




USATM
LACROSSE

PHYSICAL EDUCATION

K-12

CURRICULUM SUPPLEMENT



Dear Educator,

Whether you are new to the sport or 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>.

INTRODUCTION (K-2) AND EXPLORATION (3-5) SKILLS

K:

- Performs Locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)
- Travels in general space with different speeds. (S2.E3.K)
- Recognized that physical activity is important for good health. (S5.E1.K)

1:

- Differentiates between fast and slow speeds. (S2.E3.1a)
- Differentiates between strong and light force. (S2.E3.1b)
- Transfers weight from one body part to another in self space (S1.E8.1)
- Identifies physical activity as a component of good health. (S1.E1.1)

2:

- Varies time and force with gradual increases and decreases. (S2.E3.2)
- Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family) (S3.E1.2)
- Recognized the value of good health balance. (S1.E1.2)

3:

- Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. (S1.E14.3)
- Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)
- Recognizes the concept of open spaces in a movement context. (S2.E1.3)
- Combines movement concepts(direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)
- Praises others for their success in movement performance. (S4.E4.3b)

4 and 5:

- Throws overhand using a mature pattern in non-dynamic environments (closed skills). (S1.E14.4a)
- Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)
- Throws to a moving partner with reasonable accuracy in a non dynamic environment (closed skills). (S1.E15.4)
- Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills). (S1.E16.4)
- Combines spatial concepts with locomotor and nonlocomotory movements for small groups in gymnastics, dance and games environments. (S2.E1.5)
- Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)
 - Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)

GRADE LEVEL OUTCOMES 6-8

FOUNDATIONAL AND DEVELOPING SKILLS

6th	7th	8th
Performs pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. (S1.M2.7)	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)
Performs the following offensive skills without defensive pressure: pivot, give and go, and fakes. (S1.M7.6)	Throws, while moving, a leading pass to a moving receiver. (S1.M5.7)	Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)
Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6)	Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. (S1.M6.7)	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)
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)	Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. (S1.M7.7)	Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)
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)	Slides in all directions while on defense without crossing feet. (S1.M11.7)	Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. (S1.M7.8)
Creates open space by using the width and length of the field/court on offense. (S2.M3.6)	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)	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)
Reduces open space on defense	Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes,	Drop-steps in the direction of the pass during player-to-player

<p>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>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>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>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> <p>Praises the movement performance of others both more skilled and less skilled. (S4.E4.4a)</p> <p>Accepts players of all skill levels into the physical activity. (S4.E4.4b)</p>	<p>defense. (S1.M11.8)</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>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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GRADE LEVEL OUTCOMES 9-12

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 K-5

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 in the K-2 band are simple games to increase body temperature and socialization.

LESSON	K-2	3-5
1	<p>Target: Identifying the parts of the stick, and their function. Holding the stick, hand placement and grip.</p> <p>Activity: Students play tag, holding a pool noodle like a lacrosse stick. (They are not tagging with the noodle)</p>	<p>Target: Review of, safety and previous skills.</p> <p>Activity: Students will engage in a series of challenges that focus on cradling, scooping and throwing to a fixed target.</p>
2	<p>Target: Grip on a lacrosse stick, proper hand placement and how to move with a stick.</p> <p>Activity: A series of relay races holding a lacrosse stick while running. (Students can place objects in the cross with their hands if one is implemented into the activity)</p>	<p>Target: Throwing and shooting on the run.</p> <p>Activity: Students will work in small groups shooting at targets that vary in size and distance while moving.</p>
3	<p>Target: Cradling the cross.</p> <p>Activity: Students will move through a series of objects to cradle while performing simple locor motor movements around the playing area. All students will start with a bean bag to maximize success but also generate a feel for something with weight. They will then have the choice to try other items as the game progresses.</p>	<p>Target: Catching a bouncing ball, catching a tossed ball.</p> <p>Activities: Students will work alone throwing a ball off of a fixed target, tracking the ball to their stick trying to catch it off of a bounce.</p> <p>Students will work in pairs with one partner tossing a squishy ball underhand to the stick head of their partner. The catcher will cradle and roll the ball back students will change rolls.</p>
4	<p>Target: Scooping.</p> <p>Activities: Students will have their own ball and practice scooping on their own.</p> <p>Students will practice picking up a ball rolled to them by a partner while stationary.</p> <p>Students will work in groups taking turns picking up a ball rolled to them while moving.</p>	<p>Target: Catching and throwing on the run.</p> <p>Activities: Students pass the ball back and forth over a cone.</p> <p>Students will have a catch with no cone.</p> <p>Students will work in groups of three and play monkey in the middle. The defender, or the monkey will use a pool noodle to optimize safety. If they touch the thrown object, that is a successfully defended pass.</p>

