




USATM
LACROSSE

PHYSICAL EDUCATION CURRICULUM

GRADES 9-12

LESSON PLAN SUPPLEMENT



Dear Educator,

Whether you are new to the sport or you are already familiar with the “fastest game on two feet”, USA Lacrosse is excited to offer this updated, comprehensive co-ed Physical Education Lacrosse curriculum for grades Kindergarten to 5th grade in collaboration with SHAPE America. We envision a world where students have the opportunity to experience our exciting sport while learning teamwork, building physical literacy, and most importantly—having fun!

By choosing to expose your students to lacrosse in your learning space, you will expand their knowledge of the game, introduce them to the cultural origins of North America’s oldest team sport, and potentially provide the foundation for them to participate in the sport at a competitive level outside of school.

We encourage you to utilize the resources provided through the curriculum or the individual resources available through the PE section of the USA Lacrosse website (<https://www.usalacrosse.com/physical-education-lacrosse>). By learning about the rich history of the game, the unique elements of men’s and women’s lacrosse, and the fun of participation in the sport, you can help open up a new lifetime sporting experience for your students.

USA Lacrosse is committed to supporting potential, new, and current members, and the growth of the sport through offering a variety of resources. For PE Educators, there is a PE Equipment grant that equips you with the necessary resources as well as supporting resources for this curriculum. Should your school and/or community desire other resources, feel free to review the “Grants” portion of our website (<https://www.usalacrosse.com/grants-and-scholarships>) that can aide your community in pursuing further opportunities in lacrosse.

Thank you for your dedication to physical education and for your willingness to teach the sport of lacrosse to your students. We wish you and your students the best!

Sincerely,

USA Lacrosse



USA Lacrosse (<https://www.usalacrosse.com/about-usa-lacrosse>)

As the sport's national governing body, USA Lacrosse provides national leadership, structure and resources to fuel the sport's growth and enrich the experience of participants. We envision a future that offers everyone a lifelong opportunity to enjoy the sport of lacrosse. USA Lacrosse aims to make the sport safer, train and certify coaches, train and certify officials, create opportunities to play, elevate the sport's visibility, pioneer national standards, and educate the lacrosse community.



SHAPE America (<https://www.shapeamerica.org/about/default.aspx>)

SHAPE America - Society of Health and Physical Educators serves as the voice for 200,000+ health and physical education professionals across the United States. The organization's extensive community includes a diverse membership of health and physical educators, as well as advocates, supporters, and 50+ state affiliate organizations.

Since its founding in 1885, SHAPE America has defined excellence in physical education. For decades, SHAPE America's National Standards for K-12 Physical Education have served as the foundation for well-designed physical education programs across the country. Additionally, the organization helped develop and owns the National Health Education Standards.

SHAPE America provides programs, resources and advocacy that support an inclusive, active, kinder and healthier school culture, and the organization's newest program — health. moves. minds® — helps teachers and schools incorporate social and emotional learning so students can thrive physically and emotionally.

PREFACE

A quality physical education program includes activities that are inclusive and age appropriate for all of the students. This standards-based curriculum has been planned to provide educators with the resources necessary to understand the game of lacrosse while having the freedom to be creative in tailoring lessons to meet the needs of the learners they are serving. With physical literacy and fun in mind, students will be given many opportunities to discover and practice skills so that they are able to gain confidence in success while meeting appropriate *Grade Level Outcomes* as set forth by SHAPE America.

This curriculum is structured using the Universal Design for Learning (UDL)—an approach that aims to give all students equal opportunity to succeed by framing teaching and learning accordingly. As such, this curriculum incorporates social emotional learning, adaptive elements, and cultural responsiveness that are imperative in today's learning space.

Lessons include developmentally appropriate activities which give students ample opportunities to practice, cooperate with one another, compete, and acquire skills in realistic situations geared towards safety and motivation. This curriculum is developed with both the physical, cognitive, social, and emotional development of children in mind. The creators of this curriculum planned activities that provide students with opportunities to work together for the purpose of developing social skills (cooperative and competitive) and responsible behavior. Situations are designed for purposeful teaching of the skills. A variety of resources and teaching styles such as video, music, posters, problem solving, questioning, peer motivation, discovery, and self-assessment help to encourage learning through meaningful activities.

