment of Skill Cues
- Journal Entry

**Adaptations and Challenges**
Increase or decrease number of balls used during Name Game to meet needs to students. Provide larger, softer balls for students who exhibit difficulty catching with crosse.

**Equipment**
- 14 lacrosse sticks, 14 tennis balls, 10 gator balls
Day 3-Throwing on the Run  
Catching on the Run

**Introductory Activity:** Jog, Squad stretches

**Fitness Activity:** Speedball

**Fitness Concept:** Students will participate in a game of speedball as a means of improving their cardiovascular endurance.

**Lesson Focus/Skills:** Throwing on the Run  
Catching on the Run

**Culminating Activity:** Ultimate Lacrosse

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**Lesson Objectives**

**Psychomotor:** SWBAT demonstrate the skills needed to throw and catch on the run during ultimate lacrosse.

**Cognitive:** SW explain how to apply at least 3 effective throwing and catching strategies to the game of ultimate lacrosse by submitting a journal entry.

**Fitness:** SW participate in speedball in their target heart rate zone for at least 60% of the time.

**National Standards**

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.
**Benchmarks**
7.1.2 Demonstrate more complex combinations of movement forms in many different sports, rhythm, and dance activities.

7.2.4 Describe modifications of movement skills that occur in basic sports activities.

7.4.3 Demonstrate an understanding of the concepts of health-related (healthy lifestyle) fitness and applies these concepts in various physical activities.

**Assessment**
- Teacher observational checklist
- Journal Entry

**Technology**
Heart rate monitors

**Adaptations and Challenges**
Increase or decrease number of balls used in speedball to meet needs of students. Provide larger, softer balls for students who exhibit difficulty catching with crosse.

**Equipment**
- 14 lacrosse sticks, 14 tennis balls, 2 gator balls
Day 4-Shooting

**Introductory Activity:** Jog, Squad stretches

**Fitness Activity:** Push-Up Ball Fury

**Fitness Concept:** Students will increase their muscular endurance while attempting to score on the other team while in a push-up position.

**Lesson Focus/Skills:** Shooting

**Culminating Activity:** Lacrosse HORSE

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**Lesson Objectives**

**Cognitive:** SWBAT differentiate between throwing and shooting cues by explaining verbally during the culminating activity.

**Affective:** SW give their partner positive, specific feedback following each shot during lacrosse HORSE.

**Fitness:** SWBAT participate in a game of Push-Up Ball Fury for at least 1 minute without rest.

**National Standards**

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Benchmarks**

7.2.4 Describe modifications of movement skills that occur in basic sports activities.
7.4.2 Demonstrate an understanding of the importance of maintaining all components (parts) of fitness at a high level.

7.5.2 Accept responsibilities of being a part of a team and attempt to make contributions toward team success.

**Assessment**
- Verbal Assessment of Skill Cues (different from throwing cues)
- Journal Entry

**Adaptations and Challenges**
Increase or decrease number of balls used in Push Up Ball Fury to meet needs of students.
Provide larger, softer balls for students who exhibit difficulty catching with crosse.
Pair students with others of similar ability for Lacrosse HORSE.

**Equipment**
- 14 lacrosse sticks, 14 tennis balls, 10 gator balls, 14 cones
Day 5-Goaltending

**Introductory Activity:** Jog, Squad stretches

**Fitness Activity:** Fitness Circuit

**Fitness Concept:** Students will perform a variety of fitness activities (V push-ups, X crunches, Burpees, quad stretch, punching crunch, knee raise, boxing, & triceps stretch) throughout the circuit to promote cardiovascular endurance, muscular strength and endurance, and flexibility.

**Lesson Focus/Skills:** Goaltending

**Culminating Activity:** Goaltending assessment (Kingpin)

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**Lesson Objectives**

**Psychomotor:** SW demonstrate goaltending skills by stopping at least 10 balls during the culminating activity.

**Affective:** SW demonstrate responsibility by returning all equipment to its designated place on their scheduled clean-up day.

**Fitness:** SWBAT complete one round of the fitness circuit without rest, increasing their heart rate by at least 30 beats per minute.

**National Standards**

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmarks**

7.1.1 Demonstrate the acquisition of basic modified (changed) movement forms.
7.4.2 Demonstrate an understanding of the importance of maintaining all components (parts) of fitness at a high level.