<p>5</p>	<p>Target: Stationary throwing and shooting.</p> <p>Activities: Students will move through stations, throwing a ball at a fixed target while stationary.</p> <p>Students will scoop a rolled ball, cradle to a spot, and throw at a fixed target while stationary.</p>	<p>Target: Catching and throwing on the run, basic offensive and defensive strategies.</p> <p>Activities: Students will work on running a three person weave drill to work on passing and catching on the run.</p> <p>Students will play a game of ultimate lacrosse (Ultimate frisbee with lacrosse sticks) to start to implement basic offensive and defensive strategies while on the move, without having to worry about scoring on a goal.</p>
<p>6</p>	<p>Target: Game play utilizing the two skills learned in this band.</p> <p>Activities: Scoop, toss and shoot (like punt, pass and kick competitions)</p> <p>Students will guess how many cones they can zig zag through while cradling a ball without dropping it, how many ground balls they can pick up in a minute, and how far they can toss a lacrosse ball. They will then compete against their "guesses" to see how many they can beat. Students have unlimited attempts at each station and can visit their favorite ones the most.</p>	<p>Target: Catching and throwing on the run, basic offensive and defensive strategies.</p> <p>Activities: Ultimate lacrosse tournament. Students will make teams of three and play day one of their round robin tournament.</p>
<p>7</p>		<p>Target: Catching and throwing on the run, basic offensive and defensive strategies.</p> <p>Activities: Scoop Monster game with their teams from the class before.</p> <p>Ultimate lacrosse tournament. Students will make play day two of their round robin tournament.</p>

SKILL FOCUS 6-8

Lesson	Target	Activities
1	Basic skills review	Musical cradling 2 on 2 keep away
2	Basic dodging principles, changing speed and direction.	Mirror mirror shadow game, Mirror mirror with sticks. Noodle tag (review stick grip) Capture the flag lacrosse.
3	Face dodge and roll dodge	Students execute both dodges using cones as defenders focusing on changing speed and direction.
4	Switching hands and split dodge.	Musical cradling, but every time you pick up a new ball you will switch hands. Students will split dodge a cone.
5	Dodging review and defensive footwork	Students practice dodges with a ghost defender. Steal the bacon with an empty net.
6	Creating, using and defending space in game play. (Pivots, Fakes, Jab Steps, V-Cut, Give and Go and backdoor cut)	3v3 game play.

SKILL FOCUS 9-12

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 (or through movement) enhances our overall wellness → students researching how lacrosse started as a cultural game → how lacrosse has grown and impacted different people of different cultures in different ways → presenting lacrosse's culture to their classmates. For example, students can discuss access, opportunity, and community outreach through the evolution of the game.

K-2	3-5
<p>Students will learn about the origins of the game to indigenous people. Students will learn certain customs of indigenous people.</p>	<p>Students will talk about the spirituality of lacrosse. Sharing what games are significant to their culture with the class during the closures to various lessons.</p>

GRADES 6-8
<p>Students will learn how lacrosse is referred to as the medicine game, and learn about how physical activity and sport can support the mental and emotional health of all people.</p> <p>Students will learn how lacrosse is referred to as the medicine game, and learn about how physical</p>

GRADES 9-12
<p>Historians of each team will research the growth of lacrosse starting with native people, and share it out with the class.</p>

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.

