

USA<sup>TM</sup>  
LACROSSE



# LACROSSE IN SCHOOLS

LESSON PLANS FOR GRADES 6-8



# LESSON 1

## BASIC DODGING PRINCIPLES

<p><b>Lesson Name:</b> Basic dodging principles, changing speed and directions.</p>	<p><b>Unit Name &amp; Lesson #:</b> Lacrosse Lesson #1</p>	<p><b>Grade Level:</b> 6-8</p>	<p><b>Lesson Length:</b> 40 min</p>
<p><b>National Standards:</b> Priority Standards for this sequence:</p> <p>Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)</p> <p>Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)</p> <p>Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)</p> <p>Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go. (S2.M2.6)</p> <p>Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)</p> <p>Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)</p> <p>Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. (S1.M7.7)</p> <p>Slides in all directions while on defense without crossing feet. (S1.M11.7)</p> <p>Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go. (S2.M2.7)</p> <p>Creates open space by staying spread on offense and cutting and passing quickly. (S2.M3.7)</p> <p>Reduces open space on defense by staying close to the opponent as he/ she nears the goal. (S2.M4.7)</p> <p>Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)</p>	<p><b>Lesson Objective(s):</b></p> <p>Students will be able to communicate the correlation between changing speeds and successful dodges.</p> <p>Students will be able to explain why lacrosse is oftentimes referred to as the medicine game.</p> <p>Students will be able to cooperate with classmates to identify the main sources of conflict in a physical education class.</p>	<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● Cones</li> <li>● Noodles</li> </ul>	



<p>Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)</p> <p>Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. (S1.M7.8)</p> <p>Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)</p> <p>Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. (S2.M2.8)</p> <p>Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)</p> <p>Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)</p> <p>Other standards that can be addressed:</p> <p>Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. (S1.M7.6)</p> <p>Creates open space by using the width and length of the field/court on offense. (S2.M3.6)</p> <p>Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)</p> <p>Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.M2.7)</p> <p>Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)</p> <p>Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7Z)</p> <p>Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)</p> <p>Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)</p> <p>Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)</p> <p>Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)</p>		
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<p>Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)</p> <p>Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. (S2.M2.8)</p> <p>Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)</p> <p>Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)</p> <p>Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.8)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)</p>					
Content	Time	Organization	Activity Progressions	Options	
Warm Up	5	Students will enter the playing area and sit in the designated location to start class.	Start off by having students play a simple game of noodle tag. Observe the students as they try to avoid being tagged. Look for examples of a student changing their speed and their direction while successfully avoiding a tag. When the game is done, bring the students in to start 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>○ Change type of movement to accommodate students' needs</li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Visually enhance/mark/ define playing area</li> </ul> </li> <li>● Bright colored equipment and boundary markers</li> <li>● <b>Equipment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student's individualized communication needs                             <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul> </li> </ul>	

				<ul style="list-style-type: none"> <li>○ Visual Picture or representation of changing speed and direction           <ul style="list-style-type: none"> <li>▪ quick video or gif</li> </ul> </li> <li>○ Provide a model/demonstration of change of speed</li> <li>○ Provide an example of an activity that student was already successful in with changing speed and direction</li> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> </ul>
<b>Learning Activity 1</b>	10	Students will sit in the designated area for the lesson open, then move into open space with a partner for the first activity.	<p>After the warm-up game is over, ask the students to think about the times they were trying to avoid being tagged. Were they successful? If so, what made them successful? After this conversation, teach the students how changing speed and changing direction can make you not only more difficult to tag on noodle tag, but also more difficult to cover in lacrosse or the games that they may play.</p> <p>Example script: <i>“Today we are going to start to learn how to dodge a defender, but we are not yet going to dodge anyone. One of the most important parts to dodging, or avoiding a defender, as you just displayed in noodle tag, is changing speed and direction. When we dodge a defender in lacrosse, we change speeds by going from a slower speed, or a slow spring, to a faster speed, or a full sprint. Going from a slow sprint to a fast sprint will help to catch your defender off guard and allow you to run by them. A slow sprint is when you move your body ALMOST as fast as you can. You are running fast, but not your fastest. A full sprint is when you run your absolute fastest. In our first activity today, you are going to practice changing speeds in a few different ways. You have played a game like this before called mirror, this version is called cat and mouse, but it is very similar.”</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Slow sprint</li> <li>● Full spring</li> <li>● Change speeds</li> <li>● Shuffle the deck</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> </ul> </li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Shorten the distance between cones</li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b></li> </ul>

			<p>Set the students up with a partner and explain the first layer of today's game to them. One person is going to be the cat, and one person is going to be the mouse. The mouse is trying to “lose” the cat by shuffling side to side between two cones, and the cat is trying to match the mouse step for step, attempting to stay in front of them the entire time. The mouse will try to lose the cat by going faster and slower, and quickly changing their direction from shuffling right, to shuffling left.</p> <p>The activity will start when the music starts, when the music stops the partner will change roles, and when the teacher says “shuffle the deck” the students will have 24 seconds to find a new partner.</p> <p>Round two of the game will be managed in the same way, however, now the students will be running forward and backwards between the two cones, or running in one direction, then turning around and running in the opposite direction rather than shuffling.</p>	<ul style="list-style-type: none"> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs             <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> <li>○ Place markers on the floor to promote understanding of where to move as the mouse</li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>● How would you explain what a dodge is?</li> <li>● What is the difference between a slow sprint and a full sprint?</li> <li>● Why do we want to change speeds when we are dodging in lacrosse?</li> </ul>
Learning Activity 2	12	Students split up into two teams and start on opposite sides of the playing area.	<p>The next activity is capturing the flag lacrosse. In this game the students are going to split up into two teams (create as many games as appropriate to keep numbers on each team low for safety purposes) and start on opposite sides of the playing area. Half of each team will have lacrosse sticks; those students are the dodgers. The other half of the class will have noodles, those students are the defenders.</p> <p>When the music starts the dodgers will try to get to the other side of the playing area without being tagged. If they make it to the other side, they can enter the “safe zone” where a bunch of balls will be spread out. Students cannot be tagged while in the safe zone. Once on the other side, students will scoop up, one ball at a time and cradle it back to their side trying not to be</p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Change speeds and directions simultaneously.</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> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ brightly colored endzone markers</li> </ul> </li> <li>● <b>Environment</b></li> </ul>

		<p>tagged. The first team to get all of the balls to the other side, or the team with the most amount of balls on their side when the music stops, wins. Switch defenders and dodgers every game, or at any other time that is appropriate to make sure all students can play and practice today's skill.</p> <p>Example script: <i>“As the dodgers move from one side of the area to the other, make sure you are not only changing speeds, but also changing direction to get by the defenders. If you want to maximize the likelihood that you get past a defender, try changing speeds and direction simultaneously, or at the same time. This puts the defender in a very difficult situation to defend you, and in this game, tag you.”</i></p>	<ul style="list-style-type: none"> <li>○ Shorten the distance from start to finish to accommodate students’ needs</li> <li>○ Place student on the outside of the group so they can focus better on where to finish and maintain safety</li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs           <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> <li>○ Provide a spot marker directional pathway for student to follow from start to finish</li> </ul> </li> </ul>
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<b>Closure</b>	12	Students will meet the teacher in a designated area.	<p>During the closure ask the students if they know any nicknames that the game of lacrosse has been given over its long history. If the students do not come up with it on their own, inform them that lacrosse is commonly referred to as the medicine game. Ask them why they think it may have been called that, and then teach them that just like medicine, lacrosse is played by native people as a way to heal the soul and improve their overall wellness.</p> <p>Example script: <i>“Over the next few classes we are going to learn how lacrosse, and movement in general can serve as medicine for us, helping to improve our overall wellness.”</i></p> <p>Make sure that the students understand that although movement can improve our overall wellness, it is not a cure all. There are people that struggle with their mental or emotional health for example, and although play and movement can help, they may benefit from other forms of intervention as well.</p> <p>Next, put the students in five groups of five (or something close) and engage the students in a jigsaw activity to identify the most common sources of conflict during physical education class. Explain to them that over the next few classes they are going to be given control over how conflicts are resolved by making up their own conflict resolution checklist. That checklist will serve as a way for the students to handle conflict or dispute, before getting the teacher involved.</p> <p>Jigsaw activity:</p> <ul style="list-style-type: none"> <li>● Make five groups of five (or something similar) and have the students number themselves one through five. These groups are called their small family groups. These are the groups they will start and end the activity in.</li> <li>● Then, send all of the number ones, from all of the groups to a designated location and do the same for each number. Now you have new groups called collaborative groups, and each collaborative group has a student from each small family group in it.</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>○ Everyone must have a turn to share their thoughts before groups can finish, could even be a simple “thumbs up” or “thumbs down” response</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 assist</li> <li>○ Provide for individual students’ communication needs</li> </ul> </li> <li>● <b>Quick Assessment:</b></li> <li>● What are the two keys to getting by a defender and how do they increase the likelihood that you will be successful.</li> </ul>
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			<ul style="list-style-type: none"><li>• While the students are in their collaborative groups, they are going to brainstorm the main causes of conflict in physical education class.</li><li>• When time is up, have the students go back to their small family groups and share what they discussed. Each small family group will have a representative from each collaborative group in it.</li><li>• After the students share within their groups, have a conversation with them in regard to why these things happen, and what we can do about it. This will segway nice into the next lesson.</li></ul>	
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# LESSON 2

## TYPES OF DODGES

Lesson Name:	Unit Name & Lesson #:	Grade Level:	Lesson Length:
<p>The face dodge and the roll dodge.</p> <p><b>National Standards:</b></p> <p>Priority Standards for this sequence:</p> <p>Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)</p> <p>Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)</p> <p>Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)</p> <p>Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go. (S2.M2.6)</p> <p>Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)</p> <p>Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)</p> <p>Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. (S1.M7.7)</p> <p>Slides in all directions while on defense without crossing feet. (S1.M11.7)</p> <p>Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go. (S2.M2.7)</p> <p>Creates open space by staying spread on offense and cutting and passing quickly. (S2.M3.7)</p> <p>Reduces open space on defense by staying close to the opponent as he/ she nears the goal. (S2.M4.7)</p>	<p>Lacrosse Lesson #2</p> <p><b>Lesson Objective(s):</b></p> <p>Students will be able to face dodge a cone using all elements of the dodge effectively.</p> <p>Students will be able to roll dodge a cone using all elements of the dodge effectively.</p> <p>Students will be able to differentiate between proper stick protections during each dodge.</p> <p>Students will be able to explain the role of dopamine in improving our overall wellness.</p> <p>Students will collaborate with classmates and create plans detailing how to deal with conflict in physical education class.</p>	<p>6-8</p>	<p>40</p> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● Lacrosse sticks</li> <li>● Balls</li> <li>● Cones</li> <li>● Tablets or phones</li> </ul>

<p>Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)</p> <p>Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)</p> <p>Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. (S1.M7.8)</p> <p>Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)</p> <p>Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. (S2.M2.8)</p> <p>Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)</p> <p>Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)</p> <p>Other standards that can be addressed:</p> <p>Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. (S1.M7.6)</p> <p>Creates open space by using the width and length of the field/court on offense. (S2.M3.6)</p> <p>Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)</p> <p>Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.M2.7)</p> <p>Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)</p> <p>Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)</p> <p>Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)</p>		
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<p>Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)</p> <p>Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)</p> <p>Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)</p> <p>Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)</p> <p>Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. (S2.M2.8)</p> <p>Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)</p> <p>Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)</p> <p>Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.8)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)</p>					
Content	Time	Organization	Activity Progressions	Options	
Warm Up	7	Students will enter the playing area and sit in the designated location to start class.	<p>Students will make groups of four and in their groups, make pairs of two. Each pair of two will serve as a team of two. First, the students will have a catch with their partner in their designated area. Next, each team will play a game of 2 v 2 keep away against the other team in their group.</p> <p>Rules for 2 v 2 keep away:</p> <ul style="list-style-type: none"> <li>Students will decide who starts with the ball however they choose. Rock, paper, scissors would be suggested.</li> <li>When the game starts, students will move around the playing area trying to get open on offense and cover their opponent while on defense.</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</li> <li>Distance of movement or target to create equity</li> <li>Modify boundaries as needed to create equity</li> <li>Accommodate students’ needs by allowing fewer or more steps or individual specific movement based on their abilities, i.e. 3 wheelchair turns</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>● The player with the ball can only take 10 steps before they have to pass. If they have not passed by the 10th step, the ball is given to the other team.</li> <li>● If the ball hits the ground it is given to the other team.</li> <li>● If the other team intercepts a pass, they gain possession.</li> <li>● Every time a team completes 3 passes, they get a point, and give the ball to the other team.</li> </ul>	<ul style="list-style-type: none"> <li>○ Allow each team to provide extra points for using kind and helpful words of encouragement</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           <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> </ul> </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> </ul> </li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Count the number of steps taken out loud and at #10 step yell STOP</li> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs</li> </ul> </li> </ul>
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<b>Learning Activity 1</b>	12	<p>Students will sit in the designated area in their groups of four, then move to their designated cone as a group of four.</p>	<p>After the warm-up game is over, ask the students to talk to their group about how they feel when they play. After they have time to talk, ask them to share out with the class. Tell the students that for the next few classes they are going to be learning about specific things that happen in your body when you move and play, that make you feel good, and improves your overall wellness, and that you are going to refer to those things as getting your daily DOSE. Just like the Natives, we are going to use movement, and lacrosse specifically as our medicine game. Each letter in the acronym DOSE refers to a different ingredient to our wellness that gets released during exercise.</p> <p>Example script: <i>“Today we are going to learn about the first ingredient, Dopamine. Has anyone heard of dopamine before? Dopamine gets released in our body when we move and play games that we enjoy. Dopamine has a really cool role also, dopamine helps us to feel more motivated, or eager to try new things and accomplish our goals. When we think back to the Native people, and how lacrosse was their medicine game, can anyone tell me what role dopamine could have played in their daily life?”</i></p> <p>When the conversation is over, teach the students how to execute an effective face dodge.</p> <ul style="list-style-type: none"> <li>● Approach your defender with your stick in the box, just like when you are catching.</li> <li>● When you are about 3 yards away from your defender, change speeds and take a jab step to your stick side with your dominant foot.</li> <li>● After taking the jab step, take a sidestep in the opposite direction, and cradle the stick across your face, to your opposite shoulder.</li> <li>● Lastly, step by your defender with your dominant foot, protecting your stick with your body as you run past them.</li> </ul>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Stick in the box</li> <li>● Change speeds</li> <li>● Jab step</li> <li>● Cradle across your face</li> <li>● Turn body</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>○ Provide incentive (extra points or a “shoutout”) for using encouraging words to support ALL</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> <li>▪ Larger lacrosse stick head (Goalie head)</li> <li>▪ Deeper stick head pocket</li> <li>▪ Shorter lacrosse stick shaft</li> <li>▪ noodle to represent stick to practice the drill</li> </ul> </li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ shorten distance to execute skill</li> </ul> </li> </ul>
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			<p>After explaining how to execute a face dodge, put the students in the first activity.</p> <ul style="list-style-type: none"> <li>• Students will line up single file, at the first cone. When the music starts then will walk to the second cone, and face dodge it like it was a defender. Students will repeat this for every cone that is line up in front of them.</li> <li>• When they get to the other side, the next student in line can begin.</li> </ul> <p>As students get more comfortable, provide them the option to jog and run through the activity.</p>	<ul style="list-style-type: none"> <li>• <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs           <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> <li>○ Visual representation           <ul style="list-style-type: none"> <li>▪ Picture of brain and smiling face to represent Dopamine</li> <li>▪ Short video discussing dopamine</li> </ul> </li> </ul> </li> <li>• <b>Checks for Understanding:</b> <ul style="list-style-type: none"> <li>• How do you protect your stick when coming out of your dodge?</li> <li>• When do you jab step to “fake” your defender?</li> <li>• Should you switch or change hands with your stick?</li> </ul> </li> </ul>
<p>Learning Activity 2</p>	<p>12</p>	<p>Students split up into two teams and start on opposite sides of the playing area.</p>	<p>The next activity will be set up the same way, except this time the students will practice a roll dodge. Before beginning the activity, teach the students how to roll dodge effectively.</p> <ul style="list-style-type: none"> <li>• Approach the defender with your stick in the box.</li> <li>• When you get about three yards away, step at the defender with your non-dominant foot, splitting their body in half.</li> <li>• After stepping with your non-dominant foot, bring your stick down and in front of your shoulder. Your lead foot will now become your pivot foot.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cues:</b> <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>• <b>Accommodations/Modifications/ Differentiation:</b> <ul style="list-style-type: none"> <li>• <b>Rules</b> <ul style="list-style-type: none"> <li>○ Change expectations to meet individual abilities or needs, i.e.</li> </ul> </li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>● Pivot off of your lead foot and swing your back leg all the way around to the other side.</li> <li>● As you roll, bring your stick in front of your chest to protect it.</li> <li>● When your dominant foot ends up next to your defender, on the opposite side, run forward, keeping your stick in between your shoulders.</li> </ul>	<ul style="list-style-type: none"> <li>▪ just running from the starting point to the finish point</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> <li>○ Shorter lacrosse stick shaft</li> <li>○ noodle to represent stick to practice the drill</li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ shorten distance to execute skill</li> <li>○ Provide a spot marker directional pathway for student to follow from start to finish</li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs</li> </ul> </li> </ul>
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				<ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>● How can you tell which foot is your non-dominant foot?</li> <li>● Where do you put your stick as you roll by your defender to make sure it is protected?</li> <li>● What do you do after you roll to the other side?</li> </ul>
<b>Closure</b>	9	Students will meet the teacher in a designated area.	<p>As the students bring it in for the closure, direct their attention to a visual that you created. The visual references the ingredients movement and play can provide to help improve our overall wellness, and has four blank spots, one for each letter of the acronym DOSE. Take a letter D and put it in the proper location. Tell the students that today not only did they learn about dopamine, but they got some as a free gift for playing in PE.</p> <p>Remind students that although movement can improve our overall wellness, it is not a cure all. There are people that struggle with their mental or emotional health for example, and although play and movement can help, they may benefit from other forms of intervention as well.</p> <p>Next, again put the students in five groups of five to engage in a jigsaw activity. This time the collaborative groups will brainstorm steps that they could take to resolve conflicts as they arise in physical education class. When the students return to their small family groups, they will share what was discussed in the collaborative groups and try to put them in an order that makes sense.</p> <p>After each group has created their list, they will share their lists with the class, and the teacher will keep a running list on the board. Each group's list will stay on the board for the next 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 assist</li> <li>○ Provide for individual students' communication needs</li> </ul> </li> </ul> <p><b>Quick Assessment:</b></p> <ul style="list-style-type: none"> <li>● Where do you put your stick to protect it when executing a face dodge? <ul style="list-style-type: none"> <li>○ In between your shoulders</li> <li>○ In front of your face</li> <li>○ Inside your opposite shoulder</li> <li>○ Down by your hip</li> </ul> </li> <li>● Where do you put your stick to protect it when executing a roll dodge? <ul style="list-style-type: none"> <li>○ In between your shoulders</li> <li>○ In front of your face</li> <li>○ Inside your opposite shoulder</li> <li>○ Down by your hip</li> </ul> </li> </ul>

		<p>On the way out the students will scan a QR code bringing them to a Google Form with the quick assessment question posted. They will be asked to respond there by the next class. If students do not have phones, use tablets and have students respond during class time.</p>	
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# LESSON 3

## SPLIT DODGE

Lesson Name:	Unit Name & Lesson #:	Grade Level:	Lesson Length:
<p>Switching hands and the split dodge.</p> <p><b>National Standards:</b></p> <p>Priority Standards for this sequence:</p> <p>Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)</p> <p>Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)</p> <p>Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)</p> <p>Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go. (S2.M2.6)</p> <p>Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)</p> <p>Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)</p> <p>Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. (S1.M7.7)</p> <p>Slides in all directions while on defense without crossing feet. (S1.M11.7)</p> <p>Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go. (S2.M2.7)</p> <p>Creates open space by staying spread on offense and cutting and passing quickly. (S2.M3.7)</p> <p>Reduces open space on defense by staying close to the opponent as he/ she nears the goal. (S2.M4.7)</p>	<p><b>Lesson Objective(s):</b></p> <p>Students will be able to split dodge cones using all elements of the dodge effectively.</p> <p>Students will be able to explain various elements of switching hands.</p> <p>Students will be able to explain the role of oxytocin in improving our overall wellness.</p> <p>Students will collaborate with their classmates to finalize their conflict resolution checklist.</p>		<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● Lacrosse sticks</li> <li>● Balls</li> <li>● Cones</li> <li>● Tablets or phones</li> </ul>



<p>Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)</p> <p>Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)</p> <p>Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. (S1.M7.8)</p> <p>Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)</p> <p>Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. (S2.M2.8)</p> <p>Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)</p> <p>Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)</p> <p>Other standards that can be addressed:</p> <p>Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. (S1.M7.6)</p> <p>Creates open space by using the width and length of the field/court on offense. (S2.M3.6)</p> <p>Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly. (S2.6.6)</p> <p>Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.M2.7)</p> <p>Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)</p> <p>Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)</p> <p>Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)</p>		
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<p>Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)</p> <p>Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)</p> <p>Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)</p> <p>Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)</p> <p>Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. (S2.M2.8)</p> <p>Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)</p> <p>Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)</p> <p>Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.8)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)</p>					
Content	Time	Organization	Activity Progressions	Options	
Warm Up	5	Students will enter the playing area and sit in the designated location to start class, then find open space in the playing area with their partner.	Students will find a partner and practice both the face dodge and roll dodge. One student will be the dodger and the other student will be the defender. The defender will stand still and allow the dodger to practice both dodges on them. After each dodge, the defender will provide the dodger feedback, and the two students will change roles.	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Provide incentive (extra points or a “shoutout”) for using encouraging words to support ALL</li> </ul> </li> <li>● <b>Equipment</b></li> <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> </ul>	

				<ul style="list-style-type: none"> <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> <li>○ noodle to represent stick to practice the drill</li> </ul> </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>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs                 <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> <li>○ Floor spot markers to give visual focus of dodging side to side, up and back</li> </ul> </li> </ul>
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<p>Learning Activity 1</p>	<p>14</p>	<p>Students will sit in the designated area with their partner, then move to open space to practice.</p>	<p>After the warm-up game is over, bring the students in to learn about the second ingredient to their movement medicine, oxytocin. Teach the students how oxytocin is released in our bodies during exercise and is responsible for building strong relationships, which could also help us in our task of conflict resolution. Relate oxytocin back to indigenous people. Teach the students about the importance of relationships in Native cultures. Family, inside a tribe and between tribes. Next, teach the students how to properly switch hands with their lacrosse stick.</p> <p>Example script: <i>“The first thing we are going to learn today is how to switch hands, so we can use the lacrosse stick on the other side of our body, which will help us with today’s dodge. Can everyone stand up and hold their stick in the box on their dominant side?”</i></p> <p>After the students stand up, have them switch hands along with you by following the below prompts.</p> <ul style="list-style-type: none"> <li>● Stick in your strong hand with the head in the box.</li> <li>● Bring the head of your stick down to your shoulder, and across your chest to the other shoulder by sliding the shaft through your bottom hand.</li> <li>● As your stick gets to your opposite shoulder, let go with your top hand, and place it on the shaft of your stick under your other hand. You have now exchanged hands.</li> <li>● Bring the stick up to the box, making sure your hands are properly placed.</li> </ul> <p>Continue to demo the skill to the students, having them mirror you while you provide feedback. Be sure not to use words like right and left and increase the speed of the exchange slightly as students get more comfortable.</p> <p>After practicing with you, the students can go to open space with their partner, bringing a ball with them. The students can start having a catch while stationary, switching hands two times every</p>	<p><b>Cues:</b></p> <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> <p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ change expectations based on abilities and needs of the drill- i.e. holding the stick in the same hand</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> <li>○ Larger lacrosse stick head (Goalie head)</li> <li>○ Deeper stick head pocket</li> <li>○ Shorter lacrosse stick shaft</li> <li>○ noodle to represent stick to practice the drill</li> </ul> </li> </ul> </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></li> </ul>
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			<p>time they catch the ball, before throwing it back to their partner. For example, a left-handed player will catch the ball left-handed, switch to their right, then switch back to their left, then throw the ball back to their partner.</p>	<ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional</li> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Floor spot markers to give visual focus of dodging side to side, up and back</li> <li>○ Directionality Prompts as needed           <ul style="list-style-type: none"> <li>▪ Visual</li> <li>▪ Physical</li> <li>▪ Gestural</li> </ul> </li> <li>● <b>Checks for Understanding:</b></li> <li>● When would you have to switch hands when playing lacrosse?</li> <li>● Why would you want the stick in the other hand?</li> </ul>
<b>Learning Activity 2</b>	12	<p>Students will gather around the teacher, then get into groups, spread out in the playing area for the next activity.</p>	<p>Example script: <i>“Now, let’s take the skill of switching hands and put it to use as we learn another dodge. Today we are going to learn how to split dodge. When executing a split dodge you are going to run at them in a slow sprint, similar to a face dodge when we are about three yards away from the defender you are going to accelerate into full speed, jab step with your dominant foot, and explode, full speed across the face of the defender, switching hands, and sprinting past them.”</i></p> <p>After explaining how to execute a split dodge, put the students in the first activity.</p> <ul style="list-style-type: none"> <li>● Students will line up single file, in groups of four, at the first cone in their area. When the music starts, they will walk to the second cone, and split dodge it like it was a defender. Students will repeat this for every cone that is lined up in front of them.</li> <li>● When they get to the other side, the next student in line can begin.</li> </ul>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Approach the defender with your stick in the box.</li> <li>● Move from a slow sprint to a full sprint about 3 yards away.</li> <li>● Jab step with your dominant foot and explode across the defender's face.</li> <li>● Bring your stick from your dominant shoulder to your non-dominant shoulder as you move across the defender.</li> <li>● Sprint past your defender on the other side.</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>○ change expectations based on abilities and needs of the drill- i.e. holding the stick in the same hand</li> </ul> </li> <li>● <b>Equipment</b></li> <li>● Use a variety of Equipment</li> </ul>



			<p>As students get more comfortable, provide them the option to jog and run through the activity.</p>	<ul style="list-style-type: none"> <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> <li>○ Shorter lacrosse stick shaft</li> <li>○ noodle to represent stick to practice the drill</li> </ul> </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>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Floor spot markers to give visual focus of dodging side to side, up and back</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>
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				<ul style="list-style-type: none"> <li>• What kind of step do you use right before you change direction?</li> <li>• Why do you switch hands when executing a split dodge?</li> </ul>
Closure	9	Students will meet the teacher in a designated area.	<p>As the students bring it in for the closure, direct their attention to a visual that you created. The visual references the ingredients movement and play can provide to help improve our overall wellness, and has four blank spots, one for each letter of the acronym DOSE. Take the O and put it in the proper location. Remind students that although movement can improve our overall wellness, it is not a cure all. There are people that struggle with their mental or emotional health for example, and although play and movement can help, they may benefit from other forms of intervention as well.</p> <p>Next, as a class review the conflict resolution checklists that each group made last class. Allow the students to share their opinions in an attempt to make one list that the entire class will use for the rest of the year to help resolve any potential conflicts. Once the list is one, leave it on the board and tell the students that when there is conflict, they should refer to the list to try and resolve it on their own.</p> <p>On the way out the students will scan a QR code bringing them to a Google Form with the quick assessment question posted. They will be asked to respond there by the next class. If students do not have phones, use tablets and have students respond during class time.</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b></li> <li>• <b>Environment</b></li> <li>• <b>Learning/Instructional Strategies</b></li> <li>• <b>Checks for Understanding:</b></li> </ul> <p><b>Quick Assessment:</b></p> <ul style="list-style-type: none"> <li>• When executing a split dodge, when do your hands exchange?</li> <li>• What role does oxytocin play in overall wellness?</li> </ul>

# LESSON 4

## DEFENSIVE FOOTWORK

Lesson Name:	Unit Name & Lesson #:	Grade Level:	Lesson Length:
<p>Defensive footwork.</p> <p><b>National Standards:</b></p> <p>Priority Standards for this sequence:</p> <p>Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)</p> <p>Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)</p> <p>Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)</p> <p>Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go. (S2.M2.6)</p> <p>Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)</p> <p>Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)</p> <p>Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. (S1.M7.7)</p> <p>Slides in all directions while on defense without crossing feet. (S1.M11.7)</p> <p>Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go. (S2.M2.7)</p> <p>Creates open space by staying spread on offense and cutting and passing quickly. (S2.M3.7)</p> <p>Reduces open space on defense by staying close to the opponent as he / she nears the goal. (S2.M4.7)</p>	<p>Lacrosse Lesson #4</p> <p><b>Lesson Objective(s):</b></p> <p>Students will be able to explain various elements to playing good defense in the game of lacrosse.</p> <p>Students will be able to demonstrate how to play appropriately on ball and off ball defense.</p> <p>Students will be able to explain the role of serotonin in improving our overall wellness.</p>	<p>6-8</p>	<p>40</p> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● Lacrosse sticks</li> <li>● Balls</li> <li>● Noodles</li> <li>● Pop goals</li> <li>● Tablets or phones</li> </ul>



<p>Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)</p> <p>Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)</p> <p>Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. (S1.M7.8)</p> <p>Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)</p> <p>Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. (S2.M2.8)</p> <p>Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)</p> <p>Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)</p> <p>Other standards that can be addressed:</p> <p>Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. (S1.M7.6)</p> <p>Creates open space by using the width and length of the field/court on offense. (S2.M3.6)</p> <p>Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)</p> <p>Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.M2.7)</p> <p>Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)</p> <p>Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)</p> <p>Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)</p>		
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<p>Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)</p> <p>Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)</p> <p>Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)</p> <p>Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)</p> <p>Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. (S2.M2.8)</p> <p>Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)</p> <p>Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)</p> <p>Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.8)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)</p>		
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Content	Time	Organization	Activity Progressions	Options
Warm Up	7	Students will enter the playing area and sit in the designated location to start class, then find open space in the playing area with their partner.	<p>Students will find a partner and practice all of the dodges learned to this point. Feedback will be given to all students as the teacher rotates through the groups. One student will be the dodger and the other student will be the defender. The defender will stand still and allow the dodger to practice both dodges on them. After each dodge, the defender will provide the dodger feedback, and the two students will change roles.</p> <ul style="list-style-type: none"> <li>Yarn balls, “practice lacrosse ball”</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>Provide incentive (extra points or a “shoutout”) for using encouraging words to support ALL</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> </ul> </li> </ul>

			<ul style="list-style-type: none"> <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</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <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> <li>○ noodle to represent stick to practice the drill</li> </ul> </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>○ Floor spot markers to give visual focus of dodging side to side, up and back</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>	10	Students will sit in the designated area with their partner, then move to open space to practice.	After the warm-up game is over, bring the students in to learn about the third ingredient to their movement medicine, serotonin. Teach the students how serotonin is released in our bodies during exercise and is responsible for feelings of calm and acceptance, which also relates to how we want others to feel during physical education class. Teach the students how moving helps to release serotonin, but our positive interactions help our classmates to get the full effect of it. Serotonin prepares us to accept	<b>Cues:</b> <ul style="list-style-type: none"> <li>● Ready position, knees bent, weight over balls of feet, arms off your body, stick up and eyes on the dodger’s midsection.</li> <li>● Do not cross your feet.</li> <li>● Drop step in the direction of a pass.</li> <li>● Slide step.</li> </ul> <b>Accommodations/Modifications/ Differentiation:</b>

			<p>compliments from our friends. Relate serotonin back to indigenous people. Teach the students about the importance of acceptance in Native cultures, and how that acceptance relates to the game of lacrosse. Acceptance is very important in Native cultures, even in tribes that practice rigid gender roles and social restrictions.</p> <p>Next, teach the students the keys to playing good defense in the game of lacrosse.</p> <p>Example script: <i>“When playing defense on a dodger there are two things to keep in mind. First, maintain a good ready position with your weight over the balls of your feet, your arms off of your body, your stick up in the box and your eyes on the offensive players midsection. Next, when you have to move side to side, you do not want to cross your feet. You can drop step, or slide step. If you watch lacrosse, you may see defenders use their sticks to check their opponent, in here, right now, we are not going to use our sticks at all. Even in high level lacrosse games, the best defense is always played with your feet, and that is what we are going to focus on. When you focus on playing defense with your stick you are more likely to foul, and you are more likely to get beat because throwing stick checks can place you out of position and slow you down. There is not going to be any contact with the stick. Also, please remember that our conflict resolution checklist is in play today, so if there are any disagreements or disputes, I would like you to use what you created before coming to get me.”</i></p> <p>After explaining sound on ball defense to the students, continue to teach the concept by demonstrating for them, and having them practice a good ready position. When the demonstration is over, have the students move to open space with a partner, practicing all three dodges, but now placing the focus and teacher feedback on how to defend a dodger.</p>	<ul style="list-style-type: none"> <li>● same as Warm up but in addition:</li> <li>● <b>Learning/Instructional Strategy</b> <ul style="list-style-type: none"> <li>▪ Visual representation</li> <li>▪ Picture of activity, brain, and calm facial expression to represent Serotonin release and exercise</li> <li>▪ Short video discussing serotonin</li> </ul> </li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>● Why don't you want to cross your feet?</li> <li>● How might watching the midsection of the dodger be helpful?</li> </ul>
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			<ul style="list-style-type: none"> <li>• Students will designate one person to be the dodger and one person to be the defender.</li> <li>• The defender will not have a stick, they will pretend to have a stick or use a pool noodle to ensure safe interactions as students learn how to defend.</li> <li>• The dodger will dodge their partner, using any of the dodges that were learned so far, starting at slower speeds, then gradually getting faster and faster.</li> <li>• The defender will use all of the keys to good on ball defense, to stay with the dodger throughout the entire dodge.</li> <li>• After five repetitions, the two students will switch roles.</li> </ul>	
Learning Activity 2	16	Students will gather around the teacher, then get into groups, spread out in the playing area for the next activity.	<p>Example script: <i>“In our next activity, we are going to not only focus on defending a dodger, but we are also going to work on defending players away from the ball. When defending someone away from the ball first make sure that you can position your body in a way that allows you to SEE BOTH the ball, and the person you are guarding. Next, stay between the person you are guarding and the goal, and get closer to them, taking the space between you and them away as they get closer to the goal. You can allow the player you are defending more space the farther away from the goal they get. If you follow an offensive player farther and farther away from the goal, the less likely you will be to help your teammates.”</i></p> <p>Use the rest of the class to allow students to start to put all of the skills they have learned together in a small sided game of steal the bacon. When planning this activity, create two groups of equal ability, and number students so they are going against classmates of similar abilities based on your assessments of them to this point. Start off by calling one number at a time</p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>• See both</li> <li>• Close the space as they get closer to the goal</li> </ul> <p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>• same as Warm up and Learning Activity 1</li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>• What do you want to do as an off ball offensive player gets closer to the goal?</li> <li>• Why don't you want to follow an offensive player far away from the goal?</li> </ul>



			<p>to allow the students to practice dodging and defending a dodger without worrying about spacing, or other students. The progression should be as follows:</p> <ul style="list-style-type: none"> <li>• 1v1 (all students get to play offense and defense before moving on)</li> <li>• 2v2 (all students get to play offense and defense before moving on)</li> <li>• 3v3 (all students get to play offense and defense before moving on)</li> </ul>	
<b>Closure</b>	7	Students will meet the teacher in a designated area.	<p>As the students bring it in for the closure, direct their attention to a visual that you created. The visual references the ingredients movement and play can provide to help improve our overall wellness, and has four blank spots, one for each letter of the acronym DOSE. Take the S and put it in the proper location. Remind students that although movement can improve our overall wellness, it is not a cure all. There are people that struggle with their mental or emotional health for example, and although play and movement can help, they may benefit from other forms of intervention as well.</p> <p>After placing the S on the board, ask students to think about their time in class today, specifically as they played steal the bacon. Were there moments of conflict or dispute? Does our checklist work, or does it need to be modified further? Allow the conversation to unfold and modify the checklist as needed. On the way out the students will scan a QR code bringing them to a Google Form with the quick assessment question posted. They will be asked to respond there by the next class. If students do not have phones, use tablets and have students respond during class time.</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 Strategy</b> <ul style="list-style-type: none"> <li>▪ Visual representation</li> <li>▪ Picture of activity, brain, and calm facial expression to represent Serotonin release and exercise</li> <li>▪ Short video discussing serotonin</li> </ul> </li> <li>• <b>Checks for Understanding:</b></li> </ul> <p><b>Quick Assessment:</b></p> <ul style="list-style-type: none"> <li>• Why is it better to defend offensive players with your feet than your stick?</li> <li>• What does the term “see both” mean?</li> <li>• How might serotonin enhance our overall wellness?</li> </ul>



# LESSON 5

## CUTTING

<p><b>Lesson Name:</b> V-Cut, give and go, backdoor cut.</p>	<p><b>Unit Name &amp; Lesson #:</b> Lacrosse Lesson #5</p>	<p><b>Grade Level:</b> 6-8</p>	<p><b>Lesson Length:</b> 40</p>
<p><b>National Standards:</b> Priority Standards for this sequence:</p> <p>Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)</p> <p>Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)</p> <p>Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). (S2.M1.6)</p> <p>Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go. (S2.M2.6)</p> <p>Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)</p> <p>Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)</p> <p>Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. (S1.M7.7)</p> <p>Slides in all directions while on defense without crossing feet. (S1.M11.7)</p> <p>Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go. (S2.M2.7)</p> <p>Creates open space by staying spread on offense and cutting and passing quickly. (S2.M3.7)</p> <p>Reduces open space on defense by staying close to the opponent as he / she nears the goal. (S2.M4.7)</p>	<p><b>Lesson Objective(s):</b></p> <p>Students will be able to display the use of three offensive strategies (v-cut, give and go and backdoor cut).</p> <p>Students will be able to explain the role of endorphins in improving our overall wellness.</p>	<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● Lacrosse sticks</li> <li>● Balls</li> <li>● Pop goals</li> <li>● Tablets or phones</li> </ul>	

<p>Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)</p> <p>Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)</p> <p>Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. (S1.M7.8)</p> <p>Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)</p> <p>Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. (S2.M2.8)</p> <p>Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)</p> <p>Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)</p> <p>Other standards that can be addressed:</p> <p>Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. (S1.M7.6)</p> <p>Creates open space by using the width and length of the field/court on offense. (S2.M3.6)</p> <p>Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)</p> <p>Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.M2.7)</p> <p>Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)</p> <p>Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). (S2.M1.7)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. (S2.M6.7)</p>		
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<p>Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)</p> <p>Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)</p> <p>Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)</p> <p>Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)</p> <p>Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)</p> <p>Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. (S2.M2.8)</p> <p>Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)</p> <p>Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)</p> <p>Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.8)</p> <p>Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)</p>					
Content	Time	Organization	Activity Progressions	Options	
Warm Up	7	Students will enter the playing area and sit in the designated location to start class, then find open space in the playing area with their partner.	Students will find a partner and practice all of the dodges learned to this point, as well as defensive techniques. Feedback will be given to all students as the teacher rotates through the groups. One student will be the dodger and the other student will be the defender, taking turns after five repetitions.	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Provide incentive (extra points or a "shoutout") for using encouraging words to support ALL</li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Use a variety of Equipment</li> </ul> </li> </ul>	

			<ul style="list-style-type: none"> <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> <li>▪ Shorter lacrosse stick shaft</li> <li>▪ noodle to represent stick to practice the drill</li> </ul> </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>○ Floor spot markers to give visual focus of dodging side to side, up and back</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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<b>Learning Activity 1</b>	12	<p>Students will sit in the designated area with their partner, then move to open space to practice.</p>	<p>After the warm-up game is over, bring the students in to learn about the fourth and final ingredient to their movement medicine, endorphins. Teach the students how when endorphins are released in our bodies we can get a feeling of euphoria, or even pain reduction. Give the students first-hand accounts of how Lyle Thompson discusses this feeling when he plays the game of lacrosse. Ask them how they think this feeling supports Native peoples ideals.</p> <p>Next, teach the students how to create offensive opportunities by using V-Cuts, give and go's and backdoor cuts. Demonstrate each of them to the class, and provide the purpose for each movement.</p> <p><b>V-Cut:</b></p> <ul style="list-style-type: none"> <li>● Cut towards your defender, then break away from your defender on a 45 degree angle.</li> <li>● Keep your stick to the outside and be ready to receive the ball.</li> </ul> <p><b>Give and go:</b></p> <ul style="list-style-type: none"> <li>● Pass the ball to a teammate.</li> <li>● Wait for the defender guarding you to turn their head, then cut behind them to open space.</li> <li>● Look for the ball to be passed back to you.</li> </ul> <p><b>Backdoor cut:</b></p> <ul style="list-style-type: none"> <li>● Be aware of anytime your defender is ball watching and not "seeing both".</li> <li>● Cut behind your defender looking for the ball when your defender is not paying attention.</li> </ul> <p>After explaining all three strategies, allow the students to work together in groups of four to set up scripted scenarios that allow each of the three strategies to be shown.</p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Cut away on a 45 degree angle</li> <li>● Stick to the outside</li> <li>● Ball watching</li> </ul> <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>○ Visual representation               <ul style="list-style-type: none"> <li>▪ Picture of activity, brain, and happy expression to represent Endorphins</li> <li>▪ Short video discussing endorphins</li> </ul> </li> </ul> </li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>● When would you use a backdoor cut?</li> <li>● When would you make your cut on a give-and-go?</li> <li>● What do you have to do first when trying a v-cut?</li> </ul>
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<b>Learning Activity 2</b>	16	Students will gather around the teacher, then get into teams, spread out in the playing area for the next activity.	After the students have demonstrated all of the strategies, put the teams in groups and allow them to play 3v3 games for the duration of the period. While the students are playing, evaluate their ability to implement the offensive and defensive tactics and strategies effectively. Allow the students to choose their opponents, and decide on the pace the game will be played. Students who are still getting comfortable with the game of lacrosse may want to play a little slower, where students who play in outside leagues may want to play a little bit faster.	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Provide incentive (extra points or a “shoutout”) for using encouraging words to support ALL</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> <li>▪ Larger lacrosse stick head (Goalie head)</li> <li>▪ Deeper stick head pocket</li> <li>▪ Shorter lacrosse stick shaft</li> <li>▪ noodle to represent stick to practice the drill</li> </ul> </li> </ul> </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></li> </ul>
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<b>Closure</b>	5	Students will meet the teacher in a designated area.	<p>As the students bring it in for the closure, direct their attention to a visual that you created. The visual references the ingredients movement and play can provide to help improve our overall wellness, and has four blank spots, one for each letter of the acronym DOSE. Take the E, and put it in the proper location. Remind students that although movement can improve our overall wellness, it is not a cure all. There are people that struggle with their mental or emotional health for example, and although play and movement can help, they may benefit from other forms of intervention as well. After placing the E on the board, ask the students how they feel moving forward about their conflict resolution checklist. Ask them why allowing students to decide how they are going to resolve conflicts might be more effective than the teacher resolving it for them. On the way out the students will scan a QR code bringing them to a Google Form with the quick assessment question posted. They will be asked to respond there by the next class. If students do not have phones, use tablets and have students respond during class time.</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 direct assist reinforcing understanding using student’s individualized communication needs               <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul> </li> <li>● <b>Checks for Understanding:</b></li> </ul> <p><b>Quick Assessment:</b></p> <ul style="list-style-type: none"> <li>● Which offensive strategy would be best utilized if your defender was ball watching?</li> </ul>