7.5.1 Contribute to the development and maintenance of rules that provide for safe participation in physical activities.

**Assessment**
- Show of Hands
- Teacher Observation

**Technology**
Heart rate monitors

**Adaptations and Challenges**
Students perform for a specific amount of time rather than a specific number of repetitions during the Fitness Circuit in order to challenge all students.
Provide larger, softer balls for students who exhibit difficulty catching with crosse.

**Equipment**
- 20 cones, 20 gator balls, 14 lacrosse sticks, 14 tennis balls, CD player, music
Day 6-Shooting & Goaltending

**Introductory Activity:** Jog, Squad stretches

**Fitness Activity:** Plyometrics

**Fitness Concept:** Students will perform high intensity, explosive movements (squat jumps, jump to box, lateral jump to box, split squat jumps, tuck jumps) that will promote power (strength and speed) and cardiovascular endurance.

**Lesson Focus/Skills:** Shooting  
Goaltending

**Culminating Activity:** Reflex drill

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**Lesson Objectives**

**Psychomotor:** SWBAT defend 6 out of 10 shots from a partner during the reflex drill.

**Affective:** SW create a safe environment by calling their partners name before shooting the ball towards them.

**Fitness:** SW perform a variety of plyometrics exercises (squat jumps, jump to box, lateral jump to box, split squat jumps, tuck jumps), while in their target heart rate zone for at least 60% of the time.

**National Standards**

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmarks**

7.1.1 Demonstrate the acquisition of basic modified (changed) movement forms.
7.4.2 Demonstrate an understanding of the importance of maintaining all components (parts) of fitness at a high level.

7.6.3 Participate in cooperative games that require a contribution from all team members.

**Assessment**
- Peer Evaluation
- Journal Entry

**Technology**
Heart rate monitors

**Adaptations and Challenges**
Students perform for a specific amount of time rather than a specific number of repetitions on all Plyometrics exercises in order to challenge all students. Provide larger, softer balls for students who exhibit difficulty catching with crosse.

**Equipment**
- 14 lacrosse sticks, 14 tennis balls, 14 cones, CD player, music
Day 7 - Offensive Strategy

<table>
<thead>
<tr>
<th>Introductory Activity: Jog, Squad Stretches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness Activity: Cardio Salsa</td>
</tr>
<tr>
<td>Fitness Concept: Students will learn how sustaining light to moderate physical activity, such as salsa dancing, can increase their aerobic fitness.</td>
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<tr>
<td>Lesson Focus/Skills: Offensive Strategy: Face Dodge, Roll Dodge, and Bull Dodge</td>
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<tr>
<td>Culminating Activity: Ultimate lacrosse focused on offensive dodges</td>
</tr>
</tbody>
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Lesson Objectives:
Psychomotor: SW demonstrate each of the 3 offensive dodges during a modified lacrosse game.

Cognitive: SW compare and contrast the 3 different offensive dodges used in lacrosse by creating a diagram.

Fitness: SWBAT perform the steps/movements of the cardio salsa dance without guidance from the teacher for an entire song.

National Standards
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Benchmarks
7.1.1 Demonstrate the acquisition of basic modified (changed) movement forms.

7.1.2 Demonstrate more complex combinations of movement forms in many different sports, rhythm, and dance activities.

7.2.4 Describe modifications of movement skills that occur in basic sports activities.

Assessments
Peer Assessment
Written Assessment: Diagram
Teacher Observation

Adaptations and Challenges
Bring a variety of music to adjust tempo for dancing during cardio salsa. Provide larger/softer balls for students who exhibit difficult catching with crosse.

**Equipment**

CD Player, music, 14 lacrosse sticks, 14 lacrosse balls (or tennis balls), 20 cones
Day 8 - Defensive Strategy

**Introductory Activity:** Jog, Squad Stretches

**Fitness Activity:** Juggling

**Fitness Concept:** Students will practice their skill related fitness components by focusing on eye-hand coordination during the juggling activity.

**Lesson Focus/Skills:** Defensive Strategy: Poke Checking, and Body Checking

**Culminating Activity:** Headless Defense (Focus on defense without use of stick)

**Lesson Objectives:**

**Psychomotor:** SW demonstrate use of poke checking and body checking at least 3 times each during a modified lacrosse game.