K-2	3-5
<p>Target: Students will learn how physical activity can play its part in making us “feel good.”</p> <p>Activity: Students will use a check in check out system that aligns with the “Zones of Regulation.”</p>	<p>Target: Students will learn how to cooperate with others, but more importantly encourage their peers as they learn skills that are unique as compared to other sports and skills.</p> <p>Activity: Compliment train closure. Students are expected to take notice of the good that their classmates do during class and compliment them. At the end of class students go around the circle sharing who complimented them during class and what the compliment was. Students can share other compliments during this closure as well.</p>

GRADES 6-8
<p>Target: Students will learn how to limit and resolve conflict while playing the game.</p> <p>Activity: Students will create and implement a checklist for resolving conflicts or disputes with their peers, rather than having the teacher do it for them.</p>

GRADES 9-12
<p>Target: Students will learn about the man with the red bandana and engage in conversations rooted in compassion, empathy, respect and leadership.</p> <p>Activity: Students will throw red bandanas to the side of the playing area any time they notice a peer</p>

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 family member to find out how much they know about lacrosse.
- Develop a lacrosse ad or brochure to promote lacrosse in your school or community.

Math


- Students can find out area and perimeter of a field.
- Counting passes, consecutively.
- Graphing and charting-number of catches in a minute over several minutes etc.
- Percentages-what is your catch to drop percentage?
- Ratios-drops to catches etc.

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

- 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

KWL Chart

K What I <u>Know</u>	W What I <u>Want</u> to Know	L What I <u>Learned</u>

Lacrosse Assessment			
Name _____		Grade _____	
Teacher _____			
Pre-Assessment		Post-Assessment	
Scoop		Scoop	
1st Attempt (E:)		1st Attempt (E:)	
2nd Attempt (E:)		2nd Attempt (E:)	
3rd Attempt (E:)		3rd Attempt (E:)	
4th Attempt (E:)		4th Attempt (E:)	
Catch		Catch	
1st Attempt (E:)		1st Attempt (E:)	
2nd Attempt (E:)		2nd Attempt (E:)	
3rd Attempt (E:)		3rd Attempt (E:)	
4th Attempt (E:)		4th Attempt (E:)	

Lacrosse Assessment			
Name _____		Grade _____	
Teacher _____			
Pre-Assessment		Post-Assessment	
Scoop		Scoop	
1st Attempt (E:)		1st Attempt (E:)	
2nd Attempt (E:)		2nd Attempt (E:)	
3rd Attempt (E:)		3rd Attempt (E:)	
4th Attempt (E:)		4th Attempt (E:)	
Catch		Catch	
1st Attempt (E:)		1st Attempt (E:)	
2nd Attempt (E:)		2nd Attempt (E:)	
3rd Attempt (E:)		3rd Attempt (E:)	
4th Attempt (E:)		4th Attempt (E:)	

Lacrosse Assessment			
Name _____		Grade _____	
Teacher _____			
Pre-Assessment		Post-Assessment	
Scoop		Scoop	
1st Attempt (E:)		1st Attempt (E:)	
2nd Attempt (E:)		2nd Attempt (E:)	
3rd Attempt (E:)		3rd Attempt (E:)	
4th Attempt (E:)		4th Attempt (E:)	
Catch		Catch	
1st Attempt (E:)		1st Attempt (E:)	
2nd Attempt (E:)		2nd Attempt (E:)	
3rd Attempt (E:)		3rd Attempt (E:)	
4th Attempt (E:)		4th Attempt (E:)	

Lacrosse Assessment			
Name _____		Grade _____	
Teacher _____			
Pre-Assessment		Post-Assessment	
Scoop		Scoop	
1st Attempt (E:)		1st Attempt (E:)	
2nd Attempt (E:)		2nd Attempt (E:)	
3rd Attempt (E:)		3rd Attempt (E:)	
4th Attempt (E:)		4th Attempt (E:)	
Catch		Catch	
1st Attempt (E:)		1st Attempt (E:)	
2nd Attempt (E:)		2nd Attempt (E:)	
3rd Attempt (E:)		3rd Attempt (E:)	
4th Attempt (E:)		4th Attempt (E:)	



Student Name _____

Grade Level _____

Date _____

Teacher Name _____

Type of Assessment/Circle: Self Peer Teacher

- 1 - Beginning Student
- 2 - Satisfactorily learning the skill
- 3 - Accomplished performance of the skill

Grip

	The shaft should lie across the fingers of your top hand, which then curl around the shaft.
	The bottom hand should gently grip the butt end of the stick.
	The stick should be held vertically to the side of the body near the ear.