This curriculum allows students to learn the basic skills of lacrosse with the opportunity to put all of their skills together in one of USA Lacrosse's newest versions of lacrosse—Flex6 Lacrosse© (<https://www.usalacrosse.com/flex6-lacrosse>). Unlike the traditional version of lacrosse, Flex6 Lacrosse is a mixed gender, non-contact version of lacrosse that allows for more autonomy from participants and easier rules to follow along with for facilitators.

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

If you have any questions, ideas, feedback, or anecdotes about this curriculum, feel free to send your feedback to cdp@usalacrosse.com.

EQUIPMENT RECOMMENDATIONS

Only use a soft, pliable ball—no regulation lacrosse balls should be permitted as we do not recommend requiring pads, helmets, eyewear, or protective equipment for this curriculum. Another alternative could be the use of bean bags, yarn balls, or even balled-up socks, given that they do not bounce and are typically bigger than a lacrosse ball.

Stick and Ball Combinations:

Combination One: Traditional youth stick and softer balls:

Tennis ball



Practice Ball-This the same size as a standard lacrosse ball but is a softer and springier. Pink or Orange in color, it is also sometimes referred to as a “pinkie” ball.



Use either ball with youth sticks, which are shorter in length. Pictured below is a boys' youth stick and a girls' youth stick sample. The sticks are about 36" in length and may need to be cut down before starting your lessons. Students will probably have more initial success with the boys' stick which has a deeper pocket off the shelf. The girls' stick would need to have the pocket loosened, but there is no maximum depth for girls sticks at this age (girls sticks are manufactured more tightly out of the package).



Combination Two: Soft-Stick and Soft-Stick Ball from PE Grant

The soft-stick ball is larger than a standard lacrosse ball and will only fit in the soft stick above. Soft sticks may be too long for your students and may need to be cut down before starting your lessons depending on the age of your students.



Combination Three: Unified Stick and Practice or Tennis Ball

The unified stick mixes elements of traditional boys' and girls' lacrosse sticks given the adjustable pocket. The stick can be used at all ages and is approved for field play for ages 10 and under. Learn more about unified sticks here: <https://www.usalacrosse.com/unified-stick>

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

English

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Español

Estándar 1: La persona físicamente alfabetizada demuestra competencia en una variedad de habilidades motoras y patrones de movimiento.

Estándar 2: La persona físicamente alfabetizada aplica el conocimiento de los conceptos, principios, estrategias y tácticas relacionadas con el movimiento y el rendimiento.

Estándar 3: La persona físicamente alfabetizada demuestra el conocimiento y las habilidades para lograr y mantener un nivel de actividad física para la mejora de la salud.

Estándar 4: La persona físicamente alfabetizada demuestra un comportamiento personal y social responsable que muestra respeto por sí misma y por los demás.

Estándar 5: La persona físicamente alfabetizada reconoce el valor de la actividad física para la salud, el disfrute, el desafío, la auto-expresión y/o la interacción social.

Citation

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GRADE LEVEL OUTCOMES

A list of primary outcomes for each grade level as they connect to USA Lacrosse's core athlete development principles is below. In addition to the primary principles below, others are suggested or secondary outcomes in the individual lesson plans. Multiple outcomes can be designated as priority outcomes without changing the skill focus or activity.

USA Lacrosse's core athlete development values are located here:
<https://www.usalacrosse.com/athlete-development>.

EMERGING AND COMPETITIVE SKILLS

Level 1	Level 2
<p>Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</p> <p>Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)</p> <p>Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)</p> <p>Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</p>	<p>Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)</p> <p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society.²⁶ (S2.H1.L2)</p> <p>Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)</p> <p>Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)</p>

SKILL FOCUS

The skills and strategies in these lessons can be stretched out over a longer period, as appropriate for your students. Please note we did not include “warm up” activities here. Warm-up activities for grades 9-12 should be simple games to increase body temperature and socialization. Suggestions for warm up activities can be a review of previous material taught, or games such as tag which are available in the K-2 curriculum.