**Affective:** SW provide honest assessment of their teammates during the observation stage of the culminating activity by checking the assessment as a team.

**Fitness:** Students will demonstrate hand-eye coordination by juggling 3 scarves without error for 10 seconds.

**National Standards**

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Benchmarks**

7.1.1 Demonstrate the acquisition of basic modified (changed) movement forms.
7.1.2 Demonstrate more complex combinations of movement forms in many different sports, rhythm, and dance activities.
7.2.3 Describe and demonstrate the difference between person to person and zone defenses in sports activities.

**Assessment**

- Peer Evaluation
- Group Assessment
- Teacher Observation: Student show of hands

**Adaptations and Challenges**
Bring different sizes and textures of objects to accommodate students with lesser or greater juggling skills. Provide softer “crosse like” objects to practice checking, such as noodles. Provide larger/softer balls for students who exhibit difficult catching with crosse.

**Equipment**

- 50 scarves
- 14 lacrosse sticks
- 14 lacrosse balls
- 20 cones
Day 9 – Offensive and Defensive Strategy

**Introductory Activity:** Jog, Squad Stretches

**Fitness Activity:** Team Run

**Fitness Concept:** Students will learn how and why you use Interval (Fartlek) Training methods to improve fitness and athletic training.

**Lesson Focus/Skills:** Offensive and Defensive Strategy: Dodge and Check, Positioning

**Culminating Activity:** Modified Game: Fly-Back Relay

**Lesson Objectives:**

- **Cognitive:** SW explain how their roles change from offensive to defensive strategy during a game situation.

- **Psychomotor; Fitness:** Students will participate in continuous rigorous physical activity to volitional fatigue.

**National Standards**

- **Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- **Standard 3:** Participates regularly in physical activity.

**Benchmarks**

- 7.2.4 Describe modifications of movement skills that occur in basic sports activities.
- 7.3.1 Select and participate in activities that will build their repertoire of lifetime activities.

**Assessment**

- Journal entry
- Heart rate assessment

**Adaptations and Challenges**

Provide larger/softer balls for students who exhibit difficult catching with crosse.

**Equipment**

- 20 cones, CD Player, Music, 14 lacrosse sticks, 14 lacrosse balls, 7 colored pinnies
Day 10 – Modified Game

<table>
<thead>
<tr>
<th><strong>Introductory Activity:</strong></th>
<th>Jog, Squad Stretches</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fitness Activity:</strong></td>
<td>Tug of War</td>
</tr>
<tr>
<td><strong>Fitness Concept:</strong></td>
<td>Students will apply their muscular strength and endurance during the fitness activity and then explain how it was used.</td>
</tr>
<tr>
<td><strong>Lesson Focus/Skills:</strong></td>
<td>Modified Game: Possession Lacrosse</td>
</tr>
<tr>
<td><strong>Culminating Activity:</strong></td>
<td>Modified Game: End Zone Lacrosse</td>
</tr>
</tbody>
</table>

**Lesson Objectives:**

**Psychomotor:** SW demonstrate competency in a variety of positions during a modified game of lacrosse by rating their personal performance.

**Affective:** SW work cooperatively with their teammates throughout the entire modified game.

**Fitness:** SW perform at maximum effort during 3 three entire rounds of tug of war.

**National Standards**

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Benchmarks**

7.2.4 Describe modifications of movement skills that occur in basic sports activities.
7.5.2 Accept responsibilities of being a part of a team and attempt to make contributions toward team success.

**Assessment**

- Self Assessment (For fitness activity, and modified game)
- Peer Rating Scale

**Adaptations and Challenges**

Provide larger/softer balls for students who exhibit difficult catching with crosse.
Equipment

1 tug of war rope, 14 lacrosse sticks, 14 lacrosse balls, 20 cones, 7 colored pinnies
Day 11 – Regulation Game

**Introductory Activity:** Jog, Squad Stretches

**Fitness Activity:** Team Marathon

**Fitness Concept:** Students will apply the THRZ concept to their fitness activity by finding their THRZ and reaching that during the activity.

**Lesson Focus/Skills:** Regulation Game: No Elimination Tournament

**Culminating Activity:** Regulation Game: No Elimination Tournament

**Lesson Objectives:**

**Cognitive:** SW demonstrate knowledge of game strategies by developing a written game plan prior to the regulation game.

**Psychomotor/Fitness:** SW perform the activities in the Team Marathon within their target heart rate zone for 60% of the time.

**National Standards**

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Benchmarks**

7.4.3 Demonstrate an understanding of the concepts of health-related (healthy lifestyle) fitness and applies these concepts in various physical activities.

**Assessment**

- Written assessment: game plan
- Heart rate assessment

**Adaptations and Challenges**

Provide boys and girls basketballs for the students. Provide larger/softer balls for students who exhibit difficult catching with crosse.

**Equipment**

- 14 jump ropes, 14 basketballs (boys and girls), 14 hula hoops, 14 lacrosse sticks, 14 lacrosse balls, 20 cones, 7 colored pinnies
Day 12 – Regulation Game

**Introductory Activity:** Jog, Squad Stretches

**Fitness Activity:** Push-Up Song

**Fitness Concept:** Students will learn how to determine an accurate exercise intensity using the “talking” method.

**Lesson Focus/Skills:** Regulation Game: No Elimination Tournament

**Culminating Activity:** Regulation Game: No Elimination Tournament

**Lesson Objectives:**

**Affective:** SW exhibit proper lacrosse etiquette by respecting their opponents, acknowledging good plays, and encouraging their teammates throughout and following the regulation game.

**Psychomotor/Fitness:** SWBAT perform their push-ups while singing along with the song for four verses.

**National Standards**

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmarks**

7.4.3 Demonstrate an understanding of the concepts of health-related (healthy lifestyle) fitness and applies these concepts in various physical activities.

7.5.3 Follow the rules of all games and activities to insure a safe environment for all participants.

**Assessment**

Referee observation

Verbal assessment

**Adaptations and Challenges**

Allow students to do modified push-ups if they are struggling. Provide larger/softer balls for students who exhibit difficult catching with crosse.

**Equipment**

10 cones, 14 lacrosse sticks, 14 lacrosse balls, 7 colored pinnies
Assessment
## Assessment Plan

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Assessment</th>
<th>Format</th>
<th>Adaptations</th>
</tr>
</thead>
</table>
| **1) Students will be able to use the skills of lacrosse (cradling, scooping, throwing, catching, shooting, goaltending, offensive, & defensive strategies) to participate with competence in various modified and regulation games of lacrosse.** | Pre-Assessment | Teacher observational checklist of the skills needed to throw and catch on the run. | -Repeat and modify instruction, as needed.  
-Students may use a shorter lacrosse stick, if needed.  
-Assign positions by pairing students against those of similar ability (rotate positions periodically). |
| Formative Assessment | Students will rate their performance in a variety of positions during a modified game. | | |
| Post-Assessment | Students will rate themselves on their ability to use specific lacrosse skills in a regulation game. | | |
| **2) Students will demonstrate understanding of the rules, regulations, and strategies of the game of lacrosse.** | Pre-Assessment | Students will list the skill cues for throwing and catching. | -Allow students to maintain fewer positions to eliminate confusion, if necessary.  
-Allow students to write down their ideas individually. Then combine and discuss them as a team to prevent more skilled players from dominating. |
| Formative Assessment | Students will explain how their roles change from offensive to defensive strategy in a journal entry. | | |
| Post-Assessment | Students will develop a written game plan to demonstrate their knowledge of game strategies. | | |
| **3) Students will exhibit social skills that respect the values of the game of lacrosse such as sharing responsibilities, mutual cooperation, and strategic discussion.** | Pre-Assessment | Students will complete a journal entry focusing on the ways he/she encouraged a teammate. | -Permit students to submit their journal entries and peer assessments privately to ensure confidentiality of their thoughts. |
| Formative Assessment | Students will complete a group assessment of their team’s use of defense, and will check the assessment for honesty, as a group. | | |
| Post-Assessment | Students will rate their teammates on their ability to work cooperatively throughout the modified game. | | |
Directions: Rate yourself (based on the scale below) on your ability to use the following skills in the lacrosse game you just played.

1-I still need a lot of work to use this skill effectively in a game.
2-I need a little work to use this skill effectively in a game.
3-I am able to use this skill effectively in a game.
4-I am a PRO at using this skill in a game!

<table>
<thead>
<tr>
<th>Skill</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Cradling</td>
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<tr>
<td>Scooping</td>
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<td>Throwing</td>
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<tr>
<td>Catching</td>
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<td>Shooting</td>
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<td>Goaltending</td>
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<tr>
<td>Offensive strategy</td>
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<tr>
<td>Defensive strategy</td>
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</tbody>
</table>
Journal Entries

Several journal entries will be completed throughout the unit to assess cognitive and affective objectives. Below are some examples of journal entry questions.

1. When playing a game of lacrosse, how does your role change from offensive to defensive strategy? Begin by listing at least 3 your responsibilities on offense and defense. Then explain how these responsibilities change throughout the game.

2. Describe at least 3 ways in which you encouraged a teammate today. Also describe at least 3 ways in which you were encouraged by a teammate today.

3. Today’s activity involved calling your partner’s name before shooting towards the goal. Explain why this was important. Then grade yourself (A, B, C, D, or F) on how well you did this.

4. Explain how to use 3 throwing and catching strategies during a game of lacrosse. For example, one strategy might be to throw and catch while on the run in order to quickly move the ball up the field.
Directions: Use the diagram to compare and contrast the 3 offensive dodges. List at least 3 characteristics of each dodge in the individual circles and at least 3 ways in which they are similar where they overlap.
Lacrosse Assessment

Team Members’ Names: _____________________________________________________
_______________________________________________________________________

**Offensive Game Plan**

Offensive Team Goal:
________________________________________________________________________
________________________________________________________________________

Offensive Strategy: -
________________________________________________________________________
________________________________________________________________________

**Defensive Game Plan**

Defensive Team Goal:
________________________________________________________________________
________________________________________________________________________

Defensive Strategy:
________________________________________________________________________
________________________________________________________________________

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Offensive Role/Position</th>
<th>Defensive Role/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>7.</td>
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</table>

**Complete this section following the Modified or Regulation Game.**

How effective was your game plan?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What did or didn’t work with your overall game plan?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Technology
Technology

During the Lacrosse unit heart rate monitors will be used to assess the students’ intensity during certain fitness activities. The results will provide the teacher and students with information about the students’ effort and participation. The students will become competent in the operation of the heart rate monitors, and will be able to interpret results and determine implications for personal fitness based on their heart rate.
Resources
Fitness Activity Resources

Day 1

Pilates

Resource: http://beauty.expertvillage.com/interviews/pilates.htm

1. Roll up – lie on back with legs straight, arms straight above head. Slowly roll upper body up reaching hands out toward feet, then slowly roll back down.

2. Single leg stretch – lie on back with legs straight. Raise legs approximately 6 inches off the floor, then alternate one leg straight & one leg bent, using hands to pull bent knee toward body.

3. Double leg stretch – lie on back with both legs bent. Lift shoulders off ground, keeping head forward. Hold knees with hands, pulling legs toward body.

4. Bicycle kick – lie on back with both legs bent, arms bent with hands behind head. Alternate one leg straight & one leg bent, while crunching upper body toward bent leg. Bring both legs back to bent position between each crunch.

5. Saw – sit with legs straight, slightly apart, arms straight out to sides. While keeping back straight, twist upper body sideways, reaching opposite hand to opposite foot. Return to starting position & repeat on opposite side.

Day 2

Name Game

Resource: Susan Flynn

Students form a circle of 6-8 people. They will begin with one ball & more will be added as they have mastered the task. Students will call the name of the person across from them, then toss the ball to that person. As more balls are added, students must work cooperatively in order to complete the task successfully.

Day 3
Speedball

Resource: PE Central

Speedball is like Ultimate Frisbee, only students use a ball rather than a frisbee. Students are divided into 2 teams. They must move the ball down the field by throwing to their teammates. After each catch, the person gets no more than 3 steps, then must throw the ball again. If a player does not catch the ball, it goes to the other team. A team scores by making a successful catch in the endzone.

Day 4

Push-Up Ball Fury

Resource: PE Central

Each team forms a wall on the line, shoulder to shoulder, with their teammates (using the tape as a line marker). The two teams face each other with about 3-5 yards of distance between each team. Both teams get in a push up position. From the pushup position, their hands should be placed on the floor just in front of the line.

Begin the game with one ball then add more to allow more students to be active in the game. The object of the game is to push the ball to the other team, in hopes of getting the ball to cross their line. Players are having to support their body with one hand while trying to push the ball or stop the ball. (Encourage students to use whichever hand is closest to the ball). Students enjoy trying to push the ball or stop the ball while trying to support themselves in a push up position. Students may take no more than a 10 second break (placing knees on the floor-modified pushup position). But they may not push the ball in this position. If they try to stop the ball while knees are on the floor—it is a point for the opposing team.

Day 5

Fitness Circuit


1. V-pushups - like a standard push up but move so your hands and feet are slightly closer than a normal pushup) so your body is like a V then push up.

2. X-crunch (like normal ab crunch but twist from side to side as you do it so you work sides of your abs too.)
3. Burpee - a bit like a thrust squat, but you stand up in between each one (from stand, drop to squat position, throw feet back into push-up position, pull feet back to squat position, stand, repeat).

4. Quad stretch

5. Punching Crunch - standard crunch and at top of crunch do a punch with each arm in the air

7. Knee raise - stand straight and raise your right knee to your chest as quick as possible and down; repeat with your left leg (imagine you're kneeing someone)

8. Boxing – punch with right arm, then with left. Golden rule of punching is to never straighten your arm at the end of the punch but stop a couple of inches short.

Day 6

Plyometrics


1. Squat jumps – stand with feet shoulder width apart. Lower body where thighs are parallel to ground and immediately explode upwards vertically and drive arms up.

2. Jump to box - Stand facing box with feet slightly wider than hip-width apart. Lower body into a semi-squat position and immediately jump up onto box.

3. Lateral jump to box - Stand with side to box with feet slightly wider than hip-width apart. Lower body into a semi-squat position and jump up onto box. Step down on opposite side, and repeat.

4. Split squat jumps - Stand with feet hip width apart. Take left leg and step back approximately 2 feet standing on the ball of back foot. Lower body by bending at right hip and knee until thigh is parallel to floor then immediately explode vertically. Switch feet in the air so that the back foot lands forward and vice versa.

5. Tuck jumps - Stand with feet shoulder-width apart, knees slightly bent, with arms at sides. Jump up bringing knees up to chest. Land on balls of feet and repeat immediately.

Day 7

Cardio Salsa
Students learn the basic salsa dance steps, and perform them to music.

**Basic Salsa Step ~ Man's Timing:**
1.) Hold the Beat  
2.) Step forward with your Left Foot  
3.) Rock back onto your Right Foot  
4.) Step back with your Left Foot  
5.) Hold the Beat  
6.) Step back with the Right Foot  
7.) Rock forward onto your Left Foot  
8.) Step forward with your Right Foot Repeat Step 1

**Basic Salsa Step ~ Woman's Timing:**
1.) Hold the Beat  
2.) Step back with the Right Foot  
3.) Rock forward onto your Left Foot  
4.) Step forward with your Right Foot  
5.) Hold the Beat  
6.) Step forward with the Left Foot  
7.) Rock back onto your Right Foot  
8.) Step back with your Left Foot Repeat Step 1

**Day 8**

**Juggling**

**Resource: PE Central**

Students are given a wide variety of equipment to choose from to practice juggling.

**Day 9**

**Team Run**

Students jog in a single file line counter-clockwise around the gym. The last person in line sprints to the front. When that person gets there, the next person at the line sprints to the front. This continues until each student has sprinted to the front of the line.

**Day 10**
**Tug of War**

Divide students fairly ahead of time to ensure equal competition for the tug of war.

---

**Day 11**

**Team Marathon**

**Resource: PE Central**

Have your students get into groups of three. Within each group the students need to number off 1, 2, and 3. When this is finished have the students get 1 basketball, 1 hula hoop, 1 jump rope, and 1 sheet with the activities on it. Have the students find a spot on the outer part of the gym where they need sit down with their equipment inside the hula hoop.

The teacher then explains the "Marathon" sequence. The students will perform only the activities on the sheet that correspond with the number they are. **Example:** The entire group runs 1 lap of the gym, then 2 dribbles a basketball 50 times, 1 does 10 tuck jumps, etc. Only one person will be at an activity at a time unless everyone is behind the activity.

**Team Marathon Activities and Sequence:**

Run 1 lap (everyone)

1. 25 jumps with the jump rope
2. Dribble a basketball 50 times
3. 10 push-ups

1. 10 tuck jumps Skip 1 lap (everyone)
2. 15 jumping jacks
3. Jump rope 50 times

1. Snap fingers 20 times Gallop 1 lap (everyone)
2. Walk toe to heel across the gym (run back)
3. Take a basketball around the waist 15 times

1. Hula Hoop 15 times
2. Give a high five to everyone on the team
3. Make a fist 20 times Grapevine 1 lap (everyone)

1. 15 toe raises
2. Sing all of the song "Row, Row, Row Your Boat" (LOUD ENOUGH TO BE HEARD ACROSS THE GYM)
3. 10 sit-ups

1. 10 cart wheels Slide a lap (everyone)
2. Clap 20 times for each person on your team
3. Jump over and back on a line - 20 times

1. Leap across the gym (run back)
2. Crawl through a tunnel formed by the others legs
3. Touch all four wall of the gym Run backwards 1 lap (everyone)

1. 15 sit-ups
2. Flap chicken wing arms 15 times
3. Bell jump 25 times

1. Jump rope 20 times
2. Do four 180 degree turns
3. Jump in and out of the hula hoop 15 times.

1. Carry one team member across the gym and all run back.
2. Bounce pass the basketball around the team circle 7 times.
3. Yell "I LOVE PE" 5 times (everyone)

Run a final lap (everyone). Put all equipment in the hoop and sit in a line behind the hoop

Day 12

Push Up Sing-Along

Form a large circle with the students so they have space to move without contacting others. Inform that we will do push-ups along with a song that contains the words “up” and “down”. When these words are said during the song we will move up and down using the push up. We must remain off the ground the entire time (no resting on down). The song goes like this: “There was the Duke of York; He had ten-thousand men. He marched them UP to the top of the hill, and he marched them DOWN again. And when they were UP they were UP, and when they were DOWN they were DOWN, and when they were only HALF-WAY-UP they were neither UP nor DOWN.” Increase the tempo of the song after each verse.
Lead-Up Activity Resources

Day 1

Cradling, Scooping

Resource: Quality Lesson Plans for Secondary Physical Education

After instruction, students will run slowly while cradling the ball. At your signal, students stop and return to original spot while cradling. At first, students may look at ball while running but should progress to looking downfield. Once students are proficient during a slow run, have them run back and forth at a faster pace.

After instruction, students will practice scooping the ball, working through the following progressions:
- roll ball straight to partner
- roll ball to right and left to partner

Day 2

Throwing, Catching

Resource: Quality Lesson Plans for Secondary Physical Education

Students practice throwing individually. Mark targets on the wall and have students throw the ball against the wall. As they become proficient, they should back further away from the wall.

Have students get partners. One partner (without a crosse) throws the ball to the other (with a crosse), who catches the ball and throws it back. Switch roles.

Day 3

Throwing on the run, Catching on the run

Students perform the 3-man weave while using lacrosse sticks.

Day 4

Shooting

Resource: Quality Lesson Plans for Secondary Physical Education
Students practice shooting at goals (with no goalies) from varying distances.

Day 5

Goaltending

In pairs, students practice goaltending. One student throws (not shoots) the ball toward the goal. The other student defends the goal. Then they switch roles.

Day 6

Shooting, Goaltending

In groups of 3, students practice shooting and goaltending. Student 1 passes to Student 2 who shoots at the goal. Student 3 defends the goal. Students rotate to all positions.

Day 7

Offensive Strategy

Resource: PE Central

Lacrosse Tag

Identify one person as a tagger. The tagger does not have a lacrosse stick. On the start signal, everyone begins fleeing the tagger. We suggest that you have everyone start off walking. Half of the class has sticks and balls and are "safe" from being tagged, as long as they are cradling their ball. The other half with sticks, but no balls, is fair game to be tagged. When students that have a ball drop them, they can be scooped up by anyone without a ball. The person that picks up the ball is now safe from being tagged. Students may not pick up their own balls. If tagged, students must lay their sticks on the ground and jump over them ten times back and forth before rejoining the activity.

Day 8

Defensive Strategy

Resource:
Day 9

**Offensive/Defensive Strategy**

Dodge and Check, Positioning

Students will work together in groups of 4. Three players from each team will play at one time, and 1 player from each team will score keep and officiate the game. In order to score on offense (which will be kept by the official) you must perform 3 dodges before attempting a shot. You can also score on defense, which is done by successfully checking a player and turning over the ball (score kept by officiating teammate). Each round will go until one team scores, at that point the officials will become players and another player will officiate and keep score.

Day 10

**Modified Game**

**Resource:** Quality Lesson Plans for Secondary Physical Education, 2nd Edition; page 522

Possession Lacrosse

Day 11

**Regulation Game**

Day 12

**Regulation Game**
Culminating Activity Resources

Day 1

Scoop Relay

Divide class into 4 teams for the relay. One person cradles the ball to the other side of the field. This person then rolls the ball back to the next person in line who scoops the ball, then immediately cradles the ball to the other side. This continues until each person has taken a turn. All students will end up on the other side of the field.

Day 2

Toss Across Lacrosse

Resource: PE Central

Make a line down the middle of the field. Place two empty buckets on each side of the midline and two buckets on the middle of the endline. Two different colors make it easier for the students. The balls should be split between the two buckets on the endlines and there should be enough tennis balls so the throwers have at least three throws or more. If space and equipment allow, use small-sided games of 4-6 students per team, two teams per field, each wearing their own color jersey.

Each team should divide into an equal number of throwers and catchers. Throwers go to the bucket of tennis balls, on the endline. Catchers start opposite the midline from the throwers. On the signal, throwers throw tennis balls over the opponent's catchers, to their catching teammates. If caught without hitting the ground, the catcher places the tennis ball in the bucket to the right of the midline (or their color bucket).

Any balls that are not caught can be picked up by the nearest throwers once the bucket of tennis balls is empty. They must go back to the endline to throw. Continue to play until one team has placed 10 balls into the bucket or a certain time limit has expired. Switch catchers and throwers after each game.

Day 3

Ultimate Lacrosse

Divide students into 2 teams. Students pass downfield to their teammates. When a student catches the ball, he/she can take up to 3 steps before making a pass. Students score by completing a pass into the endzone. If the ball is dropped, the other team gains possession.
Day 4

**Lacrosse HORSE**

In groups of four, students take turns shooting at a goal from various distances. When a student makes the goal, the next student must shoot from the same spot. This continues until a student misses the goal or it gets back to the original student. If a student misses the goal, he/she receives a letter. The game continues until someone spells HORSE.

Day 5

**Kingpin**

Divide class into 2 teams. Each team will have 5 cones set up behind them with a ball on each cone. The object of the game is to knock down the balls on the other team’s cones, by throwing a ball using a lacrosse stick. The purpose of the game is to practice defending.

Day 6

**Reflex Drill**

Students get a partner. One person turns around backwards in the goal. The other person calls his/her name, then takes a shot at the goal. The goalie must turn around quickly upon hearing his/her name and defend the goal. Then students switch roles.

Day 7

**Ultimate Lacrosse** (same rules as ultimate Frisbee only with lacrosse equipment)

Students are divided into two teams, and given lacrosse sticks. One team will start with the ball and move it down the court by passing from teammate to teammate. When you have the ball you may not move, only pivot as in basketball. To score the ball must be touched by each team member before passing into the end zone. Passing to a player in the end zone will result in 1 point. If the ball is dropped or knocked down by the defender, it is automatically turned over.

Day 8

**Headless Lacrosse**
Students will play 3 on 3 lacrosse and focus on moving their feet, and body position when playing defense. You can plan by removing the heads of the lacrosse sticks or by simply removing sticks from defenders altogether. The defenders will be expected to move quickly to cover their offensive player. If playing with the heads on the sticks, encourage students to use the poke check. Students will play defense in 1 minute intervals and then rotate to offense. Whichever team has the lowest number of goals scored against them wins.

Day 9

Fly Back Relay

**Resource:** Quality Lesson Plans for Secondary Physical Education, 2nd Edition; page 521

Day 10

End Zone Lacrosse

**Resource:** Quality Lesson Plans for Secondary Physical Education, 2nd Edition; page 522

Day 11

Regulation Game

Day 12

Regulation Game