

USA[®]
LACROSSE



PHYSICAL EDUCATION CURRICULUM

GRADES

9-12

A six-lesson introductory lacrosse unit for grades 9-12. Each lesson includes objectives, an equipment list, a fully sequenced lesson flow, and the SHAPE America standards addressed.

LESSON 1

INTRODUCTION TO LACROSSE

36 min

Grades 9-12

Objectives (3)

- Discuss the origins of the game of lacrosse
- Identify the parts of a lacrosse stick
- Demonstrate correct hand placement on the stick

Equipment (2)

☐ Sticks☐ Balls

🚩 ROOTS

5 min

Origins of Lacrosse

Students sit for a short discussion on lacrosse's origins. Begin introducing lacrosse by sharing that it is a Native American game with deep cultural significance that is still played today.

Sample script: "Lacrosse is a dynamic and fast-paced team sport that has been played for centuries. Originating among various Indigenous nations across North America, lacrosse holds deep cultural and spiritual significance. The game was initially played as a means of settling disputes, as a form of recreation, and as a way to honor the Creator. Early versions of lacrosse varied greatly in rules and structure, with some games involving hundreds of players and spanning miles of playing field. Despite its evolution into a mainstream sport, lacrosse continues to maintain and honor its deep connections to its Indigenous roots."

Meet the Lacrosse Stick

Students sit in the middle of the play area. The teacher holds up a lacrosse stick and identifies the parts:

1. Head = the triangular, plastic face of the stick.
2. Scoop = the top curved edge of the head, used to pick up the ball.
3. Pocket = the mesh area that holds the ball.
4. Shaft = the long handle.
5. End Cap = the cap at the very bottom of the shaft.

Sample script: “In some Native American cultures, lacrosse sticks are given to children at birth and placed beside them in their cribs. The stick is much more than just equipment — it represents nature, community, and joy. When we play, we treat our sticks with the same level of respect.”

🔪 SKILL INTRO

Gripping the Stick

1. Ask players to raise their strong hand — the one they throw, write, or eat with.
2. Strong hand grips the middle of the stick, halfway up the shaft.
3. Other hand grips the very bottom, at the end cap.
4. Practice holding the stick still just above the collarbone — this is called the READY POSITION.

COACHING CUES

- Strong hand up top, other hand by the end cap.
- Let the stick breathe, don't squeeze.

CHECKS FOR UNDERSTANDING

- Where does your strong hand go on the stick?
- Can you show me the ready position?

☆ ACTIVITY 1

10 min

Pop Toss

Equipment: Sticks, Balls

Students form a large circle and place their sticks on the ground. Holding a ball in one hand above their shoulder, the students pop the ball straight up into the air and catch it above their shoulder. Then, try with the other hand. After a few tosses, pick up the sticks go through a series of stationary toss and catch challenges:

1. Hold the stick horizontally with one hand in the middle of the shaft. The stick should be pointing to the middle of the circle with the ball in the pocket. Using one hand, toss the ball straight up and catch it. Feel the ball roll off the scoop.
2. Hold the stick horizontally with two hands. The stick should be across the body, pointing to the middle of the circle with the ball in the pocket. Toss the ball straight up and catch it. Feel the ball roll off the scoop.
3. Move the stick to the READY POSITION above the collarbone. Toss the ball straight up and catch it above the shoulder.
4. The purpose of this activity is to feel the weight of the ball and to get comfortable with the stick. Do not worry about dropping the ball.

☆ ACTIVITY 2

10 min

Cross the Pond

Equipment: Sticks, Balls

Students form a large circle and call out numbers: 1-4. When the teacher calls their number, students move across to the other side of the circle while cradling and avoiding other students.

Progressions: start without balls, then add a ball, specific dodges, or even a defender with a pool noodle in the middle.

📌 CLOSING

5 min

Lesson Reflection

Have students sit together in the play area and share one thing they learned with a partner. Go through an "I love, I like, I wonder" conversation as a class. Then, ask students to close their eyes, notice how they feel, and check-out.

Universal Design for Learning considerations

ENGAGEMENT

the WHY of learning

Connect lacrosse's history to students' broader knowledge of sports and social studies for relevance.

