

Days 18 and 19

Facility

Athletic field or gymnasium

Equipment

1 stick per student, 8 balls, 8 hockey goals, small cones or paint

Class preparation

Lay sticks along an end line away from where students meet for attendance. Make certain sticks are lying side by side face down. Create three or four fields by putting two hockey goals opposite one another across the width of the field. Use the small cones or paint a crease around the goals.

Activity 1 – STX-Ball/Soft Lacrosse Games, Instructional

For class sizes of 32 divide students into teams of four. For class sizes of 30 divide students into teams of five. One team should wear pinnies and each team should use different colored sticks.

Basic Rules of the game:

- 1) Play begins with a coin toss. One team starts with possession.
- 2) There must be at least three completed passes before a shot can be attempted on goal.
- 3) Each gender must touch the ball before a shot can be attempted on goal.
- 4) If stalling occurs a possession time limit can be implemented. A student may only possess and travel with the ball for four seconds. The defenders must count the four seconds.
- 5) Both hands must remain on the stick.
- 6) No one is allowed in the crease area.
- 7) No goalies or goal keepers. All players should be moving.
- 8) No person or stick contact.
- 9) Change of possession after each goal.

Penalties for violations can range from change of possession, to penalty shot, to penalty box, to expulsion from the game.

Note: Games on this day should be against the same team all period. The games are instructional, and the teacher should stop the games often to set up scenarios or have students 'redo' a situation.

Days 20, 21, and 22

Facility

Athletic field or gymnasium

Equipment

1 stick per student, 8 balls, 8 hockey goals, small cones or paint

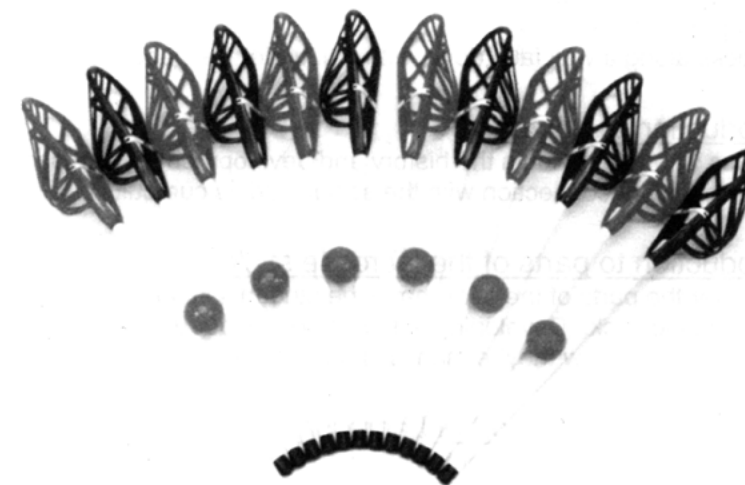
Class preparation

Lay sticks along an end line away from where students meet for attendance. Make certain sticks are lying side by side face down. Create three or four fields by putting two hockey goals opposite one another across the width of the field. Use the small cones or paint a crease around the goals.

Activity 1 – STX-Ball/Soft Lacrosse Games

Using the same rules learned the day before students may now participate in a STX-Ball/Soft Lacrosse tournament. The tournament should be round robin in format. Certificates or STX/Soft Lacrosse stickers may be awarded to the students on the winning team. Emphasize sportsmanship and cooperation. Students should utilize the skills learned and practiced the previous 19 days.

STXBall



Lesson Plans



Materials Developed for STX by
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Day 1

Facility

Small gym or classroom

Equipment

Lacrosse sticks and balls, television and VCR, STX lacrosse video tape (skill and age appropriate)
NCAA men's and woman's handout, pencils

Class preparation

Copy enough of the handouts for each student
Cue videotapes to appropriate spot

Lay the lacrosse sticks along a wall face down with ball under the head of each stick.

Activity 1 – Introduction to Lacrosse

In this activity discuss with the students the history and development of lacrosse. Work with social studies teachers to develop a connection with the social studies curriculum.

Activity 2 – Introduction to parts of the lacrosse stick

As a teacher goes over the parts of the stick, have the students label on their work sheet the names of the parts of the lacrosse stick. Developing this common language will be useful when providing students with feedback about how they're manipulating the stick.

Activity 3 - Introduction to the sport of Lacrosse

Using the television and VCR, show students part of both men and women's NCAA lacrosse game. Allow students time to compare and contrast the two games. Point out the differences and similarities students do not come up with themselves. Explain to students the STX-Ball/Soft Lacrosse (the game they will be playing in class) is a cousin to the men's and women's game of lacrosse.

Activity 4 – Introduction to the sport of Lacrosse

Using the television and VCR, show students the STX video of students their age playing STX-Ball. Ask students to compare and contrast STX-Ball with men and women's lacrosse. Focus students on the skill of cradling, as it will be the first skill worked on, and the most important skill learned.

Transition to Activity 5

Ask students to get a stick, a ball, and find their own space in the room. Caution students to wait for the teachers cue before beginning any activity with stick and ball.