Scoop

	The tip of the head of the stick moves down towards the ball.
	Top hand should be choked up to the stick throat.
	The butt end of the stick will be low to the ground the front foot will to the side of the ball.
	Push under the ball and bring it up quickly with the top hand pulling up towards the body.
	Don't stop your feet, keep moving through the pick-up.
	Begin cradling the ball while raising the stick.

Cradle

	The head of the stick is close to the head at ear level and the ball facing toward the head.
	Elbows out, arms away from the body.
	The wrists will be rotated back and forth, the stick should move ear to nose and back to create centrifugal force.

Switching Hands

	Hold the stick vertically and facing your ear.
	Change position of hands as the stick moves across under the chin to the other side of the body.
	Slide stick down through bottom hand and replace top hand to bottom, bringing stick back up on opposite side of the body.

Throwing/Passing

	Top hand arm back and as high as the ear or higher.
	Shoulder on ball side rotates back.
	Opposite foot steps forward, opposite shoulder forward, point bottom of stick toward target.
	The bottom hand will loosely grip the bottom of the stick and will loosely pull and guide the stick towards the target.
	Bottom hand pulls toward the body as top hand pushes the ball toward the target to complete the throw.
	Follow through.

Catching

	Stick should be extended to the side of the body of top hand.
	When catching the ball, the head of the stick must give back toward ear so that the ball is cushioned and is protected in the stick. Imagine catching an egg or water balloon.

Student Name _____
Grade Level _____ Date _____
Teacher Name _____

Personal and Social Responsibility Self-Assessment

Circle the answer you feel describes you best.

Questions: Circle Y (Yes), N (No), or S (Sometimes)

	<u>Yes</u>	No	<u>Sometimes</u>
1. Did I listen attentively to the teacher today?	Y	N	S
2. Did I listen to fellow students?	Y	N	S
3. Did I take on new challenges with enthusiasm?	Y	N	S
4. Did I work hard to practice my lacrosse skills?	Y	N	S
5. Did I help other students?	Y	N	S
6. Did I work independently without prompting from the teacher?	Y	N	S

7. My goal for the next lesson is:

Adapted from: *Sport Foundations for Elementary Physical Education* by Stephen Mitchell, Judith Olsin, and Linda Griffin, 2003, Champaign, IL: Human Kinetics.

Lacrosse Skill Review Stations Indoor or Outdoor

Station #1- Rolling Scoop

Students pair up and roll the ball to their partner. The partner scoops up the ball using correct technique and then rolls the ball back to his or her partner who repeats the task. Students are told that the ball may not always be stationary on the ground during a game and this station improves the skill of scooping up a moving ball.

Station #2- Underhand Toss and Catch

Students pair up and toss the ball underhand to their partner. The partner uses correct technique to catch the ball in the pocket of the stick. That partner then returns an underhand throw back to his or her partner. Students are told that sometimes they may receive a soft pass during a game and this station improves that lacrosse skill. Also, this station gives an opportunity for all individuals to succeed in catching the ball as the speed of the throw is diminished.

Station #3- Stationary Scoop

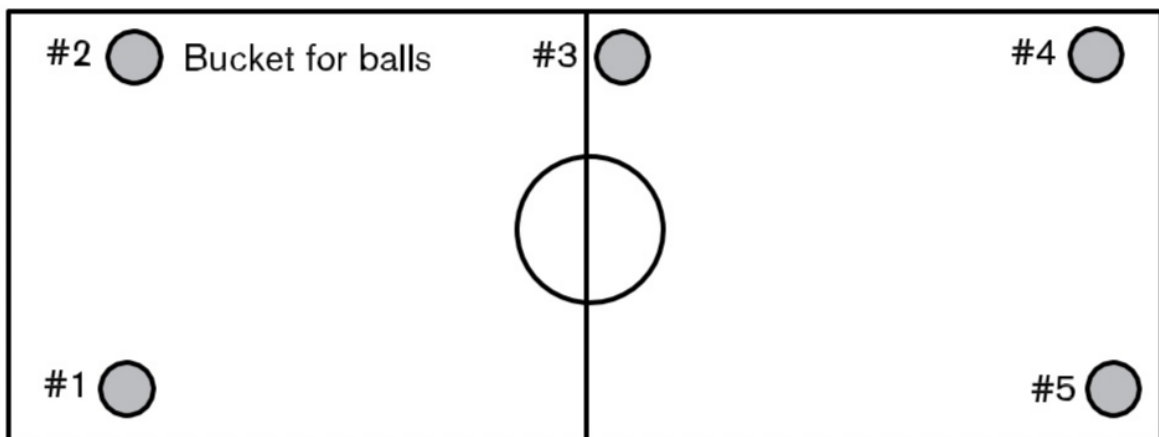
Students work individually at this station with their stick and a ball. They work on correct technique for scooping up a ball. Students are told to focus on foot placement, grip on their stick, head over the ball, and finishing in the cradle position.

Station #4- Throwing

Students work individually at this station with their stick and a ball. They work on correct form for throwing a ball with their stick. Students aim at a target on the wall and receive multiple throwing opportunities as they don't have to chase the ball, it comes right back to them.

Station #5- Overhand Throw and Catch

Students pair up and throw the ball overhand to their partner. The partner uses correct technique to catch the ball in the pocket of the stick. That partner then returns an overhand throw back to his or her partner. Students are told that sometimes they may receive a hard pass during a game and this station improves that lacrosse skill. Also, this station gives an opportunity for individuals to succeed in catching the ball if they are showing advanced lacrosse abilities.



Fair Play Rubric

Name include	Supports and encourages teammates		Self-officiates responsibly without arguing		Makes an effort to everyone in the team	
	CIRCLE	COMMENTS	CIRCLE	COMMENTS	CIRCLE	COMMENTS
Susie Smith	1 2 3		1 2 3		1 2 3	
Bob Jones	1 2 3		1 2 3		1 2 3	
	1 2 3		1 2 3		1 2 3	
	1 2 3		1 2 3		1 2 3	
	1 2 3		1 2 3		1 2 3	
	1 2 3		1 2 3		1 2 3	
	1 2 3		1 2 3		1 2 3	
	1 2 3		1 2 3		1 2 3	
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	1 2 3		1 2 3		1 2 3	
	1 2 3		1 2 3		1 2 3	
	1 2 3		1 2 3		1 2 3	

- 1= Student shows this element rarely and does not contribute to the practice or game in a positive manner
- 2= Student shows this element sometimes but does not always act fairly and responsibly as a coach, captain or motivator in practice or game
- 3= Student shows this element consistently and is a good role model when acting as a coach, captain or motivator in a practice or game



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.

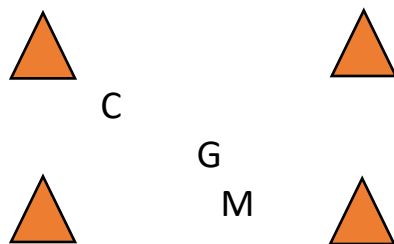
SKILLS PRACTICED: S

- 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.

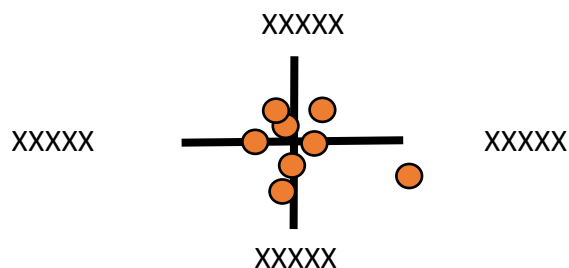
SKILLS PRACTICED:

- 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.

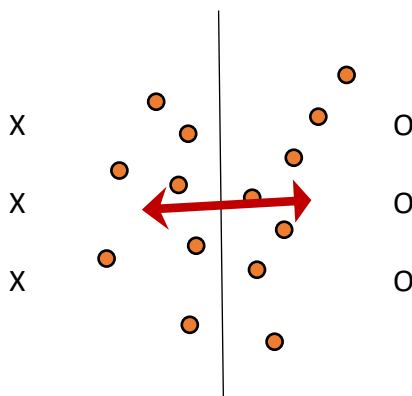
SKILLS PRACTICED:

- 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.

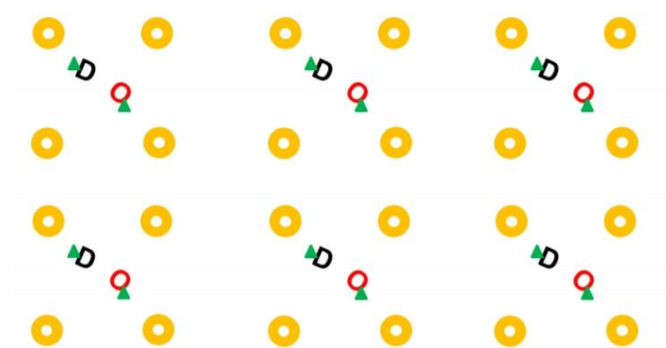
SKILLS PRACTICED:

- 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.

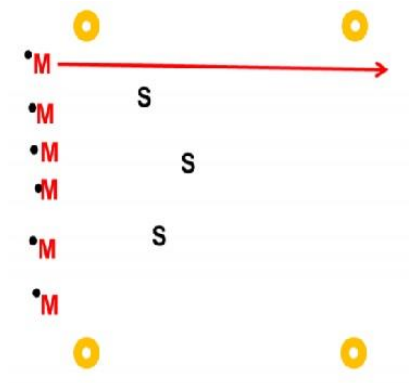
SKILLS PRACTICED:

- 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).

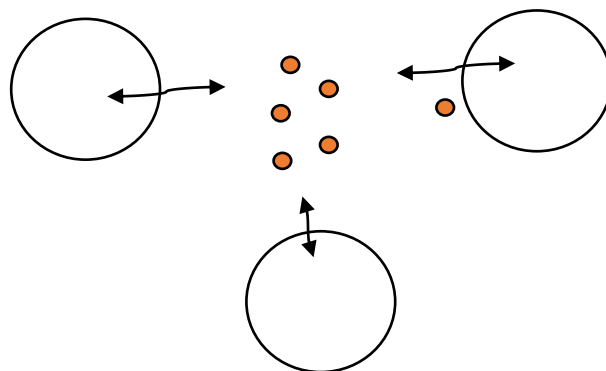
SKILLS PRACTICED:

- 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.

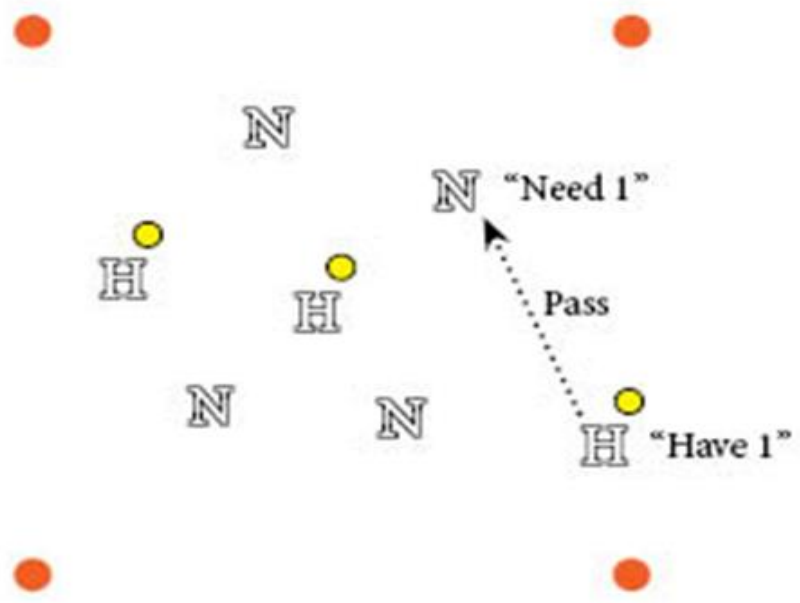
SKILLS PRACTICED:

- 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.

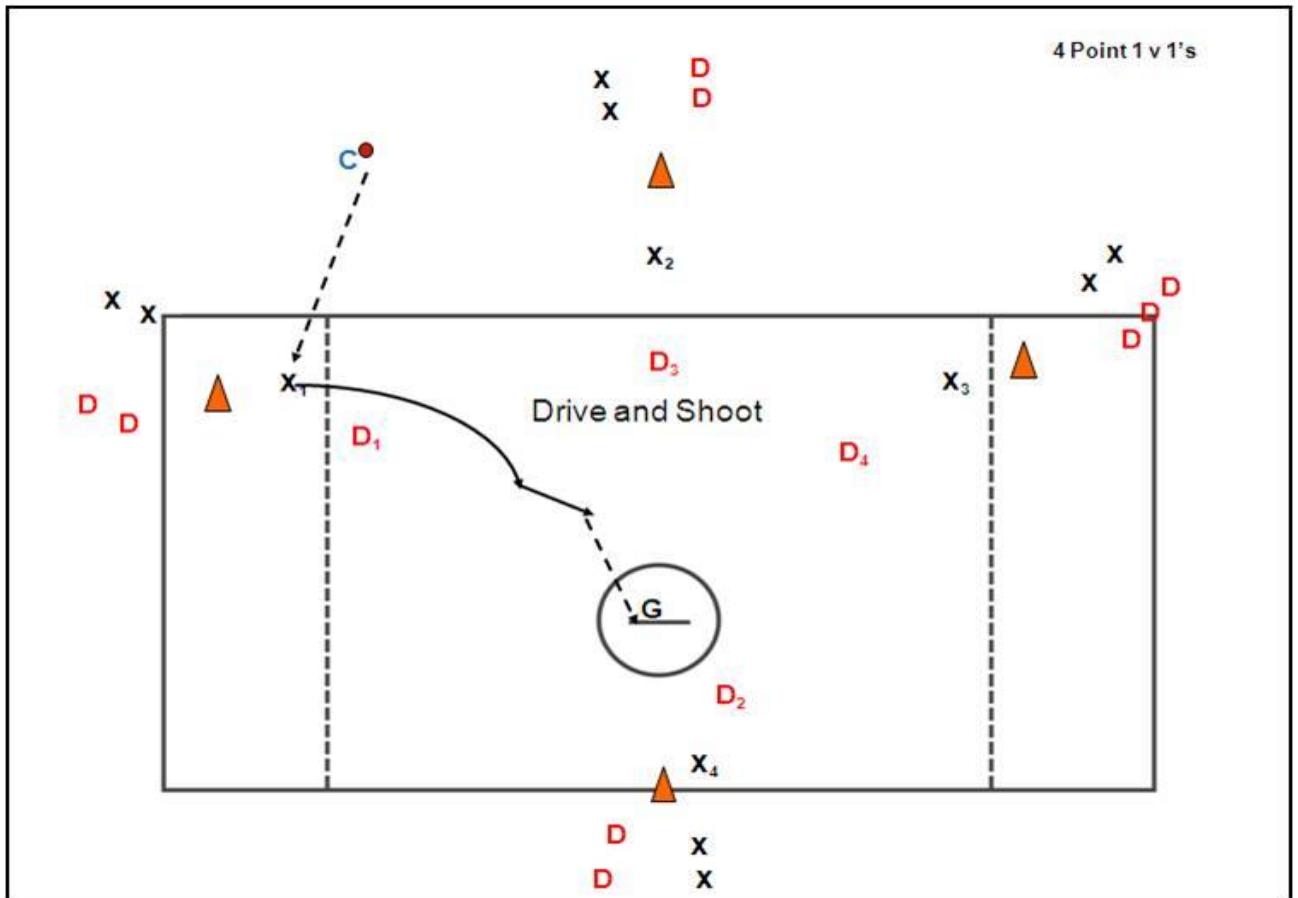
SKILLS PRACTICED:

- 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:

