

USA[®]
LACROSSE



PHYSICAL EDUCATION CURRICULUM

GRADES

K-2

A six-lesson introductory lacrosse unit for grades K-2. Each lesson includes objectives, an equipment list, a fully sequenced lesson flow, and the SHAPE America standards addressed.

LESSON 1

INTRODUCTION TO LACROSSE

26 min

Grades K-2

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?

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.

✶ 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

Frame the Roots discussion as call-and-response so every student feels included.

Give positive reinforcement for any Pop Toss attempt, not only successful catches, to build early confidence.

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.

SHAPE standards addressed (11)

Standard 1 — Motor Skills

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

2.2.4 Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.

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

30 min

Grades K-2

Objectives (3)

- Share something that a traditional wooden lacrosse stick represents
- Demonstrate cradling an object with a lacrosse stick
- Begin using Color Zones to identify feelings

Equipment (4)

- | | |
|---------------------------------------|-------------------------------------|
| ☐ Sticks | ☐ Balls |
| ☐ Pool noodles | ☐ Poly spots |

📍 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

Noodle Tag

Equipment: Pool noodles

Students spread out in the play area. A few designated taggers are given pool noodles. students avoid getting tagged by changing speed and direction. The tagged students are given the pool noodle and become the new taggers.

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

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.

Color Zones

Equipment: Poly spots

Students sit in the middle of the play area while the teacher shares the importance of recognizing and responding to our emotions, and why Physical Education class is a great place to practice these skills. The teacher introduces the Color Zones using a visual wall chart or different color poly spots on the floor. Students can tap or step across the color that matches their current feeling:

1. Blue = sad, bored, tired, sick.
2. Green = happy, focused, calm, proud.
3. Yellow = worried, frustrated, silly, excited.
4. Red = overjoyed, panicked, angry, terrified.

Universal Design for Learning considerations

ENGAGEMENT

the WHY of learning

Let students choose how they'll share their family's culturally significant game (verbal, drawing, bringing an object).

Let each student self-select their Color Zone check-out without pressure to perform a specific emotion.

REPRESENTATION

the WHAT of learning

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

Model the UP and DOWN cradling positions from multiple angles.

Pair Color Zones vocabulary with the visual wall chart/poly spots already built into the lesson.

ACTION & EXPRESSION

the HOW of learning

Offer Cross the Pond without a stick to start. Then challenge students to carry the ball in their hand before progressing to using the stick.

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.

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

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.

2.5.4 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

3.5.2 Uses communication skills to negotiate roles and responsibilities in a physical activity setting.

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.

3.8.8 Solves problems amongst teammates and opponents.

3.12.5 Analyzes the value of a specific physical activity in a variety of cultures.

Standard 4 — Personal Skills & Values

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

4.8.3 Participates in a variety of physical activities that can positively affect personal health.

LESSON 3

SCOOPING

30 min

Grades K-2

Objectives (3)

- Correlate colors with possible emotions
- Scoop a lacrosse ball that is stationary and rolling
- Recognize the flag of Haudenosaunee Confederacy

Equipment (4)

- | | |
|---------------------------------|---------------------------------------|
| ☐ Sticks | ☐ Balls |
| ☐ Cones | ☐ Pool noodles |

🚩 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

Color Zones Tag

Equipment: Pool noodles

Give a small group of students one of four colored pool noodles (green, blue, red, yellow) to hold like a tagger's wand. Everyone else moves through general space using a locomotor skill of their choice. Taggers try to tag classmates with their noodle. A tagged student stops, looks at the color of the noodle that tagged them, and shows a partner what that color might feel like (facial expression or movement) before becoming the next tagger.

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

Messy Backyard

Equipment: Sticks, Balls, Cones

Students are divided into two teams and put on either half of the playing area. Scatter an equal number of balls on each half. On the whistle students will run around, scoop a ball on their side and roll it onto the other side. After 1-2 minutes, stop play and have the students count the number of balls on their side.

📌 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

Celebrate any scooping attempt in Messy Backyard, not only clean pickups.

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 at their own pace.

Encourage taking extra time, walking, and using proper form before scooping on the run.

SHAPE standards addressed (14)

Standard 1 — Motor Skills

1.2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.

1.2.7 Demonstrates rolling a ball in a variety of non-dynamic practice tasks.

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

1.5.10 Demonstrates throwing in a variety of practice tasks.

1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games.

Standard 2 — Movement & Fitness Knowledge

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

Standard 3 — Social Skills

3.2.1 Recognizes the feelings of others during a variety of physical activity.

3.2.2 Demonstrates ability to encourage others.

3.2.10 Identifies and participates in physical activities representing different cultures.

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

3.5.7 Describes physical activities that represent a variety of cultures around the world.

Standard 4 — Personal Skills & Values

4.2.9 Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.

4.5.5 Recognizes group challenges through movement.

4.8.5 Examines individual and group challenges through movement.

LESSON 4
DODGING AND DEFENDING
28 min
Grades K-2
Objectives (3)

- Move through space while changing speed and direction
- Defend against an offensive player while they have the ball
- Practice recognizing and responding to different emotions

Equipment (5)

- | | |
|-------------------------------------|----------------------------------|
| ☐ Sticks | ☐ Balls |
| ☐ Cones | ☐ Pinnies |
| ☐ Poly spots | |

 WARM-UP
7 min
Pinnie Tag
Equipment: Cones, Pinnies

Students are divided up into pairs and placed in a 5yd x 5yd box made of cones. Each partner will tuck a pinnie or flag into their waistband. On the whistle, they must try to take their partner's pinnie. If they succeed, they get a point, give it back, and go again.

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?

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.

Color Zones

Equipment: Poly spots

Students sit in the middle of the play area while the teacher shares the importance of recognizing and responding to our emotions, and why Physical Education class is a great place to practice these skills. The teacher introduces the Color Zones using a visual wall chart or different color poly spots on the floor. Students can tap or step across the color that matches their current feeling:

1. Blue = sad, bored, tired, sick.
2. Green = happy, focused, calm, proud.
3. Yellow = worried, frustrated, silly, excited.
4. Red = overjoyed, panicked, angry, terrified.

Universal Design for Learning considerations

ENGAGEMENT

the WHY of learning

Pair “corral” and “see both” defensive language with encouraging peer coaching.

Let students choose noodle-only or stick-optional defense based on comfort level.

REPRESENTATION

the WHAT of learning

Demonstrate the athletic position visually.

Give one-step directions (“protect the ball”) before layering in multi-step footwork.

ACTION & EXPRESSION

the HOW of learning

Allow Sharks and Minnows to be played without sticks/balls for students still building locomotor skills.

Use the built-in option of using a pool noodle instead of a stick to support safe, successful early defending.

SHAPE standards addressed (15)

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.
- 1.8.18** 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.

Standard 2 — Movement & Fitness Knowledge

- 2.2.2** Identifies simple strategies in chasing and fleeing activities.
- 2.5.3** Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks.
- 2.5.4** Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills.
- 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.

Standard 3 — Social Skills

- 3.2.6** Describes why following rules are important for safety and fairness.
- 3.5.6** Makes choices that are fair according to activity etiquette.

Standard 4 — Personal Skills & Values

- 4.2.5** Recognizes individual challenges through movement.
- 4.2.10** Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.
- 4.5.7** Identifies movement strengths and opportunities for practice for individual improvement.

LESSON 5
PASSING AND CATCHING
28 min
Grades K-2
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 (3)

- ☐ Sticks
- ☐ Balls
- ☐ Coloring materials

 WARM-UP
7 min
Choice Corners
Equipment: Sticks, Coloring materials

Four corners of the gym are marked with colors, each offering a different get-ready activity. Students choose the corner that matches how they feel and what will help them get ready for class.

1. Green corner = practice holding the stick and cradling.
2. Yellow corner = coloring.
3. Blue corner = yoga.
4. Red corner = guided breathing.

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?

Have 1, Need 1

Equipment: Sticks, Balls

Scatter the balls throughout the playing field. On the coaches whistle, the students will run out and scoop a ball. Those that get a ball will call out “Have one”. Those students that do not have a ball will call out “Need one”. When a “Have one” hears “Need one” they will pass (or roll) a ball to the need one. This continues for several minutes.

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

Emphasize Choice Corners to offer self-selected regulation activities.

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

Use bean bags or low bounce tennis balls for Have 1, Need 1 to increase confidence.

Allow rolling as an alternative to passing for students still developing overhand mechanics.

SHAPE standards addressed (14)

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.
- 1.5.12** 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.

Standard 2 — Movement & Fitness Knowledge

- 2.2.3** Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills.

Standard 3 — Social Skills

- 3.2.2** Demonstrates ability to encourage others.
- 3.2.3** Uses communication skills to share space and equipment.

Standard 4 — Personal Skills & Values

- 4.2.1** Identifies physical activities that can meet the need for self-expression.
- 4.2.2** Identifies physical activities that can meet the need for social interaction.
- 4.2.4** Identifies preferred physical activities based on personal interests.
- 4.2.9** Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.
- 4.8.5** Examines individual and group challenges through movement.

LESSON 6
SMALL-SIDED GAMES
35 min
Grades K-2
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 (5)

- | | |
|---------------------------------------|--------------------------------|
| ☐ Sticks | ☐ Balls |
| ☐ Cones | ☐ Goals |
| ☐ Pool noodles | |

 WARM-UP
7 min
Noodle Tag
Equipment: Pool noodles

Students spread out in the play area. A few designated taggers are given pool noodles. students avoid getting tagged by changing speed and direction. The tagged students are given the pool noodle and become the new taggers.

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

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.

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.

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

Adjust team sizes/roles so every student has a meaningful experience.

Support the “I love, I like, I wonder” closing with visual prompts for non-verbal participation.

REPRESENTATION

the WHAT of learning

Use bright, contrasting cones/poly spots to visually mark all playing boundaries and goals.

Demonstrate shooting mechanics in slow motion before full speed.

ACTION & EXPRESSION

the HOW of learning

Adjust goal size/distance to create scoring chances.

SHAPE standards addressed (18)

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.
- 1.5.10** 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.
- 1.8.18** Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense).
- 1.12.2** Demonstrates activity-specific movement skills in a variety of recreational and backyard games.

Standard 2 — Movement & Fitness Knowledge

- 2.2.2** Identifies simple strategies in chasing and fleeing activities.
- 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.
- 2.8.1** Identifies the effective use of movement concepts within multiple dynamic environments.
- 2.12.2** Demonstrates knowledge of tactics and strategies within recreational & backyard games.

Standard 3 — Social Skills

- 3.2.6** Describes why following rules are important for safety and fairness.
- 3.8.8** Solves problems amongst teammates and opponents.
- 3.8.9** Applies and respects the importance of etiquette in a physical activity setting.

Standard 4 — Personal Skills & Values

- 4.2.8** Recognizes the opportunity for physical activity within physical education class.
- 4.2.10** Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.
- 4.8.3** Participates in a variety of physical activities that can positively affect personal health.

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.