Use peer demonstration for the Ready Position once modeled.

REPRESENTATION

the WHAT of learning

Pair the verbal Origins of Lacrosse script with a printed handout (see Lesson Plan Handouts resource).

ACTION & EXPRESSION

the HOW of learning

Use bean bags as a substitute for the ball.

Offer a range of stick sizes, including mini sticks and mini goalie sticks.

Use silicone hand grips to help students hold the stick independently.

Let students show stick-part knowledge through a labeling activity as an alternative to verbal recall.

SHAPE standards addressed (14)

Standard 1 — Motor Skills

- 1.2.1** Demonstrates a variety of locomotor skills with concepts of space, effort, and relationship awareness.
- 1.2.8** Demonstrates catching in a variety of non-dynamic practice tasks.
- 1.2.14** Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks.
- 1.5.11** Demonstrates striking with a long-handled implement in a variety of practice tasks.
- 1.8.5** Demonstrates a striking motion with a long-handled implement.

Standard 2 — Movement & Fitness Knowledge

- 2.2.1** Recognizes personal space and where to move in general space.
- 2.2.4** Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.
- 2.5.1** Applies movement concepts and strategies for safe movement within dynamic environments.
- 2.12.14** Identifies and discusses the historical and cultural roles of games, sports and dance in a society.

Standard 3 — Social Skills

- 3.2.10** Identifies and participates in physical activities representing different cultures.
- 3.5.7** Describes physical activities that represent a variety of cultures around the world.
- 3.8.5** Explains the value of a specific physical activity in culture.
- 3.12.5** Analyzes the value of a specific physical activity in a variety of cultures.

Standard 4 — Personal Skills & Values

- 4.8.5** Examines individual and group challenges through movement.

LESSON 2

CRADLING

40 min

Grades 9-12

Objectives (3)

- Share something that a traditional wooden lacrosse stick represents
- Demonstrate cradling an object with a lacrosse stick
- Recognize acts of leadership and sportsmanship from peers

Equipment (4)

- | | |
|---------------------------------|---------------------------------------|
| ☐ Sticks | ☐ Balls |
| ☐ Cones | ☐ Red bandanas |

📍 ROOTS

5 min

Spirit of the Stick

Ask students what "spiritual" means, then explain that lacrosse was and is a spiritual practice for many Native American people.

Sample script: "Traditional lacrosse sticks are made from hickory wood which represents all trees, and the gut hide netting represents all animals. Many people around the world have their own culturally significant games. Talk with a family member about a game connected to your own culture. Be ready to share it with the class later in the unit — what the game is called, how it is played, and what it means to your family or community."

☀️ WARM-UP

7 min

Partner Dodge Practice

Equipment: Sticks

Partners choose dodger and defender roles. The defender stands still while the dodger works through different dodges learned to that point. After every rep, the defender gives feedback before the pair switches roles.

Cradling

1. Cradling is a gentle rocking motion that keeps the ball secure in the pocket while moving. There are two main cradling positions:
2. UP position: the scoop of the stick is UP by the shoulder or ear. This allows players to quickly pass or shoot.
3. DOWN position: the scoop of the stick is DOWN by the hip. This allows players to run fast while carrying the ball.
4. Top hand controls the stick. Bottom hand stays loose.
5. Control the cradle with your forearm and wrist — not your entire arm.
6. Stay relaxed. Do not squeeze the stick or tighten your upper body.
7. Practice cradling in place (without a ball), then again with a bean bag or ball in the pocket.

COACHING CUES

- Relax your grip and let the stick rock.
- Head up, eyes up.

CHECKS FOR UNDERSTANDING

- Which cradling position keeps you ready to pass?
- What happens if you squeeze the stick too tight?

☆ ACTIVITY 1

10 min

Zig Zag Dodging

Equipment: Sticks, Balls, Cones

Set up several cones in a Zig Zag pattern. Students will jog from cone to cone executing a dodge at each cone - similar to a crossover move in basketball (quick change of direction). The dodger will pull the stick across their body from one ear to the other ear, keeping the stick in that crossover position until they reach the next cone. Following the last cone, students will turn around and repeat the pattern.

☆ ACTIVITY 2

10 min

Sharks and Minnows

Equipment: Sticks, Balls

Students are divided into two groups of either sharks or minnows. There are half as many sharks as there are minnows to start. On the whistle, the minnows must pass through the sharks and get to the other side. If they lose their ball, they become a shark. Play until all minnows are gone.

Red Bandanas

Equipment: Red bandanas

Throughout the lesson, students toss a red bandana to the side of the field any time they notice a peer showing leadership, compassion, or respect. During closing, the class gathers, students retrieve any bandanas they threw, and are invited to share who they noticed and why, connecting the moment to themes of legacy and leadership.

Sample script: Welles Crowther, a former Boston College lacrosse player, wore a red bandana every time he took the field. Welles was a stock trader and volunteer firefighter who died while rescuing others in the South Tower of the World Trade Center on September 11, 2001. Over a dozen people who survived told accounts of “the man in the red bandana” who saved them.

Universal Design for Learning considerations

ENGAGEMENT

the WHY of learning

Proactively notice and name quieter students' leadership moments during Red Bandanas.

Let students choose their intensity/role in Sharks and Minnows.

REPRESENTATION

the WHAT of learning

Pair the verbal Spirit of the Stick script with a printed handout (see Lesson Plan Handouts resource).

Begin Zig Zag Dodging at reduced speed before full speed.

ACTION & EXPRESSION

the HOW of learning

Allow students to play Sharks and Minnows with or without a ball.

SHAPE standards addressed (21)

Standard 1 — Motor Skills

- 1.2.1** Demonstrates a variety of locomotor skills with concepts of space, effort, and relationship awareness.
- 1.2.4** Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness.
- 1.5.1** Combines varied locomotor skills in a variety of practice tasks.
- 1.8.15** Demonstrates a dribbling skill in a variety of practice tasks and small-sided games.

Standard 2 — Movement & Fitness Knowledge

- 2.2.2** Identifies simple strategies in chasing and fleeing activities.
- 2.2.4** Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.
- 2.5.4** Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills.
- 2.8.1** Identifies the effective use of movement concepts within multiple dynamic environments.

Standard 3 — Social Skills

- 3.2.6** Describes why following rules are important for safety and fairness.
- 3.5.2** Uses communication skills to negotiate roles and responsibilities in a physical activity setting.
- 3.5.4** Demonstrates safe behaviors independently with limited reminders.
- 3.5.7** Describes physical activities that represent a variety of cultures around the world.
- 3.8.2** Demonstrates consideration for others and contributes positively to the group or team.
- 3.8.5** Explains the value of a specific physical activity in culture.
- 3.12.2** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 3.12.3** Encourages and supports others through their interactions in a physical activity setting.
- 3.12.5** Analyzes the value of a specific physical activity in a variety of cultures.
- 3.12.8** Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.

Standard 4 — Personal Skills & Values

- 4.2.5** Recognizes individual challenges through movement.
- 4.5.7** Identifies movement strengths and opportunities for practice for individual improvement.
- 4.12.6** Sets and develops movement goals related to personal interests.

LESSON 3
SCOOPING
40 min
Grades 9-12
Objectives (3)

- Scoop a lacrosse ball that is stationary and rolling
- Practice cooperation and quick decision-making skills
- Recognize the flag of Haudenosaunee Confederacy

Equipment (6)

- | | |
|----------------------------------|-------------------------------------|
| ☐ Sticks | ☐ Balls |
| ☐ Cones | ☐ Goals |
| ☐ Pinnies | ☐ Hula hoops |

▲ ROOTS
5 min
Keepers of the Game

Show students the image of the Haudenosaunee flag included in the handout.

Sample script: "Modern day lacrosse descends from and resembles the stickball games played by various Native American communities. The modern field game most closely resembles the version played among the Haudenosaunee (hoe-dee-no-SHOW-nee), or Iroquois people, who also refer to lacrosse as the Creator's Game. The Haudenosaunee Nationals represent the Native American community in World Lacrosse events and compete under their own flag, which depicts the Hiawatha Belt on a purple background."

☀️ WARM-UP
7 min
Tic Tac Toe Relays

Equipment: Cones, Pinnies, Hula hoops

Set hula hoops up into a tic tac toe formation. students are divided into two teams. In a relay race, students will drop a pinnie into a space on the tic tact tow board one at a time. The first team to get three in a row wins.

Scooping

1. Move the strong hand up near the head of the stick
2. The other hand stays near the bottom.
3. Step to the ball with the strong-side foot. Bend the knees and get the entire stick low to the ground — don't let the end cap stick up in the air.
4. Run through the ball — don't stab at it.
5. Cradle and protect the ball after scooping.
6. Progression: scoop a stationary ball, then a ball rolling towards you, and finally a ball rolling away from you

COACHING CUES

- Stick parallel to the ground.
- Bend your knees, not your back.
- Scoop through the ball.

CHECKS FOR UNDERSTANDING

- What foot do you step with when scooping?
- Why do we keep the stick low instead of up in the air?

☆ ACTIVITY 1

10 min

Hungry Hippos

Equipment: Sticks, Balls, Cones, Goals

Divide students into two teams, with each team being placed on one half of the playing area. Evenly scatter balls on each half. On the whistle, students run across the midline gathering balls from the other side and bringing them back to shoot into their own goal. Go until all balls are cleared from each side.

☆ ACTIVITY 2

10 min

Sideline Ground Balls

Equipment: Sticks, Balls, Cones

Students will line up in three lines on the sideline. The two outside lines are on the same team, working together to win possession of the ball. The inside line is on their own. A ground ball is rolled out in front of them. On a whistle, they will work to gain possession of the ball.

Progressions: Alternate student roles. Have the students face away from the ball, so they have to turn and locate it before trying to gain possession.

Sharing Circle

Invite students to raise their hands and to share a game or activity that is culturally significant to them or their family. Consider splitting across two lessons so every student gets a turn.

Universal Design for Learning considerations

ENGAGEMENT

the WHY of learning

Frame Hungry Hippos and Sideline Ground Balls as team strategy challenges that value communication as much as ball count.

Explicitly recognize cooperative plays.

REPRESENTATION

the WHAT of learning

Pair the Keepers of the Game script with a printed handout (see Lesson Plan Handouts resource).

Mark scooping stance with poly spots.

ACTION & EXPRESSION

the HOW of learning

Progress from scooping a stationary ball to a rolling ball for all students.

Allow students to face the ball rather than turn-and-locate in Sideline Ground Balls if needed.

SHAPE standards addressed (19)

Standard 1 — Motor Skills

- 1.2.1** Demonstrates a variety of locomotor skills with concepts of space, effort, and relationship awareness.
- 1.2.7** Demonstrates rolling a ball in a variety of non-dynamic practice tasks.
- 1.2.8** Demonstrates catching in a variety of non-dynamic practice tasks.
- 1.2.9** Demonstrates throwing in a variety of non-dynamic practice tasks.
- 1.5.9** Demonstrates rolling a ball in a non-dynamic environment.
- 1.8.6** Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games.
- 1.8.14** Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games.

Standard 2 — Movement & Fitness Knowledge

- 2.2.1** Recognizes personal space and where to move in general space.
- 2.2.2** Identifies simple strategies in chasing and fleeing activities.
- 2.8.2** Demonstrates knowledge of offensive tactics to create space with movement in invasion games.

Standard 3 — Social Skills

- 3.2.2** Demonstrates ability to encourage others.
- 3.2.3** Uses communication skills to share space and equipment.
- 3.2.4** Responds appropriately to directions and feedback from the teacher.
- 3.2.6** Describes why following rules are important for safety and fairness.
- 3.2.10** Identifies and participates in physical activities representing different cultures.
- 3.5.7** Describes physical activities that represent a variety of cultures around the world.
- 3.8.2** Demonstrates consideration for others and contributes positively to the group or team.

Standard 4 — Personal Skills & Values

- 4.2.8** Recognizes the opportunity for physical activity within physical education class.
- 4.8.5** Examines individual and group challenges through movement.

LESSON 4

DODGING AND DEFENDING

38 min

Grades 9-12

Objectives (3)

- Move through space while changing speed and direction
- Defend against an offensive player while they have the ball
- Engage in a group research project about the development of lacrosse

Equipment (4)

- | | |
|---------------------------------|--|
| ☐ Sticks | ☐ Balls |
| ☐ Cones | ☐ Bucket or Hula hoop |

 WARM-UP

7 min

Dynamic Warm-Up

A dynamic warm-up routine (high knees, heel kicks, power skips, side shuffles, lunges) that raises and holds body temperature before activity. First taught and led by the teacher, then handed off in stages across the unit.

 SKILL INTRO

3 min

Dodging

1. Protect the stick: the ball/stick should stay on the side of the body away from the defender at all times.
2. Change of speed matters just as much as change of direction.
3. Keep your head up to see the field and make decisions after the dodge.
4. Start by dodging against a cone or stationary "defender" before progressing to 1v1, 2v2, etc.

COACHING CUES

- Jab step.
- Change speeds and change direction.
- Keep the stick between your shoulders.

CHECKS FOR UNDERSTANDING

- Why is it important to protect your stick and to dodge with your head and eyes up?

Defending

1. Athletic position: weight on the balls of the feet, arms off the body, stick in front.
2. Eyes on the opponent's midsection (the hips don't lie).
3. Emphasize footwork over stick checks: shuffle or slide-step side to side.
4. On-ball: "corral" — guide the offensive player to where you want them to go.
5. Off-ball: "see both" — keep an eye on your player and the ball at the same time.
6. Always stay between your player and the goal.
7. Practice by using a pool noodle or no stick for safety.

COACHING CUES

- Watch the hips, not the stick.
- Stay between your player and the goal.

CHECKS FOR UNDERSTANDING

- What are you watching on the offensive player, and why?

☆ ACTIVITY 1

10 min

Shoulder, Shoulder, Stick

Equipment: Sticks, Balls, Cones

Similar to pinnie tag, except now students will hold a ball in their stick, trying to maintain shoulder, shoulder, stick protection. If they drop the ball and their partner picks it up, the partner gets a point. If the partner can tap their stick with their hand, the partner gets a point. Once a partner reaches 3 points, they switch roles.

Progressions: Alternate top hands on the stick. Alternate student roles.

☆ ACTIVITY 2

10 min

4v3 Bucket Ball

Equipment: Sticks, Balls, Cones, Bucket or Hula hoop

Set up a 15-by-15 yard box with a bucket placed in the middle. On the whistle, the offense tries to get balls from their starting cone into the center bucket. The defense tries to stop them using learned defensive technique. Offensive students "score" by dropping the ball into the bucket. Defense "scores" if an offensive student drops the ball or is forced out.

Progressions: Add or subtract students to change the level of difficulty. Take balls away from one or more lines and require passing.

Sport Researchers

Provide groups of students with several different topics related to the history and growth of lacrosse and ask them to do some research at home before presenting their findings to the whole class during an upcoming lesson. Potential topics could include:

1. The sport's evolution from it's Native American origins to today.
2. The sport's international growth around the world.
3. The path to becoming an Olympic sport.
4. The unique history and growth of women's lacrosse.
5. The differences between boys lacrosse and girls lacrosse as played at the high school level.
6. Notable athletes from other sports who have played lacrosse as part of their overall athletic development.

Universal Design for Learning considerations

ENGAGEMENT

the WHY of learning

Let students select a Sport Researchers topic aligned to personal interest.

Use a flexible offense/defense ratio to build confidence in 4v3 Bucket Ball.

REPRESENTATION

the WHAT of learning

Demonstrate the athletic position visually.

Demonstrate “corral” and “see both” with physical modeling, not just verbal explanation.

Demonstrate 4v3 Bucket Ball at reduced speed first.

ACTION & EXPRESSION

the HOW of learning

Adjust the number of offensive/defensive students in 4v3 Bucket Ball to create an equitable challenge.

Add a passing requirement for students who benefit from structured decision-making.

SHAPE standards addressed (16)

Standard 1 — Motor Skills

1.5.1 Combines varied locomotor skills in a variety of practice tasks.

1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games.

1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense).

1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games.

1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.

Standard 2 — Movement & Fitness Knowledge

2.5.3 Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks.

2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games.

2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games.

2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities.

2.12.7 Applies the principles of exercise in a variety of self-selected lifetime physical activities.

Standard 3 — Social Skills

3.8.5 Explains the value of a specific physical activity in culture.

3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations.

3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.

3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.

Standard 4 — Personal Skills & Values

4.8.6 Sets goals to participate in physical activities based on examining individual ability.

4.12.6 Sets and develops movement goals related to personal interests.

LESSON 5
PASSING AND CATCHING
38 min
Grades 9-12
Objectives (3)

- Throw a lacrosse ball at a fixed target while stationary
- Move into open space in order to receive a pass
- Communicate effectively with peers during physical activity

Equipment (4)

- | | |
|---------------------------------|--------------------------------|
| ☐ Sticks | ☐ Balls |
| ☐ Cones | ☐ Goals |

 WARM-UP
7 min
Dynamic Warm-Up

A dynamic warm-up routine (high knees, heel kicks, power skips, side shuffles, lunges) that raises and holds body temperature before activity. First taught and led by the teacher, then handed off in stages across the unit.

Passing

1. Stick in the READY POSITION
2. Stand sideways, not facing the target.
3. Point the front shoulder and end cap at the target.
4. Load up and back — both hands should be just above the shoulders.
5. Step toward the target with the front foot.
6. Push with the top hand and pull with the bottom hand.
7. Follow through so the stick is pointing at the target.

COACHING CUES

- Front elbow up — chicken wing.
- Step, rotate, snap.

CHECKS FOR UNDERSTANDING

- Which shoulder points at the target before you throw?
- What determines how far the ball travels?

Catching

1. Give a good target — get the stick up above your shoulder and out in front of your body.
2. Track the ball with your eyes all the way from the passer's stick into your pocket.
3. “Give” with the catch and pull the stick back gently as the ball arrives, like catching an egg without cracking it.
4. Practice stationary catches first, progress to walking or jogging toward a partner.

COACHING CUES

- Stick up and out front.
- Watch it all the way in.
- Soft hands.

CHECKS FOR UNDERSTANDING

- Why is it important to provide a good target?
- What does “give with the catch” mean?

Pass It Down

Equipment: Sticks, Balls, Goals

Students are divided into two teams that spread out evenly along opposite sidelines. Teacher places an equal amount of balls in front of the first person in each line. On the whistle, students will begin passing a ball down their line with the last student shooting into the goal. Every student in line must touch the ball before shooting on goal.

Progressions: Roll ground balls. Alternate top hand use on the stick.

Small-Sided Games

Equipment: Sticks, Balls, Cones, Goals

Flex6 Lacrosse is the foundational small-sided game with no protective equipment needed. As the name suggests, Flex6 is FLEXIBLE, and may be played in a mixed age, mixed gender, and mixed ability format. All that's needed is a small group of players, a space that is about $\frac{1}{4}$ the size of an athletic field, lacrosse sticks, and the appropriate soft ball. Details:

1. Flex6 can be played with up to 6 players per team. We recommend playing 3v3 or 4v4 when using a basketball court.
2. Use any goals that are available.
3. No stick checking or body checking is allowed.
4. No dangerous shots allowed: it is the responsibility of the person with the ball to make a safe pass or shot.
5. No goalies and no faceoffs: when a goal is scored, a player from the defending team retrieves the ball and restarts play.
6. No officials required: games can be self-officiated. If there is a dispute, use an Alternating Possession rule.
7. If a player repeatedly fouls or is putting other players in danger, the player should be removed for a one-minute penalty.
8. Timing is flexible: we recommend 6-minute running quarters.

Lesson Reflection

Have students sit together in the play area and share one thing they learned with a partner. Go through an "I love, I like, I wonder" conversation as a class. Then, ask students to close their eyes, notice how they feel, and check-out.

Universal Design for Learning considerations

ENGAGEMENT

the WHY of learning

Use Pass It Down's "everyone touches the ball" rule to ensure full participation.

Rotate roles for balanced participation across the class.

REPRESENTATION

the WHAT of learning

Break the passing sequence into a short visual demonstration.

Pair the "catch an egg without cracking it" metaphor with a visual demonstration.

ACTION & EXPRESSION

the HOW of learning

Offer rolling ground balls as a Pass It Down progression option for students still developing passing mechanics.

Standard 1 — Motor Skills

1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks.

1.2.9 Demonstrates throwing in a variety of non-dynamic practice tasks.

1.5.9 Demonstrates rolling a ball in a non-dynamic environment.

1.5.12 Demonstrates catching in a variety of practice tasks.

1.5.17 Demonstrates sending and receiving an object in a variety of practice tasks.

1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games.

1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games.

1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games.

1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games.

1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.

1.12.2 Demonstrates activity-specific movement skills in a variety of recreational and backyard games.

Standard 2 — Movement & Fitness Knowledge

2.5.1 Applies movement concepts and strategies for safe movement within dynamic environments.

2.5.2 Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks.

2.5.3 Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks.

2.12.2 Demonstrates knowledge of tactics and strategies within recreational & backyard games.

2.12.7 Applies the principles of exercise in a variety of self-selected lifetime physical activities.

Standard 3 — Social Skills

3.5.3 Demonstrates respectful behaviors that contribute to positive social interaction in group activities.

3.8.9 Applies and respects the importance of etiquette in a physical activity setting.

3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.

Standard 4 — Personal Skills & Values

4.5.5 Recognizes group challenges through movement.

4.8.5 Examines individual and group challenges through movement.

4.12.6 Sets and develops movement goals related to personal interests.

LESSON 6
SMALL-SIDED GAMES
40 min
Grades 9-12
Objectives (3)

- Throw and catch a lacrosse ball on the move using appropriate technique
- Scoop, cradle, and shoot a lacrosse ball using proper form
- Discuss what we like, love, and still wonder about lacrosse

Equipment (4)

- | | |
|---------------------------------|--------------------------------|
| ☐ Sticks | ☐ Balls |
| ☐ Cones | ☐ Goals |

 WARM-UP
7 min
Dynamic Warm-Up

A dynamic warm-up routine (high knees, heel kicks, power skips, side shuffles, lunges) that raises and holds body temperature before activity. First taught and led by the teacher, then handed off in stages across the unit.

 SKILL INTRO
3 min
Shooting

1. Start with the same mechanics as a pass: point the front shoulder and end cap at the target.
2. Load the stick up and back — reach toward the back wall.
3. Step toward the target with the front foot.
4. Rotate the hips, push with the top hand and pull with the bottom hand.
5. Follow through toward the goal — the stick should come across the body.

COACHING CUES

- Swat the fly on the ceiling.
- Follow through at your target.

CHECKS FOR UNDERSTANDING

- What's different about a shot compared to a regular pass?
- Why aim for a specific spot instead of just the goal?

☆ ACTIVITY 1

10 min

Cut, Catch, Shoot

Equipment: Sticks, Balls, Cones, Goals

Set up four cones in a 15 x 15 yard box with a goal at one end. 1-2 students stand behind each cone, and one student stands in the middle of the box. The student in the middle will cut towards any cone, receive a pass, turn and shoot at the goal. The center student will continue cutting towards each line to receive passes and shoot. Once all 4 shots have been taken, a new student will come into the middle. Passers also rotate clockwise.

Progressions: Alternate top hands on the stick. Add a shadow or live defender.

☆ ACTIVITY 2

15 min

Small-Sided Games

Equipment: Sticks, Balls, Cones, Goals

Flex6 Lacrosse is the foundational small-sided game with no protective equipment needed. As the name suggests, Flex6 is FLEXIBLE, and may be played in a mixed age, mixed gender, and mixed ability format. All that's needed is a small group of players, a space that is about $\frac{1}{4}$ the size of an athletic field, lacrosse sticks, and the appropriate soft ball. Details:

1. Flex6 can be played with up to 6 players per team. We recommend playing 3v3 or 4v4 when using a basketball court.
2. Use any goals that are available.
3. No stick checking or body checking is allowed.
4. No dangerous shots allowed: it is the responsibility of the person with the ball to make a safe pass or shot.
5. No goalies and no faceoffs: when a goal is scored, a player from the defending team retrieves the ball and restarts play.
6. No officials required: games can be self-officiated. If there is a dispute, use an Alternating Possession rule.
7. If a player repeatedly fouls or is putting other players in danger, the player should be removed for a one-minute penalty.
8. Timing is flexible: we recommend 6-minute running quarters.

🚪 CLOSING

5 min

Unit Reflection

Have students sit together in the play area and share one thing they learned during the lacrosse unit with a partner. Go through an "I love, I like, I wonder" conversation as a class. Then, ask students to close their eyes, notice how they feel, and check-out.

Universal Design for Learning considerations

ENGAGEMENT

the WHY of learning

Reinforce position rotation in Cut, Catch, Shoot to ensure every student gets center-position reps.

Rotate teams in Small-Sided Games for equitable playing time.

REPRESENTATION

the WHAT of learning

Mark corners in Cut, Catch, Shoot clearly with contrasting cones.

Demonstrate the cut/catch/shoot sequence in phases before full speed.

ACTION & EXPRESSION

the HOW of learning

Allow additional attempts/rotations in Cut, Catch, Shoot before moving to a new center student.

Adjust team size/goal size for equitable access in Small-Sided Games.

SHAPE standards addressed (16)

Standard 1 — Motor Skills

1.5.10 Demonstrates throwing in a variety of practice tasks.

1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games.

1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games.

1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.

1.12.2 Demonstrates activity-specific movement skills in a variety of recreational and backyard games.

Standard 2 — Movement & Fitness Knowledge

2.5.2 Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks.

2.5.3 Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks.

2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games.

2.12.2 Demonstrates knowledge of tactics and strategies within recreational & backyard games.

2.12.7 Applies the principles of exercise in a variety of self-selected lifetime physical activities.

Standard 3 — Social Skills

3.8.2 Demonstrates consideration for others and contributes positively to the group or team.

3.8.9 Applies and respects the importance of etiquette in a physical activity setting.

3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.

Standard 4 — Personal Skills & Values

4.2.10 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

4.8.6 Sets goals to participate in physical activities based on examining individual ability.

4.12.6 Sets and develops movement goals related to personal interests.

UNIT EXTENSION
CROSS-CURRICULAR CONCEPTS

The lacrosse unit connects to many other subject areas. The activities below are examples of ways teachers can work together to relate lacrosse to the rest of the school day.

Art

- Create a depiction of the first game of lacrosse, played between the land animals and the birds.
- Draw, sculpt, or collage a version of a traditional wooden lacrosse stick.
- Design a team name, logo, and uniform for a class lacrosse team.

Science

- Centrifugal force: cradling uses centrifugal force to hold the ball in the pocket.
- Centripetal force: trace the inward pull that keeps the head moving in an arc.
- Levers: the stick shaft acts as a lever to generate force on a throw.
- Catapults: compare a shot to a catapult storing and releasing energy.

English / Language Arts

- Compare and contrast lacrosse with another sport students already play.
- Write a reflection about what it felt like to learn a brand-new skill.
- Interview a parent or family member about what they know about lacrosse.
- Develop an ad or brochure promoting lacrosse in your school or community.

Math

- Calculate the area and perimeter of a lacrosse field.
- Count consecutive passes and track a class record over the unit.
- Graph and chart the number of catches made in one minute.
- Ratios: compare drops to catches, or shots to goals.

Social Studies

- History: research the origins of lacrosse as a Native American game.
- Research the similarities and differences between the men's and women's games.
- Map the lacrosse opportunities nearby — clubs, colleges, and community leagues.
- Geography: locate the homelands of the Haudenosaunee Confederacy on a map.
- International lacrosse: research the countries that compete on the world stage.
- Civics: research how the Haudenosaunee Confederacy influenced the Declaration of Independence.