Activity 5 – Introduction to stick work

Allow students time, in their own space, while stationary to experiment with the stick and the ball. Students may try cradling and tossing and catching to themselves. Observe students and get a feel for who may have lacrosse experience.

Station 5 – Throwing and catching

With a partner students will throw and catch the ball back and forth for thirty seconds seeing how many times they can successfully throw and catch in that time.

Note: The goal of these stations is to refine skills already learned. The data obtained through the station work could serve as a basis to observe improvement when the stations are repeated in a later lesson. This information should not be used to assess grades as these stations are not set up as skills tests with proven validity and reliability.

Days 16 and 17

Facility

Athletic field or gymnasium

Equipment

1 stick per student, 8 balls

Class preparation

Lay sticks along an end line away from where students meet for attendance. Make certain sticks are lying side by side face down. Equally distribute the eight trash cans over the athletic field or gymnasium. Place the trash cans upside down. Number the trash cans from one to eight. Divide students into teams of two and set up a round robin tournament.

Activity 1 – Two on Two Tournament

Students will participate in a two on two round robin tournament. Teams are assigned an area of the field where a trash can is set upside down. A point or goal is scored when the ball hits the trash can. After one team scores the other team "takes the ball back" by standing 10 yards away from the trash can. Possession alternates after each goal. Students may play around all sides of the trash can. A goal only counts when the ball is shot at the trash can. There is no contact between players or sticks.

Day 15

This is a re-teach of day 9. Students are to perform the same stations recording their scores so they can compare their performance on Day 15 with that of Day 9. Students should compare/contrast their scores on Day 15 with those on day 9 stating reasons why they believe they improved or didn't improve on the skill stations.

Facility

Gymnasium

Equipment

1 stick per student, cones (large and small), bucket of balls, hockey goals, stop watches, and record sheets

Class preparation

Lay the sticks along an end line away from where students meet for attendance. Make certain sticks are lying side by side face down.

Activity 1 – Skill Stations

After attendance and warm ups explain the following stations to students. Divide students into five groups and rotate students through the stations. If all of the students at a particular station finish, and students at other stations are still taking their first attempt then students can go again. Students who get multiple attempts should record their best score. Teachers should make certain students know how to operate a stopwatch.

Station 1 – Scooping shuttle (timed)

Place a box on the ground with five balls on either side of it (10 balls total). On a signal one student will scoop up one ball at a time and return it to the box. The student should alternate sides, left then right. Another student at the station will time how fast the student can scoop up and place all 10 balls in the box.

Station 2 – Cradling agility run (timed)

Place five cones in zig zag formation about five steps apart. On a signal the students will run through the cones cradling a ball in their lacrosse stick. If the ball falls out the student is to scoop it up and continue running. Students should go all the way through, around the last cone and then sprint back to the starting line.

Station 3 – Throwing and catching (timed)

Students should stand 15 feet away from a wall. On a signal the student will begin to throw the ball against the wall and catch it as it bounces off of the wall. Students will record how many times they are able to throw the ball against the wall in 30 seconds.

Station 4 – Throwing for accuracy

Before class the teacher will tape targets on the wall. Hitting the target by throwing a ball with the stick will be worth a point. Because this station is measuring only throwing accuracy another student at the station should place a ball in the participating student's lacrosse stick after they shoot at the target. On a signal the student will have thirty seconds to score as many points as possible by hitting the target on the wall.

Day 2

Facility

Athletic field or gymnasium

Equipment

1 stick per student, 1 ball per student

Class preparation

Lay stick along an end line away from where students meet for attendance. Make certain sticks are lying side by side face down. Place a ball under the face of each stick. The teacher should have a stick in hand.

Activity 1 – Introduction to cradling

Divide students into two groups. Have one group line up in front of the other on a sideline in a traditional wave pattern. Ask students to jog across the field at an easy pace one group at a time. (Show diagram of traditional wave). Emphasis is on the natural jogging motion. Wrists loose so they bounce when jogging. Elbows bent keeping hands high. If necessary ask students to over-emphasize the wrists bouncing as part of the jogging rhythm.

Transition to Activity 2

Ask students to come in toward the teacher for a demonstration. Demonstrate to students proper stick grip for cradling. Ask students, one group or wave at a time, to jog over to the end line, choose a stick, and jog back to their traditional wave lines on the sideline. When most of the students in-group one are on their way back their wave lines ask the next group to get their sticks. Students should leave the ball on the end line.

Activity 2 – Introduction to cradling

Ask students to jog across the width of the field one group/wave at a time demonstrating proper cradling form and technique with the stick. Give students praise and corrections where necessary.

Transition to Activity 3

Ask students one group/wave at a time to jog over to the end line and get a ball. Have students place the ball in the pocket of the stick and jog back to their traditional wave lines. When most of the first wave/group is on their way back to the sideline ask the next wave/group to go choose a ball from the end line.

Activity 3 – Expand cradling

Ask students to jog across the width of the field one group/wave at a time demonstrating proper cradling form and technique. The ball should remain in the pocket of the stick. If it falls out ask the student to pick it up with their hand and place it back in the stick. Give students praise and corrections as necessary.

Activity 4 – Expanding cradling

Using one half of the field (or all of the gym) ask students to jog throughout the area making cuts to the left and right as well as jogging slow and running fast. Periodically stop the students, having them freeze where they are, and check to see they are spread out using all of the space in relation to other students, and using correct cradling form and technique when moving in different directions and speeds.

Day 3

Facility

Athletic field or gymnasium

Equipment

1 stick per student (2 different colors), 1 ball per student, 32 cones or different types of field makers
2 containers (boxes or buckets)

Class preparation

Lay sticks along end line away from where students meet for attendance. Make certain sticks are lying side by side face down. Place a ball under the face of each stick. The teachers should have a stick in hand. On one half of the field/gym set up 32 cones in eight lines of four.

Activity 1 – Review and refine cradling

Divide students into two groups and have one group at a time get a stick and ball from the end line. Using the traditional wave formation and working from the same end line where the equipment was set up have students jog to the center line (and then back to the end line) demonstrating proper cradling form and technique. Do this a few times giving praise and corrections where necessary.

Transition to Activity 2

Have students finish activity 1 in the center of the field/gym. Divide students into eight groups, one per set of four cones.

Activity 2 - Expand and Refine cradling

Ask one student at a time from each group to jog through the cones making cuts left and right while demonstrating proper cradling form and technique. Lines should reform at space near the last cone. The next student in line can begin when the student in front of them has passed the last (fourth) cone. Emphasis should be on students changing their hands as they change directions. When moving to the right, a student's right hand should be on the top of the stick, when moving to the left their left hand should be on the top of the stick. It is not necessary to point this out from the beginning, but is a way to expand this activity as students have gone through the cones a couple of times.

Transition to Activity 3

End Activity 2 in the center of the field. Demonstrate to students the proper form and technique for scooping a ball off of the ground using their stick when the ball is not moving. Then demonstrate how to rake the ball back of the stick and scoop it up.

Activity 3 – Introduction to scooping

Ask students to find a space on the half of the field without cones and perform the following tasks:

- 1) Scoop the ball off of the ground without raking it backward
- 2) Scoop the ball off of the ground by raking it backward
- 3) Toss the ball in front of you a few feet and move forward to rake it off of the ground

Transition to Activity 4

Have students leave the balls on the field where they were working in activity 3. Ask students to meet with the teacher on the centerline. Place two boxes or buckets on either side of the centerline. Divide students into two equal groups based on the color of their sticks. Each group will have a corresponding box or bucket.

Activity 3 – Through the Goal game

Students in their group of six (two teams of three) will take the stacks of six cones, which are located around the athletic field, and make three goals out of the cones. Each goal consists of two cones sitting on the ground about five steps apart. Students may decide to set up the three different goals in any configuration they choose. The three goals should however be near one another. The object of this game is to score a goal by passing the ball between the two cones to another teammate. Students may only score at one goal once in succession. After they score, they must try to score at another goal, but can come back to the previous goal once they have scored at another goal. Points are scored when the ball is thrown between the cones and caught by a teammate. Students may not carry the ball through the cones and score. Possession changes the other team intercepts the ball, or scoops it off an opponent's miss. When possession changes, the game continues without stopping. Both teams use the same goals, but at different times. There is no contact allowed between players and sticks.

Day 14

Facility

Athletic field or gymnasium

Equipment

1 stick per student, 5 balls, 30 small cones, pinnies or jerseys (five different colors if possible)

Class preparation

Lay sticks along and end line away from where students meet for attendance. Make certain sticks are lying side by side face down. The field should be set up for the through the goal game. Five fields with three goals on each field. There should be one ball placed on each field. Number the fields 1 to 5. Students should be placed into teams of three by the teacher before class begins.

Activity 1 – Through the Goal round robin

Assign one team of three to each field. These students will wear the pinnies. Assign the remaining teams of three to each field to play the Through the Goal game against the teams already there wearing the pinnies. Each game will last approximately five minutes. At the end of the five minute period have the teams without the pinnies rotate to another to play another team wearing the pinnies. Field 1 should rotate to field 2, field 2 to field 3, field 3 to field 4, field 4 to field 5 and field 5 to field 1. Have teams track of how many games they win. There is no contact allowed between students and sticks. Award the team with the most wins a certificate at the end of the period.

Activity 2 – 3 on 2, 2 on 1 continuous

In this activity students will be combining the activities and skills they have used in the previous lessons. They will be playing on a field that has goals on either end. To begin, three students (offensive players) with the ball advance down the field against two other students (defensive players). At this point the activity is exactly like the 3 on 2 performed in the previous lesson. However, when a goal is scored the offensive player who scores the goal will be the one to back pedal to the goal where they began to defend it during the 2 on 1 phase of the activity. When the goal is scored one of the two defensive players get the ball out of the net and advance down the field trying to score at the opposite goal. The person who made the goal back pedals and becomes the one defender. Confusion comes when a shot is taken during the 3 on 2 and a goal is not scored. If a goal is not scored the offensive players may retrieve the ball and continue to try and score. However, if during the attempts to score one of the two defenders gains possession of the ball, they may advance down the field in the opposite direction and try to score. The person who took the first shot on goal during the 3 on 2 is the person who becomes the one defender in the 2 on 1. The drill is continuous because the two students in the 3 on 2 who do not back pedal to play defense in the 2 on 1 stay at the goal and serve as the next two defenders for the next three students coming down the field. During the 2 on 1 when a goal is scored, or when the one defender gains possession of the ball, play is over. Three new players step out onto the field and travel down the field against the two players left down the field from the previous 3 on 2. There is no contact allowed between players and/or sticks. Students are to perform the activity with a nerf-type ball until the teacher has an opportunity observe them performing the activity correctly. Then students may use the lacrosse sticks and ball for 3 on 2, 2 on 1 continuous.

Day 13

Facility

Athletic field or gymnasium

Equipment

1 stick per student, 1 ball for every 2 students, 8 hockey goals, cones or paint, Nerf-type balls, volleyball size, 30 small cones

Class preparation

Lay sticks an end line away from where students meet for attendance. Make certain sticks are lying side by side face down. Place a row of balls above the row of sticks. The teacher should have a stick in hand. Set up the goals on the sidelines opposite one another and either use small cones to form a crease or paint the crease around the goals. The thirty additional cones should be in stacks of six and set off the playing field at various spots around the athletic field.

Activity 1 – Warm up lacrosse skills

After attendance and general warm ups, ask students to perform the following in order:

1. Find a partner
2. Each partner get a stick and one ball for the two of you
3. Find a space on field and begin practicing/warming up throwing, catching, scooping, and shooting (students may use the goals that are set up)

Encourage students to warm up their skills much like they would prior to a game or contest.

Activity 2 – 3 on 2, 2 on 1 continuous

Students may remain in the same groups of eight as in the previous lesson or the teacher may wish to assign new groups of eight. Emphasize to students accurate passes, cutting to the goal after they have passed the ball, and remaining between the goal and the person with the ball when on defense. There is no contact allowed between players and/or sticks.

Activity 4 - A Game, Dirty Back Yard

On a signal from the teacher students will go out onto the field, from the center line and collect one ball at a time from the field then return it to their teams box/bucket. Teams are divided according to the color of the student's stick. When all of the balls are collected, and in the two containers the team with the most balls in the containers wins.

Emphasis/rules include:

- 1) Students must use proper scooping and cradling form and technique to pick up and carry the ball to the container.
- 2) Students may carry only one ball at a time
- 3) Students may not throw the balls
- 4) Students may not take a ball out of the other teams container
- 5) Students may not try to knock the ball out of another player's stick (no contact at all) Show diagram of game.

Day 4

Facility

Athletic field or gymnasium

Equipment

1 stick and ball per student

Class preparation

Lay stick along and end line away from where students meet for attendance. Make certain sticks are lying side by side face down. Place a ball under the face of each stick. The teacher should have a stick in hand.

Activity 1 – Review cradling and scooping

Dismiss students from attendance and warm ups to get a stick and ball from the end line. Students should cradle the ball from the end line to a space on the field (scattered formation). Ask students to review scooping by scooping a stationary ball, raking the ball backward, and scooping while moving toward the ball. Students may do this for a set amount of time or number.

Transition to Activity 2

Ask students to sit their sticks and ball down in their space on the field where they have been working. The sticks will "hold their spot". Ask students to jog over to the teacher for a demonstration on catching. Teacher may demonstrate catching or ask a student to demonstrate. After the demonstration students should return to their sticks.

Activity 2 – Introduction to catching

In their space on the field students should toss the ball into the air with their non-dominant hand and catch the ball using the lacrosse stick which is in their dominant hand. To begin, students may use only one hand on the stick to catch the ball. Emphasis should be on the stick hand being very close to the head of the stick when catching. Students should absorb the force of catching by meeting the ball high in the air with the stick and bringing the stick down lower as the ball enters the stick pocket. Challenge students to catch as many in a row as they can.

Activity 3 – Expand catching

In the same space and organization pattern (random or scattered) as Activity 2 have students place their non-dominant hand on the bottom of the stick after they toss the ball into the air. Now students should be catching with two hands on the stick. Challenge students to catch as many in a row as they can.

Activity 4 – Expanding catching

In the same space and organization pattern (random or scattered) as Activities 2 and 3 ask students to toss and catch the ball more toward the right side of their body. Challenge students to catch as many in a row as they can.

Activity 5 – Expand catching

In the same space and organization pattern (random or scattered) as Activities 2,3, and 4 have toss the ball more toward the left side of their body. Challenge students to catch as many in a row as they can.

Transition to Activity 6

On a signal from the teacher ask students to perform the following, in order:

- 1) Find a partner
- 2) One partner place his/her stick and ball back on the end line where they found it at the beginning of class
- 3) The student who returns her/his stick should take the ball from their partner and the two students should line up opposite one another with their backs to the opposite sidelines.

Activity 6 – Expand catching, catching a toss from a partner and introduce throwing with a stick

Ask students with the ball to perform an underhand toss to their partner with the stick. Partners with the stick should perform a two handed catch with the stick. Allow students to explore throwing with the stick by tossing the ball back and to their partner using the stick. Repeat this activity for a set number of attempts or time then ask partners to change roles.

Activity 3 – 3 on 2

The organization for this activity is the same as activity 2. Students start in the center of the field and cradle, throw and catch down the field and try to shoot and score a goal. The exception is that there are two defenders. One of the two defenders should stop the ball, or mark the person with the ball forcing the person to pass. The second defender should anticipate where the pass is going to go and try to intercept it. Play stops when a goal is scored or when a shot is missed, or when the ball is intercepted. If a goal is made, the person who made it becomes a defender and one defender becomes an offensive player. If a shot misses the goal, the person who shot it exchanges places with a defensive player, and finally if a defensive player intercepts the ball, then he/she exchanges places with the person who passed or shot the ball. Emphasis is on using the space efficiently and effectively as the ball is advanced down the field. Offensive players who pass the ball should cut to the goal after they pass the ball (just like a give and go in basketball). Teachers should draw similarities to basketball and soccer strategies.

Day 12

Facility

Athletic field or gymnasium

Equipment

1 stick per student, 1 ball for every 2 students, 8 hockey goals, cones or paint
Nerf-type balls, volleyball size

Class preparation

Lay sticks an end line away from where students meet for attendance. Make certain sticks are lying side by side face down. Place a row of balls above the row of sticks. The teacher should have a stick in hand. Set up the goals on the sidelines opposite one another and either use the small cones to form a crease or paint the crease around the goals.

Activity 1 – Warm up lacrosse skills

After attendance and general warm ups, ask students to perform the following in order:

1. Find a partner
2. Each partner get a stick and a ball for the two of you
3. Find a space on field and begin practicing/warming up throwing, catching, scooping, and shooting (students may use the goals that are set up)

Encourage students to warm up their skills much like they would prior to a game or contest.

Transition to Activity 2

Ask students to come over to one goal area. Divide students into groups of eight. Select one group of eight to demonstrate the activity. The activity will be 3 on 2, 2 on 1 continuous. For the demonstration and for the first few times, students should perform the activity with a nerf-type ball. Once they have learned the activity, then they may use the lacrosse sticks and ball. The activity begins with three students standing behind a goal, three students in front of the goal, with the ball, facing the opposite goal, and two students defending the opposite goal.

Day 11

Facility

Athletic field or gymnasium

Equipment

1 stick per student, 1 ball for every 2 students, hockey goals, cones or paint, Nerf-type balls, volleyball size

Class preparation

Lay sticks along and end line away from where students meet for attendance. Make certain sticks are lying side by side face down. Place a row of balls above the row of sticks. The teacher should have a stick in hand. Set up the goals on a side line and either use the small cones to form a crease or paint the crease around the goals.

Activity 1 - Review throwing, catching and cradling

After attendance and warm ups, ask students to perform the following in order:

1. Find two other students and form a group of three.
2. When you have your group of three, each of you gets a stick and gets one ball for the group.
3. Find a spot on the field and throw and catch the ball within your group of three.
4. Students may move around the field with their group while throwing and catching.

Do this for a set amount of time. Emphasize to student's accurate passes and leading their partners into the ball.

Transition to Activity 2

For this lesson we will assume there are eight hockey goals. Ask all students to come to one goal and select one group of three to demonstrate. Students not demonstrating should remain in the adjacent space next to the demonstration goal until the teacher's assigns them a goal to use.

Activity 2 – 2 on 1

Each group of three should select one person to serve as defense. The other two students will be offensive players. None of the players may enter the crease. Play begins when the offensive players start down the field

(They should begin in the center of the field facing the goal). The object is for the offensive players to shoot at the goal and score. The defensive player should be encouraged to stop the ball or person with the ball by remaining between them and the goal. After a goal is made, then the threesome can go back to the center field and start over or allow another group of three waiting to go. Students should rotate until each group member has had an opportunity to be the defender. If necessary the teacher may establish a set number of passes that must occur before a shot can be taken, or offensive players may only possess the ball for a set amount of time. Emphasize to students that there is NO CONTACT WHAT SO EVER.

Note: If students have a difficult time throwing and catching in this activity, have students try the activity using a nerf type ball and no lacrosse stick (similar to speedball or team handball). This way they will learn the activity and then they can concentrate on the skills of throwing, catching, cradling and shooting when they try the activity again with the lacrosse stick and ball.

Transition to Activity 3

Ask to regroup themselves into five groups of five. Teachers may wish to consider already having these groups made out. In that case, at this time the teacher would read out-group assignments.

Day 5

Facility

Tennis courts and adjacent field space

Equipment

1 stick and ball per student

Class preparation

Lay the stick along and end line away from where student meet for attendance. Make certain sticks are lying side by side face down. Place a row of balls above the row of sticks. The teacher should have a stick in hand.

Activity 1 – Review throwing and catching

After attendance and warm ups ask students to perform the following in order:

- 1) Find a partner
- 2) When you have found a partner one of you get a stick the other get a ball
- 3) Find a space across from another
- 4) On a signal from the teacher the partner with the ball should toss the ball to the partner with the stick who will catch the ball and throw it back using the stick.

Do this for a set amount of time or attempts then have partners switch responsibilities.

Transition to Activity 2

Ask the student who does not have a stick to go and get one then return to their space across from their partner.

Activity 2 – Expand throwing and catching

Ask students to throw and catch the ball using their sticks. Students may select how far apart they want to be for this activity, however if students continually miss/drop the ball they should be encouraged to move closer together. Encourage students to catch as many in a row as possible.

Transition to Activity 3

Ask each partner group to select another partner group and form a group of four. Assign each group of four a tennis court. (This can be done ahead of time if the teacher wants to control that works with whom). If there are not enough tennis courts for all groups of four, have some groups "waiting" for a tennis court by throwing a ball within their group on the adjacent field space. Encourage students to throw and catch to the left and the right as well as across to a partner diagonal from them.

Activity 3 – Lacrosse Tennis

This is a game played similarly to tennis with tennis rules. However, students are catching and throwing the ball with lacrosse sticks, instead of hitting the ball with a racquet. The game can be played with a tennis ball or any ball that bounces. Teams will be doubles teams playing the double lines. Play begins with one team serving (throwing) the ball with their lacrosse stick in to the service box. The opposing team must let the ball bounce and then catch it. Play continues with teams catching and throwing the ball back and fourth until it bounces more then once, to go over the net, or when the ball is thrown out of bounds. In order to rotate teams into the Lacrosse tennis game teachers may wish to keep score like volleyball. Only the serving team can score points. When a team gets to a certain number of points the game is over and students throwing on the field are rotated in.

Day 6

Facility

Athletic field or gymnasium

Equipment

1 stick per student, 1 ball for every 2 students, 6 hula hoops

Class preparation

Lay sticks along an end line away from where students meet for attendance. Make certain sticks are lying side by side face down. Place a row of balls above the row of sticks. The teachers should have a stick in hand. Divide the athletic field in to six golf holes using the hula-hoops as the holes. Each hole will be a par tree. Teachers are encouraged to use natural boundaries such as hills, backstops, etc. as hazards.

Activity 1 – Review throwing and catching

After attendance and warm-ups ask students to perform the following in order:

- 1) Find a partner
- 2) When you have found a partner, each of you get a stick and one ball for the two of you
- 3) Find a space across from one another
- 4) On a signal from the teacher begin throwing the ball back and forth to each other using the stick to throw and catch.

Do this for a set amount of time or attempts. Encourage students to catch as many in a row as possible. Students may change their distance from each other, sometimes throwing and catching over a shorter distance, sometimes throwing and catching over a longer distance.

Transition to Activity 2

Pair two partner groups together to form a foursome. Explain the rules of Lacrosse golf.

Activity 2 – Lacrosse Golf (refine throwing and catching)

Each hole will be a par three. One partner will throw the ball ahead to the other partner and that is considered a stroke. When a student catches the ball they freeze. The partner who threw the ball can run ahead to receive the next pass. Students continue to throw and catch moving up the field until they come near the hula-hoop (hole). The ball must be tossed into the hula hoop and stay inside the hoop for the hole to be completed. The number of strokes (throws) that it takes a partner pair to get the ball in the hula-hoop will be that pairs score on that hole. Getting the ball in a trashcan, as well as having the ball hit a cone or chair can be used instead of a hula-hoop. If a student misses a ball, the ball goes back to the partner who threw it, where they threw it, and the throw counts as a stroke.

Day 10

Facility

Athletic field or gymnasium

Equipment

1 stick per student, 1 ball for every 2 students

Class preparation

Lay sticks along end line away from where students meet for attendance. Make certain sticks are lying side by side face down. Place a row of balls above the row of sticks. The teacher should have a stick in hand.

Activity 1 – Review cradling, throwing and catching

After attendance and warm ups, ask students to perform the following in order:

1. Find a partner
2. When you have found a partner, both of you get a stick and one ball for the two of you.
3. When you have the sticks and ball you may begin traveling around the field throwing and catching back and forth with your partner.

Emphasize to students to utilize proper throwing, catching, and cradling technique as they move around the field throwing and catching. Also emphasize using the field space efficiently so partner groups don't "bunch up".

Transition to Activity 2

Ask each partner group to select another partner group and form a group of four. Select one group of four to demonstrate Activity 2. Have all students group themselves in a space adjacent to where the demonstration is going to place.

Activity 2 – Keep Away

Three of the four group members form a large triangle around the fourth group member. The three outside students are going to try to keep the ball away from the person in the middle by throwing it back and forth. The students on the outside may move provide they cradle the ball. If a student drops the ball, then that student exchanges places with the person in the middle. If the ball is over thrown, then the person who over threw it exchanges places with the person in the middle, and finally if the person in the middle intercepts the ball, then the person who threw it exchanges places with the person in the middle. Emphasize to students that they should always pass to an open person, make passes before the defender can set up, and move with and without the ball to get open. After a set amount of time, if the person in the middle has not had the opportunity to move to the outside, ask students to switch and a different person goes in the middle.

Transition to Activity 3

Ask students to regroup themselves into groups of five. Teachers may consider already having these groups made out. In that case, at this time the teacher would read out-group assignments.

Activity 3 – 3 on 2 keep away

This activity is similar to activity 3 where one student was in the middle and the other three were trying to keep the ball way from her/him by throwing and catching. However, this time will be two people in the middle. The boundaries for this activity are not set and students may travel accordingly provided they can still make accurate throws and catches. Emphasize to students in the middle that one student should always "mark", or "guard" the person with the ball and try to force them to pass to a particular person. The second person in the middle should anticipate were the pass is going to go and intercept it. For this activity the ball must be intercepted or scooped off of the ground. There is no switching roles or places for dropped balls. If a ball is intercepted, then the person who intercepted it exchanges places with the person who threw it. If the ball is dropped, and one of the people in the middle is able the scoop it up before one of the people on the outside does, then the middle person exchanges places with the person who either dropped the ball or the person who was trying to scoop it up.

Day 9

Facility
Gymnasium

Equipment

1 stick per student, cones (large and small), bucket of balls, hockey goals, stop watches, and record sheets

Class preparation

Lay the stick along and end line away from where students meet for attendance. Make certain sticks are lying side by side face down.

Activity 1 – Skill Stations

After attendance and warm ups explain the following stations to students. Divide students into five groups and rotate students through the stations. If all of the students at a particular station finish, and students at other stations are still taking their first attempt, then students can go again. Students who get multiple attempts should record their best score. Teachers should make certain students know how to operate a stopwatch.

Station 1 – Scooping shuttle (timed)

Place a box on the ground with five balls on either side of it (10 balls total). On a signal, one student will scoop up one ball at a time and return it to the box. The student should alternate sides, left then right. Another student at the station will time how fast the student can scoop up and place all 10 balls in the box.

Station 2 – Cradling agility run (timed)

Place five cones in a zig zag formation about five steps apart. On a signal the student will run through the cones cradling a ball in their lacrosse stick. If the ball falls out the student is to scoop it up and continue running. Students should go all the way through, around the last cone and then sprint back to the starting line.

Station 3 – Throwing and catching (timed)

Students should stand 15 feet away from a wall. On a signal the student will begin to throw the ball against the wall and catch it as it bounces off of the wall. Students will record how many times they are able to throw the ball against the wall in 30 seconds.

Station 4 – Throwing for accuracy

Before class the teacher will tape targets on the wall. Hitting the target by throwing a ball with the stick will be worth a point. Because this station is measuring only throwing accuracy, another student at the station should place a ball in the participating student's lacrosse stick after they shoot at the target. On a signal the student will have thirty seconds to score as many points as possible by hitting the target on the wall.

Station 5 - Throwing and catching

With a partner students will throw and catch the ball back and forth for thirty seconds seeing how many times they can successfully throw and catch in that time.

Note: The goal of these stations is to refine skills already learned. The data obtained through the station work could serve as a basis to observe improvement when the stations are repeated in a later lesson. This information should not be used to assess grades, as these stations are not set up as skill tests with proven validity and reliability.

Day 7

Facility
Athletic field or gymnasium

Equipment

1 stick per student, 1 ball for every 2 students

Class preparation

Lay the stick along and end line away for where the students meet for attendance and warm ups. Make certain sticks are lying side by side face down. Place a row of balls above the sticks. The teacher should have a stick in hand.

Activity 1 – Review throwing and catching

After attendance and warm ups, ask students to perform the following in order:

- 1) Find a partner
- 2) When you have found a partner each of you get a stick and one ball for the two of you
- 3) Find a space across from one another
- 4) On a signal from the teacher begin throwing and catching the ball back and forth to each other using the stick to throw and catch

Activity 2 – Expand throwing and catching

Ask students to remain with their partner and have one partner begin to move to the left or right to receive the pass. The student throwing should remain stationary, practice leading their partner to the ball as they throw it left to right. After a set number of attempts or amount of time, partners should switch roles. For this activity the teacher may want to move some partner groups to the other side of the field to better utilize space.

Transition to Activity 3

Ask students to remain with their partner and form a traditional wave pattern on one side of the side of the field (sideline). Every student should have a stick and each partner group should have one ball. Assign partner groups either the number one or two. One's will travel across the field first and then two's. This is the same wave pattern as in previous lessons except students are traveling across with a partner.

Activity 3 – Expand throwing and catching

As students jog across the field they should throw and catch the ball back and forth with their partner. Emphasis is leading their partner into the pass and to always be moving forward. Students should focus on passing the ball in front of their partner not behind them. This is a DIFFICULT activity. Teachers may wish to do this activity with a nerf type ball first for students to learn the activity and practice leading and throwing and catching while moving. When the partner groups given the number one's have all gone across the field, then the two's should go.

Transition to Activity 4

Distribute to partner groups the football pass pattern sheet. Ask partner groups to return to the same spots they were for activity two.

Activity 4 – Refine throwing and catching

In this activity, one student will be the quarterback, the other student will be a receiver. Using the football pass pattern sheet, the "receiver" will perform a selected pattern and the "quarterback" will pass the ball using the lacrosse stick. Emphasis should be on timing and accuracy. To expand this activity the receiver can begin play by scooping the ball off of the ground and tossing it backward to the quarterback. Then the receiver will run the set pattern and receive the pass. After each pass pattern has been performed, the quarterback may throw the ball with their hand, and then the next time through throw the ball with the stick.

Day 8

Facility

Athletic field or gymnasium

Equipment

1 stick per student, 1 ball for every 2 students, 8 hockey goals, 16 18" cones
Field paint or a large number of small cones

Class preparation

Lay the sticks along and end line away from where the students meet for attendance. Make certain sticks are lying side by side face down. Place a row of balls above the rows of sticks. The teachers should have a stick in hand. Along one side of the field place the goals. The more goals the easier it will be to maximize participation. Behind each goal place two 18" cones. For this lesson we will assume eight goals. Use cones or paint to mark off a crease area around the goals.

Activity 1 – Review throwing and catching

After attendance and warm ups, ask students to perform the following in order:

- 1) Find a partner
- 2) When you have found a partner, both of you get a stick and one ball for the two of you
- 3) Find a space across from one another
- 4) On a signal from the teacher, begin throwing and catching the ball back and forth.

Students may move to the left or right, forward and backward to throw and catch. Do this for a set amount of time or attempts.

Activity 2 – Refine throwing, catching and cradling

The organizational pattern for this activity is scattered or random. Students should move throughout the field with their partner throwing the ball back and forth with their lacrosse sticks. On a signal from the teacher, students should freeze in their spaces. Check the field to make sure students are spread out and not too close to another partner group. Emphasize to student's accurate passes that lead a person into an open space, encourage students to make cuts and change their speed. Focus on correct catching technique. Remind students that as they move with the ball they should demonstrate proper cradling form. Students should cradle the ball after it is caught. If students are "bunching up" and not using the entire field efficiently, have them move through out the field with out throwing the ball and stop them periodically to see if they are using the field space efficiently.

Transition to Activity 3

Students may remain with their partners. Group the partner groups into eight larger groups. For example, in a class of 32 there would be eight groups of four (two-partner groups together). Assign each group of four a goal to work at.

Activity 3 – Introduction to shooting

Students will line up next to their partner approximately a field width away from the goal. They will throw the ball back and forth to one another as they jog down the field. As the students approach the crease area the partner receiving the pass nearest the crease will shoot the ball into the goal. The partner who did not shoot the ball will retrieve the ball (hopefully out of the goal) and jog back to the starting area cradling the ball. When the first partner group has shot the ball, the next partner group may begin moving down the field.

Transition to Activity 4

Take the cones that were set up behind the goals and place them just in front of the goals. These will serve as obstacles for the students shooting at the goals.

Activity 4 – Refine shooting

Students will repeat Activity 3 except this time there will be cones set up in the goals. Students will have to shoot more accurately in order to make a goal. Emphasis should be placed on accuracy not force.

Transition to Activity 5

Call students over to one goal area. Explain to students that in the next activity they will have to perform the same activity as before except there will now be a defender. Explain that the primary goal of the defender is to stop the person with the ball (stop the ball). Also explain to students that they are not to pass or shoot through someone. Ideally the defender will go to the person moving down the field cradling the ball. When the defender gets close, the person cradling the ball should throw it to the open person who would then shoot the ball. If the defender does not come over to "stop the ball", and then the person cradling the ball should jog all the way down the field and shoot. EMPHASIZE THERE IS ABSOLUTELY NO CONTACT AT ALL. Either person to person, person to stick, or stick to stick. Ask one group to demonstrate this activity. Make sure they do it properly or set them up and have them do it again until it is done properly. Because students are in-groups of four at each goal and this activity only takes three people, students should rotate in. The rotation order could be; shooter becomes defense, defensive player becomes other offensive player, non-shooter offensive player goes out, person out becomes offensive player.

Activity 5 – Two on one

Two students move down the field with possession of the ball (offensive player's) one-person waits about $\frac{3}{4}$ the way down the field (defensive player). The offensive players try to score on the defensive player. After each shot the students should rotate responsibilities.