GRADES 9-12 LESSON TARGETS AND ACTIVITIES

Lesson	Target	Activities
1	Skills review	2 v 2 keep away game. Ultimate lacrosse.
2	Skills practice.	Students rotate through various stations that incorporate each skill they learned during the scope of the lacrosse curriculum so far, scoring themselves in each event.
3	Draft, team creations and the draw.	Students go through a blind draft to create team rosters used for the duration of the sequence. Students then get together with their teams, decide on a team name and team colors. Speed dating draw practice.
4	Role creation and the pre-season.	Students get with their teams and decide on who will take on each of the following roles. Captain, coach, manager, scout, publicist, historian and mascot. Students check the pre-season schedule and play two games.
5	Role responsibilities	Students have time with their teams to plan and practice..
6	Students play their seeding games.	Game play.
7	Game play.	Students play their tournament based on their seeds.

CULTURAL FOCUS

The cultural focus outlines the following progression: basic conversations about culture → general understanding of culture → students incorporating their own culture into conversations → how culture and movement enhances our overall wellness → students researching how lacrosse started as a cultural game → how lacrosse has grown and impacted people differently → presenting lacrosse's culture to their classmates. Students can research how the game started as a cultural game, has grown and impacted different people, of different cultures in different ways. For example, high school students can discuss access, opportunity, and community outreach through the game of lacrosse.

GRADES 9-12

Historians of each team will research the growth of lacrosse starting with native people, and share it out with the class.

SELF FOCUS

The self-focus is intentional and consistent. We have provided the priority outcomes as well as secondary outcomes here. The priority outcome should be present throughout the activities and should be the consistent focus to optimize the impact of learning.

GRADES 9-12

Target: Students will learn about the man with the red bandana and engage in conversations rooted in compassion, empathy, respect and leadership.

Activity: Students will throw red bandanas to the side of the playing area any time they notice a peer

HIGH SCHOOL LACROSSE CROSS-CURRICULAR CONCEPTS

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

English/Language Arts

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

Math


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

Physical Education

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

Social Studies

- History – Students can do research about the history of the game of lacrosse, which was originally a Native American (Indian) sport
- Compare/contrast men's and women's game – Students can research the differences and similarities between men's and women's lacrosse.

- 
- International lacrosse – Students can research the different countries that play lacrosse.
 - Lacrosse leagues locally – clubs, college, community leagues

Science


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

Reading Resources

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



SAMPLE ASSESSMENTS



Student Name
Period
Date
Teacher Name

Unit Project

For High School Co-ed Lacrosse

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

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

Student Name
Period
Date
Teacher Name

Self-Assessment of Basic Skills

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

Understanding of Skill

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

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

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

Performance of Skill

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

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

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



You've got SKILL!

Great job today in class with your lacrosse skills!

Here's some information that may interest you.





GAMES TO TEACH SKILLS

INTRODUCTION TO SKILL DEVELOPMENT

OUR VALUE PROPOSITION

Why are USA Lacrosse games different from what you may find elsewhere? Our games are set up so that, when the appropriate progressions and constraints are used, athlete success is a given. Athletes whose coaches use USA Lacrosse games within their team will have fun and learn more because they are engaged with the games that are most appropriate for their current skills and abilities.

THE USA LACROSSE PHILOSOPHY

Why do we call our activities “games” and not “drills”? Quite simply, games are fun and more exciting to participate in! Structuring activities and drills as mini-games provides opportunities for athletes to engage in a fun, competitive, athlete-centered environment that supports growth and learning. Ultimately, athletes *want* to play games.

BACKGROUND

USA Lacrosse believes coaches and teachers can create optimal opportunities for athlete growth and development by carefully choosing tools for their toolbox and understanding how to maximize their use. USA Lacrosse provides many tools for coaches, including live training, virtual workshops, self-paced online courses, certification programs, a mobile coach app, drill and game resources, access to a nation-wide coaching network, and much more.

To effectively apply our tools, coaches should first understand the spectrum of athlete development and identify the current development stage of their athletes. To maximize effectiveness, coaches should also understand their athletes’ stage of cognitive development, sport age and chronological age. Coaches should also understand and adhere to USA Lacrosse's [Core Values of Athlete Development](#).



ABOUT OUR GAMES

Each game (also referred to as a "drill" or "activity") from USA Lacrosse provides the following Information:

Theme: What is it you're trying to do? What is the learning objective for players?

Field Location: On what part of the field does the game occur?

Player Position: Who is the beneficiary of the game as written?

Time Needed: Approximate, based on athletes in the fundamentals stage

Athlete Development Stage: This tells you which stage of development the game is best suited for as it's currently written. Any game can be adapted for any stage with the appropriate progressions and/or constraints.

This template helps coaches understand how to customize a game for their specific team.

ABOUT PROGRESSIONS

Progressions are the way the game is structured. Games are structured according to your coaching goals and the needs of the team at any given time. The execution of any game can be adjusted according to your goals by progressing (or regressing) a game to fit the development stage and cognitive stage of your athletes. For example, a game can begin with no sticks because the goal is to focus on movement. Once the targeted movements have been achieved, a coach could progress to adding sticks and balls to the same movements. From there, you may add defenders or add a pass depending on what your goal is.

ABOUT CONSTRAINTS

Constraints are the variables a coach can typically manipulate in order to achieve a desired outcome. Typical lacrosse constraints are the amount of time, physical space, the number of balls and players. Like progressions, constraints can be adjusted by the coach to ensure player success with any game. For example, when using a box for games, a coach could use a 5yd x 5yd box instead of a 10yd x 10yd box.

All skill development games, descriptions, time parameters and other constraints can also be found in [USA Lacrosse Mobile Coach](#).

CAT AND MOUSE

GAME DETAILS:

Theme: Defensive body positioning

Field Location: Anywhere

Field Position: All

Time Needed: 5-10 minutes

Athlete Development Stage: Any

OBJECTIVE:

This game is played in groups of 3, reinforcing defensive body positioning and communication.

DESCRIPTION:

Coach sets up a 4 cone 5 x 5-yard box. 3 players are in each box. Assign each player a position: cat, mouse, or grandma/grandpa.

EXECUTION:

The cat tries to "catch" the mouse, while grandparent protects the mouse by staying in front of the cat. If the cat tags the mouse, then the three switch roles and play again. Play until each athlete has been in all roles.

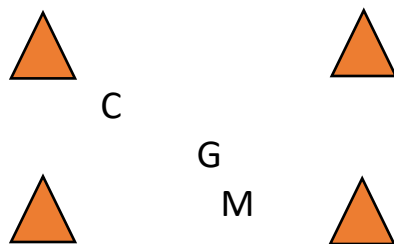
SKILLS PRACTICED: S

- Defensive body positioning
- Vision
- Communication

VARIATIONS:

- Change the size of the box
- Add more players in different positions

DIAGRAM:



HUNGRY HIPPOS

GAME DETAILS:

Theme: Reinforcement of Fundamentals (Ground balls, passing, catching)

Field Location: Anywhere

Field Position: All

Time Needed: 5-10 minutes

Athlete Development Stage: All

OBJECTIVE:

Athletes get the most balls for their team.

DESCRIPTION:

You will need a minimum of 3-4 balls per player and 5 cones. Set up cones in a "+" shape. Place all balls in the center. Players are positioned in equal lines at each end of the "+".

EXECUTION:

When the coach says "go", players run to the middle and pick up a ground ball.

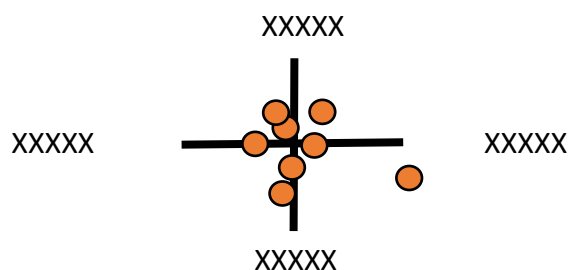
SKILLS PRACTICED:

- Scooping, passing, catching

VARIATIONS:

Pass to a teammate on the way back. Add a box; players must run through box and dodge a coach before returning to their team. Set up 4 cages (one per line facing the line) in the middle, and players must score instead of picking up a ground ball.

DIAGRAM:



MESSY BACKYARD

GAME DETAILS:

Theme: Ground Balls

Field Location: Any

Field Position: All

Time Needed: 5-10 minutes

Athlete Development Stage: Discovery, Foundations, Fundamentals

OBJECTIVE:

Players try to keep the balls away from their side of the field. The team with the fewest number of balls wins.

DESCRIPTION:

Players are divided into two teams, with each team being placed on one half of the field. The coach scatters an equal number of balls on each half of the field.

EXECUTION:

You will need a minimum of 3-4 balls per player. When the coach says “go”, players run around, scoop a ball on their side and roll it onto the other side. After 1-2 minutes, stop play and have the players count the number of balls on their side.

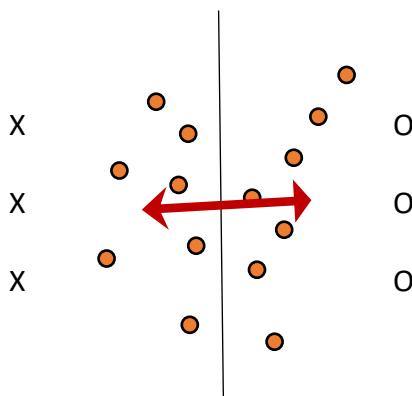
SKILLS PRACTICED:

- Scooping, Throwing, Cradling

VARIATIONS:

Change hands for pick up. Vary the field size and the number of balls available.

DIAGRAM:



PINNIE TAG

GAME DETAILS:

Theme: Dodging, Cradling, Stick Protection

Field Location: Any

Field Position: All

Time Needed: 5-10 minutes

Athlete Development Stage: All

OBJECTIVE:

Players protect their pinnie while working to take another player's pinnie.

DESCRIPTION:

Players are divided up into pairs by the coach and placed in a 5x5 yard box. Each partner will tuck a pinnie, flag, or similar into the waistband of their pants or shorts.

EXECUTION:

On the coach's whistle, they must try to take their partners pinnie. If they succeed, they get one point, give it back and restart the game.

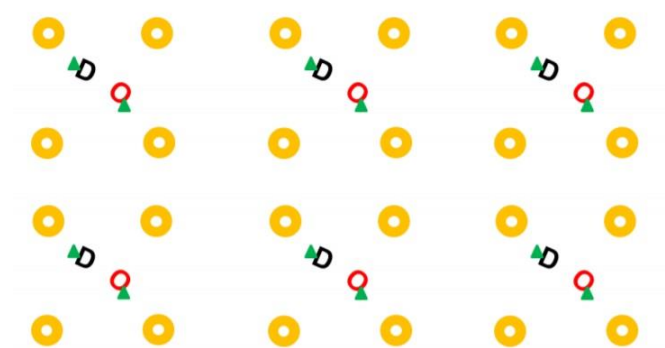
SKILLS PRACTICED:

- Dodging, Stick Protection, Agility

VARIATIONS:

Add a stick and have the opponent try to touch it. Hold a ball in their open palm to work on cradling motion. Keep one foot as a pivot only foot. Play the game as a whole team instead of in boxes.

DIAGRAM:



SHARKS AND MINNOWS

GAME DETAILS:

Theme: Dodging, Stick Protection, Cradling

Field Location: Any

Field Position: All

Time Needed: 5-10 Minutes

Athlete Development Stage: All

OBJECTIVE:

Minnows pass through the sharks to get to the other side of the "pond".

DESCRIPTION:

You will need one ball per minnow to play this game. The "pond" can be goals, hula hoops, or cones.

EXECUTION:

Players are divided up into two groups of either sharks or minnows. There are half as many sharks as there are minnows to start. All the minnows have a stick and ball. The sharks only have a stick. When the coach says "go", the minnows must pass through the sharks and get to the other side of the "pond". If they lose their ball, they become a shark. Play until all minnows are gone.

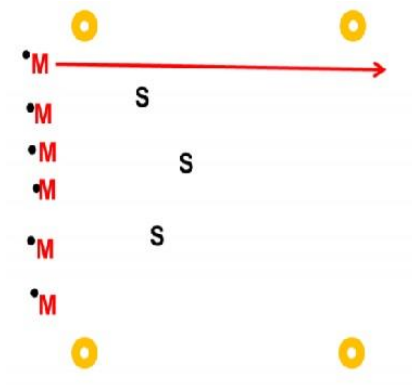
SKILLS PRACTICED:

- Dodging, Stick Protection, Cradling

VARIATIONS:

Alternate which hand is used to hold the ball.

DIAGRAM:



KEEP AWAY

GAME DETAILS:

Theme: Ball Protection, Cradling

Field Location: Any

Field Position: All

Time Needed: 5+ minutes

Athlete Development Stage: All

OBJECTIVE:

Players keep the ball away from the opposing team.

DESCRIPTION:

Players gain (or maintain) possession of the ball for as long as possible (or a duration of the coach's choice).

EXECUTION:

Set up balls and multiple cones 10-15 yards apart. For one-minute intervals, the team with more players must keep possession of the ball. Defenders (D) may use any age-appropriate legal tactics to try and gain possession of the ball. The Offense (O) receives one point for keeping possession and the Defense receives a point for either forcing an O outside of the box or acquiring the ball.

SKILLS PRACTICED:

- Cradling, Dodging, Stick Protection, Defense

VARIATIONS:

Set up teams with odd number of players to work on man down/man up situations. Have players use different dodge types. Defense can check or use other age appropriate defensive tactics as necessary.

DIAGRAM:



SQUIRRELS AND NUTS

GAME DETAILS:

Theme: Teaching Goal Orientation and Movement Patterns

Field Location: Any (recommendation: critical scoring area)

Field Position: All

Time Needed: 5-10 Minutes

Athlete Development Stage: Discovery, Foundations, Fundamentals

OBJECTIVE:

This game teaches basic movement anywhere on the field.

DESCRIPTION:

You will need hula hoops and 3-4 balls per athlete. The coach will scatter balls all over the field.

EXECUTION:

Players start at their “Nest” (a hula hoop) and on the coach's whistle run to a ball and pick it up while on the move. They then run back to their “Nest” and drop it in. Players continue picking up balls until the field is cleared. They should be trying to get as many balls as possible into their “Nest.” (Tip: Be strategic about where the hoops and balls are placed to adjust the difficulty level).

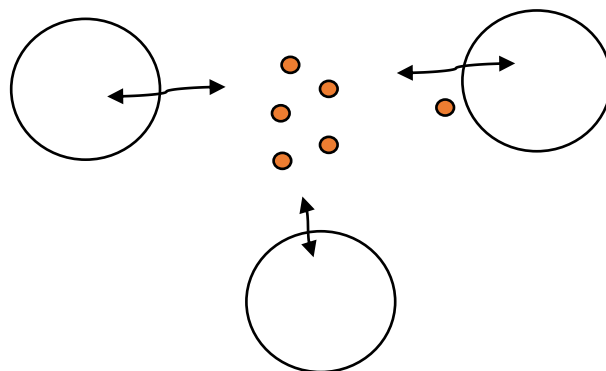
SKILLS PRACTICED:

- Movement and goal orientation

VARIATIONS:

Add a stick to layer in ground balls. Add a player or goal near the hula hoop to pass to or score.

DIAGRAM:



HAVE ONE – NEED ONE

GAME DETAILS:

Theme: Passing, Catching, Movement

Field Location: Anywhere

Field Position: All

Time Needed: 5-10 minutes

Athlete Development Stage: Foundations, Emerging Competition, Competitive, High Performance

OBJECTIVE:

This game is played in groups, providing a high number of repetitions, and reinforces passing, catching, communication and movement with multiple teammates.

DESCRIPTION:

- Start with slightly fewer balls than players
- Players with a ball must call, “Have 1”, while players without a ball must call, “Have 1”.
- When a player hears “Have 1”, they must locate the player and pass the ball.

EXECUTION:

- Coaches should stress constant movement.
- Game can be used to focus on options such as moving to the ball or moving away and working on over the shoulder passing/catching.
- Work on focusing on team communication and awareness in traffic.

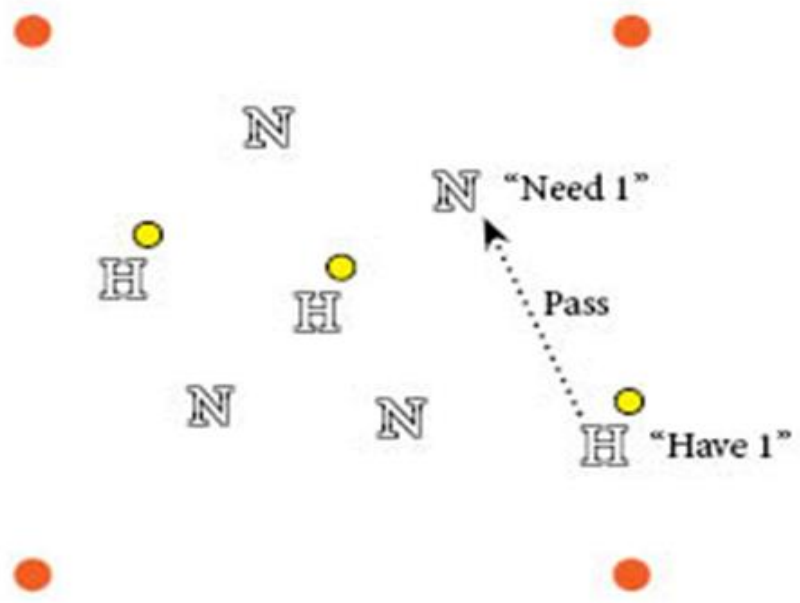
SKILLS PRACTICED:

- Passing/Catching
- Vision
- Communication
- Stick Protection

VARIATIONS:

- Have players make creative passes to focus on catching (potentially) bad passes. Also helps promote creativity.
- Use for ground balls and passing.
- Use constraints to increase intensity such as smaller spaces for more intensity, or larger spaces to incorporate more conditioning.
- Turn into a competition and see who can catch the most passes.

DIAGRAM:



4-POINT 1 V 1 GAME

GAME DETAILS:

Theme: 1 v 1

Field Location: Offense or Defense

Field Position: Attack

Time Needed: 10 minutes

Athlete Development Stage: Foundations, Emerging Competition, Competitive, High Performance

OBJECTIVE:

This game is excellent for teaching players 1 v 1 tactics and skills on both offense and defense. The objective is to either beat your player to the goal for a shot, or to defend in proper form and cause a turnover or a low angle shot.

DESCRIPTION:

Set up 4 cones around the attack box or inside the 8-meter, one at X (Behind the cage) and one at the top or point. Then have 2 other cones out wide. Have a line of both offense and defense at each cone. The offensive player will be going 1 on 1 with the defender.

EXECUTION:

The coach starts each 1 on 1 by throwing the ball to the offensive player at each line. Coaches may also roll the ball to start with a ground ball. The player will gather the ball and go to goal, taking the defender 1 on 1. The coach should give each 1 on 1 4-5 seconds to develop into a shot or take away. After each 1 on 1, the coach will throw to another line and start that line. Have the players on offense rotate clockwise and the defense rotate counterclockwise, so that you get a different mix of players going 1 on 1 each time.

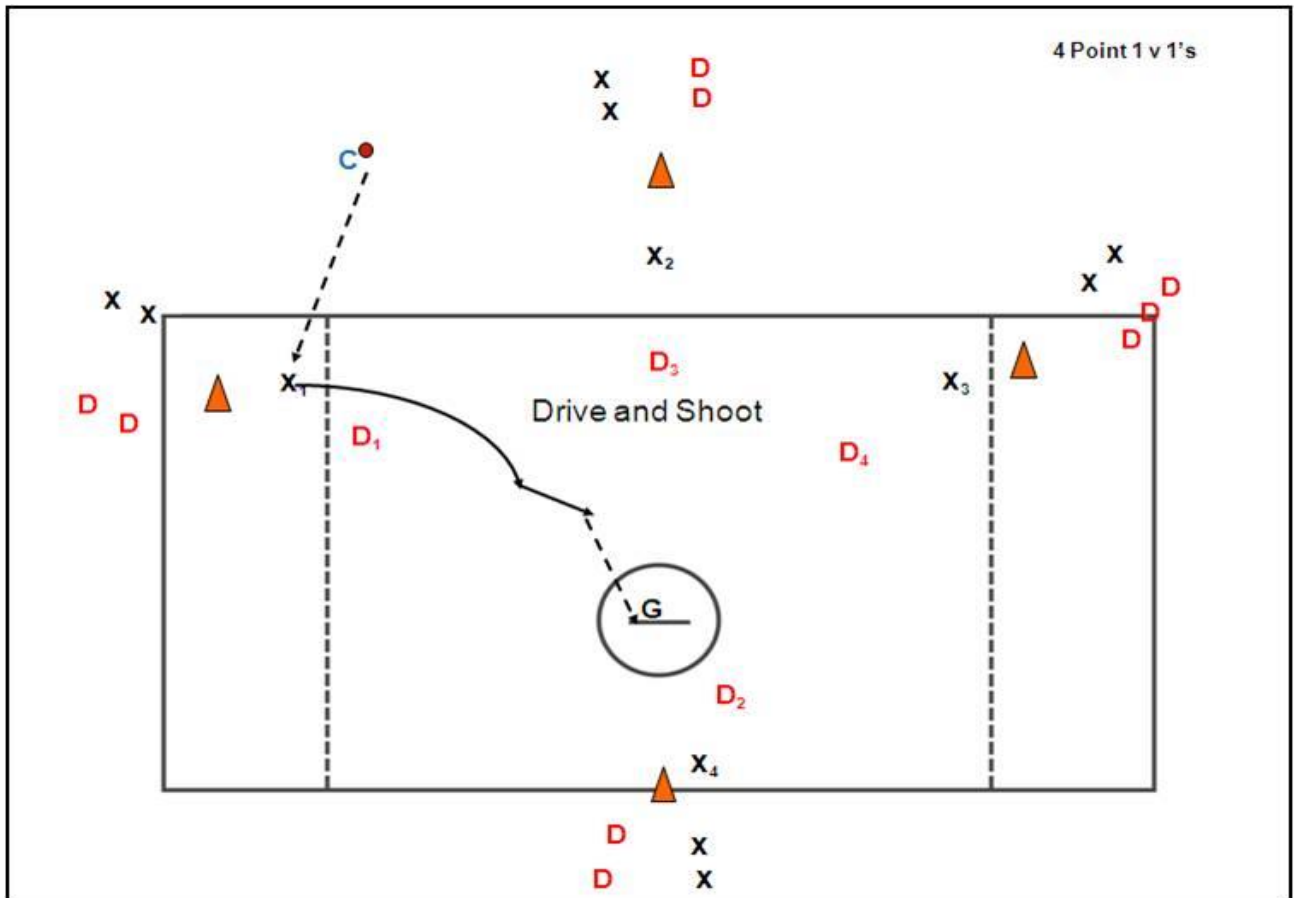
SKILLS PRACTICED:

- Dodging
- Cradling
- Defense Positioning
- 1 v 1

VARIATIONS:

Vary the locations where the 1 on 1 will start. You may also have the goalie clear out each save, or even clear each goal to a breaking defender. This can work on a re-break situation.

DIAGRAM:



GO GET 'EM CIRCLE

GAME DETAILS:

Theme: Offense and Defense; Forcing a Turnover

Field Location: Goal Circle/Crease

Field Position: All

Time Needed: 5-10 minutes

Athlete Development Stage: Foundations, Emerging Competition, Competitive, High Performance

OBJECTIVE:

This game is played in two teams. Offense is trying to score while defense attempts to stop the ball.

DESCRIPTION:

Set up alternating lines of offense and defense around the crease or goal circle. Coach stands to the side with a pile of balls.

EXECUTION:

Two teams of players run in a circle around the goal. When the coach calls one of the players name, that player must run out and scoop the ground ball. Offense (O) will try to score, Defense (D) is trying to clear the ball. Each group of players gets 3 reps before substituting out.

SKILLS PRACTICED:

- Ground Balls
- Passing, Catching, Shooting
- Off Ball Play

VARIATIONS:

- Add or subtract players to change the level of difficulty

DIAGRAM:

