

USA<sup>TM</sup>  
LACROSSE



# LACROSSE IN SCHOOLS

LESSON PLANS FOR GRADES K-2



# LESSON 1

## INTRODUCTION TO LACROSSE

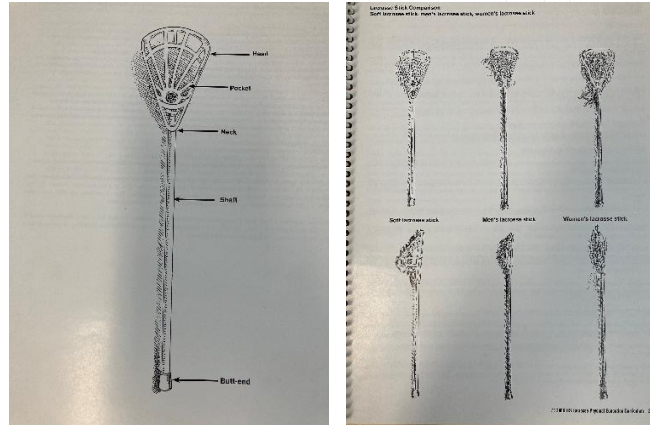
<b>Lesson Name:</b> Introduction to lacrosse.		<b>Unit Name &amp; Lesson #:</b> Lacrosse Lesson #1	<b>Grade Level:</b> K-2	<b>Lesson Length:</b> 30
<b>National Standards:</b> Priority Standards for this sequence: S1.E1.K S5.E1.K S2.E3.1a S2.E3.1b S2.E3.2  Other standards that can be addressed: S2.E3.K S1.E1.1 S1.E8.1 S1.E1.2 S3.E1.2		<b>Lesson Objective(s):</b> Students will understand various parts of the lacrosse stick and where to place their hands when holding the stick.		<b>Equipment Needed:</b> <ul style="list-style-type: none"> <li>● Pool Noodles</li> <li>● Lacrosse sticks</li> </ul>
Content	Time	Organization	Activity Progressions	Options
<b>Warm Up</b> <i>Zones of Regulation Tag</i>	5	Students in general space throughout the play area.	Have students find their own personal space anywhere in the play area. Give 8 students, one of 4 different colored noodles (Green, Blue, Red and Yellow) and ask them to place it on the floor next to them. Ask the students to think about what it might mean to feel each of the four colors. What might it mean to feel red? What might it mean to feel blue? What might it mean to feel green? What might it mean to feel yellow? Then, tell the students how they are going to move around	<b>Accommodations/Modifications/Differentiation:</b> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Allow for choice of movement to</li> </ul> </li> </ul>

		<p>the playing area during the game (walk, jog, skip etc.) When the teacher starts the music, the game will begin. Any time the music stops, the students will freeze.</p> <ul style="list-style-type: none"> <li>● All students move around the playing area utilizing the designated locomotor skill.</li> <li>● Students with noodles will try to “tap” students without noodles.             <ul style="list-style-type: none"> <li>○ When a student is tapped, they will look at the color of the noodle they were tapped with and show their partner how it might feel to be that color.</li> <li>○ The student demonstrating the emotion will then take the noodle and become the next tapper.</li> </ul> </li> </ul> <p>As students play the teacher will walk around providing effective feedback and asking the students questions based on what color they were tapped to show. The teacher will also stop the music, asking if specific students want to show some examples of what some of the colors, they were tapped with might look like.</p>	<p>accommodate individual students’ needs</p> <ul style="list-style-type: none"> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Adaptive equipment that accommodates student (check with the Special Ed team)</li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Adequate marking of designated play area               <ul style="list-style-type: none"> <li>▪ Visually enhance/mark/define playing area</li> <li>▪ Bright colored boundary markers</li> <li>▪ Raised tactile based lines</li> </ul> </li> </ul> </li> <li>● <b>Learning/Instructional Strategies:</b> <ul style="list-style-type: none"> <li>○ Visual Feelings Color Chart for non-auditory learners</li> <li>○ Visual “STOP” sign to promote understanding of when to freeze</li> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the</li> </ul> </li> </ul>
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				<p>mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</p> <ul style="list-style-type: none"> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs           <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul> <p>● <b>Checks for Understanding:</b></p>
<p>Learning Activity 1</p>	<p>10</p>	<p>Students seated in the middle of the play area.</p>	<p>Introduce the students to the Zones of Regulation (or any other program that teaches students how to regulate or monitor their feelings and behaviors) and discuss the importance of recognizing and responding to our emotions.</p> <ul style="list-style-type: none"> <li>● Example script: <i>“Over the next few weeks we are going to learn ways that we can become more aware of how we are feeling, but more importantly, what we can do to help us to feel “good” and enjoy our time together.”</i></li> <li>● <i>“During the course of our day there are a lot of things that happen. Some of those things may make us feel happy, or proud, or calm. Some other things may make us feel sad or bored. While others may make us feel worried, frustrated or even angry. Physical education class is a great place for us to practice understanding how we are feeling, why we might be feeling that way, and what we can do to help us to feel better, have fun and play with our friends.</i></li> </ul> <p>Explain to the students that each color in the game they just played holds special meaning in our class. (Use any visual supports available)</p> <ul style="list-style-type: none"> <li>● Blue - Sad, Bored, Tired, Sick</li> <li>● Green - Happy, Focused, Calm, Proud</li> <li>● Yellow - Worried, Frustrated, Silly, Excited</li> </ul>	<p><b>Accommodations/Modifications/Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Allow for choice of movement to accommodate individual students’ needs</li> </ul> </li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> </ul> </li> <li>● <b>Learning/Instructional Strategies:</b></li> </ul>

			<ul style="list-style-type: none"> <li>● Red - Overjoyed, Panicked, Angry, Terrified</li> </ul> <p>Explain to the students that there are no “good” or “bad” colors, our feelings are our feelings and they change all the time. Point out to the students that one of the emotions associated with red is “overjoyed” and ask them what they think it means to be overjoyed. What does it mean to feel worried? What does it mean to feel bored? What might it mean to feel proud? Discuss with the students that the colors not only represent emotions, but also levels of alertness. Explain to them that being alert means being ready for what is next, and able to respond in a healthy way. Blue may represent a low level of alertness, while red is a very high level</p> <ul style="list-style-type: none"> <li>● Example script: <i>“At any time during the course of the day we can all feel different emotions. How we feel is how we feel, it is not right or wrong to feel a certain way.”</i></li> <li>● <i>“One of the most important things that we will talk about in terms of how we feel, is not what color we think we are, but what we can do to help us feel more ready for what might come next.”</i></li> </ul> <p>Tell the students that for the next game we are going to use what we have learned regarding what it might look like to act out how we feel on the inside, but also provide our friends support. This time, when the music starts students will move around the playing space displaying the specific locomotor skill, but when a student is tapped and displays how they might feel, the tapper will provide a way to help their friend feel more “ready for what’s next”.</p> <ul style="list-style-type: none"> <li>● If a student is bored, the tapper can play a game of Rock, Paper Scissors to perk them up.</li> <li>● If a student looks nervous, the tapper can take them through 5 deep breaths.</li> <li>● If a student looks sad, the tapper can ask them if they need a hug, a high five, or a fist bump.</li> </ul>	<ul style="list-style-type: none"> <li>○ Visual Feelings Color Chart for non-auditory learners</li> <li>○ Visual “STOP” sign to promote understanding of when to freeze</li> <li>○ Adequate marking of designated play area</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● <b>Checks for Understanding:</b></li> </ul>
Learning Activity 2	8	Students in general space.	<p>Ask the students if anyone has ever seen the game of lacrosse and allow time for them to share their experiences. When the students are done sharing, explain to them that lacrosse is the next game/sport/activity that we are going to learn about. Show the students a lacrosse stick, going through the different parts and why they are important.</p> <ul style="list-style-type: none"> <li>● Pocket</li> <li>● Scoop</li> </ul>	<p><b>Accommodations/Modifications/Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Allow for choice of movement to accommodate individual students’ needs</li> </ul> </li> </ul>

- Shooting Strings (if they are on the stick)
- Shaft
- End Cap



Next, show the students how to hold the stick by identifying their dominant and non-dominant hands, and showing them where they should be placed on the stick.

Example script: *“Think about the hand that you use to throw a ball, eat dinner, write your name or color with. Can you raise that hand to show everyone? That hand is called your dominant hand because that is the hand that we like to use when we use our hands. When you hold a lacrosse stick, that hand is going to go towards the top of the stick, a little bit past halfway. The other hand is placed at the bottom of the stick, down by the end cap. You may have noticed while we were playing our games today, that there was tape on the noodles that we were using.”*

Explain to the students that for our last game of the day we are going to hold our noodles like lacrosse sticks, placing our hands on the tape, with our dominant hand towards the top. We are going to tap students without noodles, but this time the person tapped is going to give the tapper a compliment before the noodle is handed off.

Example script: *“One of the most important things that we can do in physical education class, especially when we are learning a new skill or playing a new game that some of our friends may not be familiar with is support each other. Can someone tell me what it means to support a classmate or a friend?”*

- **Equipment**
- **Environment**
- **Learning/Instructional Strategies:**
  - Picture of overhand throw
  - Hand a beanbag to student and whichever hand they grab the beanbag with is probably their dominant hand-raise that hand
  - Appropriate individualized modes of communication to increase abilities to communicate
  - Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer
  - Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs
    - Physical Prompt
    - Verbal Prompt
    - Gestural Prompt

			<p>After students share their thoughts on support, give them the definition that you will be using in class an explain that support not only helps classmates feel ready to learn a new skill, but it could also help them to feel ready for what is next. When the music starts the students will again move around the gym, this time holding the noodles like lacrosse sticks and giving as many compliments as possible. The teacher will stop the music to provide general feedback and change the locomotor movement. During the game the teacher will check in with students in regard to their hand placement and their social interactions.</p>	
<b>Closure</b>	7	Students seated in the playing area.	<p>Explain to the students that when they walk in and out of class each day, for the next few weeks they will be checking in with themselves. Reaffirm why this practice is important, and what our goals are for the activity. Show the students their options for checking in and out of class each day.</p> <ul style="list-style-type: none"> <li>● Option 1: On the wall place a color-coded chart with emojis displaying how each color could represent how we are feeling.</li> <li>● Option 2: Place a mat on the floor that has four color coded sections. One section to match each of the four colors that were explained to the students.</li> </ul> <p>Tell the students that the check-in and the check-out are for them to be aware of how they are at that moment.</p> <p>Ask the students to talk with a partner or a small group detailing something that they learned today and allow time for students to share. Next, go through an “I like, I love I wonder if we can improve upon” closure activity with the students. In this activity the teacher asks the students to share one thing that they loved about what they saw, did, or learned in class today. Then they share one thing that they liked regarding what they saw, did or learned in class today. Lastly, they share one thing that they wonder if the class can improve upon for next time. Having a conversation about what it means to wonder may be important before beginning the activity. After the students share, it is your turn to share one thing that you loved, one thing that you liked and one thing that you wonder can be improved upon.</p> <p>Last, ask the students to close their eyes and think about how they are feeling right now. Are they more ready for what is coming next in their day than they were when they walked into the gym? Why or why not? There is no need for the students to answer out loud, this time is for them. After a minute of time to think, ask the students to please check out on either the wall or the mat as they leave class for the day.</p>	<p><b>Accommodations/Modifications/Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b></li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategy:</b> <ul style="list-style-type: none"> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs</li> <li>○ Physical, Verbal, Gestural Prompt</li> <li>○ Provide student with a personal               <ul style="list-style-type: none"> <li>▪ check-in plan</li> </ul> </li> </ul> </li> <li>● <b>Checks for Understanding:</b> <ul style="list-style-type: none"> <li>○ Where do you put your hands on a lacrosse stick?</li> <li>○ What does each color mean?</li> </ul> </li> <li>● <b>Quick Assessment:</b> <ul style="list-style-type: none"> <li>○ As students leave</li> </ul> </li> </ul>



# LESSON 2

## MOVING WITH TWO HANDS ON THE STICK

<b>Lesson Name:</b> Moving with two hands on the stick.		<b>Unit Name &amp; Lesson #:</b> Lacrosse Lesson #2		<b>Grade Level:</b> K-2		<b>Lesson Length:</b> 30		
<b>National Standards:</b> Priority Standards for this sequence: S1.E1.K S5.E1.K S2.E3.1a S2.E3.1b S2.E3.2  Other standards that can be addressed: S2.E3.K S1.E1.1 S1.E8.1 S1.E1.2 S3.E1.2			<b>Lesson Objective(s):</b> Students will be able to correlate colors with possible emotions.  Students will be able to discuss the origins of the game of lacrosse.  Students will be able to move through space holding a lacrosse stick in both an “up” and “down” position.			<b>Equipment Needed:</b> <ul style="list-style-type: none"> <li>● Poly spots</li> <li>● Cones</li> <li>● Buckets</li> <li>● Lacrosse sticks</li> <li>● Various items to be places in the buckets               <ul style="list-style-type: none"> <li>○ Balls</li> <li>○ Bean bags</li> <li>○ Chickens</li> <li>○ Dice</li> <li>○ Blocks</li> <li>○ Scarfs</li> <li>○ Bottles</li> <li>○ Cones</li> </ul> </li> </ul>		
<b>Content</b>	<b>Time</b>	<b>Organization</b>	<b>Activity Progressions</b>				<b>Options</b>	



<p>Warm Up I See You</p>	<p>5</p>	<p>Students in general space throughout the play area.</p>	<p>Meet the students outside of the entrance to the play area and ask them to think about where they are in that moment. How they are feeling and remind them that they are going to check in with themselves either on the wall or on the mat.</p> <ul style="list-style-type: none"> <li>• Example script: <i>“Good morning everyone! Before we enter today, I want to remind you of one of the things we talked about last class. Last class we talked about our feelings a little bit, and we associated some of those feelings to four different colors, green, red, yellow and blue. Can someone give me an example of what it might mean to feel any one of those colors? Take a moment to think about how your day is going so far today, and how you are feeling. When you enter, please either tap on the wall or walk over the mat to check in with yourself. If you want to do both you can. If you want to check in in both places but check in in a different way in each place, you can do that also. Checking in twice, in two different ways could help you to feel more comfortable because no one that happens to see you will know which place was your true check in.”</i></li> </ul> <p>After students enter, meet them in a designated location inside the playing area. Explain to the students that the warm-up game for today is going to relate to all the different ways that people may feel when they enter physical education class. The name of the game is called “I See You!”</p> <ul style="list-style-type: none"> <li>• The students will spread out in the playing area using as much of the space as possible.</li> <li>• Scattered about the floor will be green, yellow, red and blue poly spots.</li> <li>• Before the game begins, ask all of the students to close their eyes, cover their eyes and point their nose to the floor.</li> <li>• Next, tap four students on the shoulder designating them as tappers for this round of the game.</li> <li>• When the game begins, the students will move through the space, executing different locomotor skills. The tappers will try to tap any student that they can safely reach.</li> <li>• If a student is tapped, they will walk to one of the colors on the floor and raise their hand. This will cue a classmate to come over to check in with them.</li> <li>• Once there are two students at a poly spot, the helping student will say “I see you!” Then they will say the name of the color that they are standing on and what it might mean in terms of how someone could feel.</li> </ul> <p>Example student script: <i>“I see you! Blue might mean you are tired.”</i></p> <ul style="list-style-type: none"> <li>• Let the students move and play, practicing what the color might mean, switching the tappers and the locomotor movements each round.</li> </ul> <p>When the game is over, ask the students why they think the game was called “I See You!” Explain to the students that seeing someone physically is important so we do not bump into each other when we play, but seeing someone emotionally, and recognizing how they might be feeling helps</p>	<p><b>Accommodations/Modifications/Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <b>Rules</b> <ul style="list-style-type: none"> <li>○ Allow for choice of movement to accommodate individual students’ needs</li> </ul> </li> <li>• <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> </ul> </li> <li>• <b>Environment</b> <ul style="list-style-type: none"> <li>○ Visually enhance/mark/define playing area</li> <li>○ Bright colored equipment and boundary markers</li> <li>○ Raised tactile based lines</li> </ul> </li> <li>• <b>Learning/Instructional Strategies:</b> <ul style="list-style-type: none"> <li>○ Visual Feelings Color Chart for non-auditory learners</li> <li>○ Visual “STOP” sign to promote understanding of when to freeze</li> <li>○ Adequate marking of designated play area</li> <li>○ Peer buddy or Paraprofessional assist reinforcing understanding using student’s</li> </ul> </li> </ul>
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			<p>us when we are talking to them, working with them or playing with them. Sometimes someone who is feeling a little sad will want to talk, but someone who is feeling frustrated might want a little bit of space.</p>	<p>individualized communication needs</p> <ul style="list-style-type: none"> <li>▪ Verbal Prompt</li> <li>▪ Physical</li> <li>▪ Gestural Prompt</li> </ul> <ul style="list-style-type: none"> <li>● <b>Checks for Understanding:</b> <ul style="list-style-type: none"> <li>○ What does “I see you” mean?</li> <li>○ What do you do if you are tapped?</li> </ul> </li> </ul>
<p>Learning Activity 1</p>	<p>18</p>	<p>Students seated in the middle of the play area.</p>	<p>Ask the students what sport or game they were introduced to last class, and what they remember learning about that sport or game. Once they have had time to share, and you have filled in what they were missing, teach them about the history of the game, where it came from and why it is so important to so many people.</p> <p>Example script: <i>“Some of you may play lacrosse outside of physical education class, so if you have anything to add to the story, I am about to share with you, please wait until I am finished and raise your hand. Lacrosse was one of the first, if not the first game ever played on this land. Before our country was even called the United States of America, there were people that lived here, and those people are called indigenous people. Sometimes the people that lived here before our country was formed are called Native Americans or Native American Indians. The game of lacrosse is very special to their culture. They would have hundreds or sometimes thousands of people playing at one time over a space much, much bigger than our entire school. When lacrosse was first played here, the sticks were much smaller than the ones I showed you last time, and the ones that we are going to use today. The Natives loved nature, and everything about the game came from their surroundings, the balls they used were actually made of wood, the sticks were made from animals and the goals were marked by trees or large rocks. Games could last for days and were considered special events. The original version of the game was called stick ball. Today it is called lacrosse, which translates to the stick. Lacrosse is a very special game to a lot of people, especially the Native people. To them it was as much a religion as it was a game. It made them feel good, it connected them to their neighbor and made them more aware of themselves, which is also something that we are talking about right now with our colors. As we learn how to play this great game, we are also going to use it as a way to connect socially and prepare us emotionally for what comes next in our day, just like the Native people did, and still do today. Today, we are not only</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Holding the stick in the up position - stick by the ear.</li> <li>● Holding the stick in the down position - down by the hip</li> </ul> <p><b>Accommodations/Modifications/Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules:</b> <ul style="list-style-type: none"> <li>○ Allow for choice of movement to accommodate individual students’ needs</li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Provide the use of a variety of lacrosse sticks</li> </ul> </li> </ul>

		<p><i>going to practice how to hold our lacrosse sticks, but we are also going to learn how to move with them safely."</i></p> <p>After reviewing the parts of the stick and the proper hand placement with the students, teach them the two main ways that a lacrosse stick can be positioned, while moving with two hands on it.</p> <ul style="list-style-type: none"> <li>● Position 1: Head of the stick UP by the shoulder or ear.</li> <li>● Position 2: Head of the stick DOWN by the hip.</li> </ul> <p>Explain to the students that having the head of the stick up helps you to be ready to pass quickly because you typically throw a lacrosse ball up by your shoulder. However, moving with a lacrosse stick down by your waist could help a player to run faster with the ball in their stick through open space.</p> <p>Depending on how many students are in your class, split the students up into groups of four or five, with one lacrosse stick per group. Teach the students where their arms, and the stick should be in relation to their body as they move through space.</p> <ul style="list-style-type: none"> <li>● If the head of the stick is in the UP position, both elbows should be out and off of your body, with the shaft of the stick also off of your body, running from shoulder to hip. <i>"Hug a bucket."</i></li> <li>● If the head of the stick is in the down position, the shaft will run from hip to hip, and your elbows will be down. The shaft and arms will still be off of the body.</li> </ul> <p>Next, organize the groups in single file lines, and explain the four relay races that they are going to play today.</p> <ul style="list-style-type: none"> <li>● Relay #1: Students will move to a cone holding the lacrosse stick with proper hand placement. The head of the stick can be high or low for the first relay. The students will move around the designated cone, move back to their line, and safely hand the stick to the next person.</li> <li>● Relay #2: Students will move to the designated cone with the stick in the up position, using proper hand placement and form. They will move around the cone and return to the line safely handing the stick to the next person.</li> <li>● Relay #3: Students will move to and around the designated cone with the stick in the down position, using proper hand placement and form.</li> <li>● Relay #4: Students will be cued to move to and around the designated cone using the stick placement that is either better for being "ready to throw" or "moving fast." Teams will have a minute to talk and decide how they are being asked to hold their sticks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plastic scoops</li> <li>▪ Larger lacrosse stick head (Goalie head)</li> <li>▪ Deeper stick head pocket</li> <li>▪ Shorter lacrosse stick shaft</li> </ul> <ul style="list-style-type: none"> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Visually enhance/mark/define playing area</li> <li>○ Bright colored equipment and boundary markers</li> <li>○ Raised tactile based lines</li> <li>○ Brightly colored boundary markers</li> <li>○ Soundmaker at cone</li> <li>○ decrease distance for travel</li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Visual picture of a Native American holding a lacrosse stick</li> <li>○ Visual Picture of a stick with appropriate body positioning in position 1</li> <li>○ Visual of a Stick with head down with appropriate body positioning - Position 2</li> <li>○ Peer buddy or Paraprofessional assist</li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>Relay #5 and higher: Students will be asked to move to a bucket containing a variety of items, pick up one item, place it in the pocket of their stick and return to their group placing the item in a second bucket and handing the stick to the next person. The first team to empty their far bucket wins.</li> </ul> <p>As students move through the relays, change how they will move (locomotor skills) as well as how they will hold their stick as often as appropriate.</p>	<p>reinforcing understanding using student's individualized communication needs</p> <ul style="list-style-type: none"> <li>Verbal Prompt</li> <li>Physical</li> <li>Gestural Prompt</li> </ul> <ul style="list-style-type: none"> <li><b>Checks for Understanding:</b></li> <li>What can you quickly do with your stick in the up position?</li> </ul>
<p>Closure</p>	<p>7</p>	<p>Students seated in the playing area.</p>	<p>Ask the students to talk as a group and share with the class what they remember about how lacrosse started. After they share, ask the class questions in regard to anything not shared. Ask the students why the way we are using lacrosse is similar to how the Natives used the game. Have an "I love, I like, I Wonder if we Can Improve Upon" conversation. Lastly, ask the students to take a moment to be aware of where they are and how they feel. Stand up and check out walking out of the gym pretending they are holding their stick in a ready to throw position.</p>	<p><b>Accommodations/Modifications/Differentiation:</b></p> <ul style="list-style-type: none"> <li><b>Rules:</b></li> <li><b>Equipment</b></li> <li><b>Environment</b></li> <li><b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>Appropriate individualized modes of communication to increase abilities to communicate</li> <li>Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>Peer buddy or Paraprofessional assist reinforcing understanding using student's</li> </ul> </li> </ul>

				<p>individualized communication needs</p> <ul style="list-style-type: none"> <li>▪ Verbal Prompt</li> <li>▪ Physical</li> <li>▪ Gestural Prompt</li> </ul> <ul style="list-style-type: none"> <li>● <b>Checks for Understanding:</b> <ul style="list-style-type: none"> <li>○ What was lacrosse called before it was called lacrosse?</li> <li>○ How many people might play at one time?</li> <li>○ How long might a game last?</li> <li>○ Who played lacrosse on this land first?</li> </ul> </li> <li>● <b>Quick Assessment:</b> <ul style="list-style-type: none"> <li>○ As students leave, ask them to walk out pretending they are holding a stick in the up position?</li> </ul> </li> </ul>
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# LESSON 3

## CRADLING THE CROSSE

<b>Lesson Name:</b> Cradling the Crosse.			<b>Unit Name &amp; Lesson #:</b> Lacrosse Lesson #3			<b>Grade Level:</b> K-2			<b>Lesson Length:</b> 30		
<b>National Standards:</b> Priority Standards for this sequence: S1.E1.K S5.E1.K S2.E3.1a S2.E3.1b S2.E3.2 Other standards that can be addressed: S2.E3.K S1.E1.1 S1.E8.1 S1.E1.2 S3. E1.2			<b>Lesson Objective(s):</b> Students will be able to share what a lacrosse stick means to Native people. Students will be able to cradle an object with a lacrosse stick both in the up and down position.						<b>Equipment Needed:</b> <ul style="list-style-type: none"> <li>• Lacrosse sticks</li> <li>• Cones</li> <li>• Bean Bags</li> <li>• Balls</li> </ul>		
<b>Content</b>	<b>Time</b>	<b>Organization</b>	<b>Activity Progressions</b>						<b>Options</b>		

<p>Warm Up</p>	<p>5</p>	<p>Students in general space throughout the play area.</p>	<p>Students will check in with either the mat, the wall or both upon entering the playing area. Once they are in the playing area, <i>ask the students to find a partner</i>, and line up across one of the designated spots marked either by lines, cones or another marking. Once students are in their spots with the partners, give each student a lacrosse stick and explain the warm-up game to them.</p> <ul style="list-style-type: none"> <li>● When the music starts, the students will skip across to the marking on the opposite side of the playing area (about 10 yards apart), with their stick in a proper up position.</li> <li>● Once they get across, they will decide as a partnership how they want to move back to the starting spot.</li> <li>● Students can choose how they want to move, how they want to hold their stick, and if they want to race or move together.</li> </ul> <p>When the warm-up game is over, bring the students in and talk with them about the importance of physical activity and socialization to our overall well-being, noting emotional health.</p> <p>Example script: <i>“Who can tell me what an ingredient is? In physical education there are two main ingredients that help us to support our own mental and emotional health, movement and socialization. When we move our bodies, things happen to them that help us to feel good and be ready for what comes next. Talking positively to our classmates can have a similar effect. I do not know how you have been feeling when you came to class the past few times we saw each other, but I hope that you have been feeling a little bit better when you left, even if you did not feel like you were GREEN, or ready for what was coming next. One of the great things about our class, is that we get a chance to move, and moving not only helps our bodies to be healthy, but it helps us to think more clearly, and feel more relaxed and ready for our day. When we spend our time together playing lacrosse, I want us to maximize both of our ingredients to mental and emotional wellness, just like the Natives did. So, let’s move often and talk positively.”</i></p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Create Success/focus on student’s developmental skill level/adapt to their level to create equity</li> </ul> </li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Increase or decrease the activity area size</li> <li>○ Distance of movement or target to create equity</li> <li>○ Modify boundaries as needed to create equity</li> </ul> </li> <li>● <b>Learning/Instructional Strategy</b> <ul style="list-style-type: none"> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Visual Picture of a stick with appropriate body positioning in position 1           <ul style="list-style-type: none"> <li>▪ Visual of Stick with head down with appropriate body positioning - Position 2</li> </ul> </li> <li>○ Peer buddy or Paraprofessional assist reinforcing understanding using student’s individualized communication needs           <ul style="list-style-type: none"> <li>▪ Verbal Prompt</li> <li>▪ Physical</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul> </li> </ul>
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				<ul style="list-style-type: none"> <li>○ Visual Feelings Color Chart for non-auditory learners non-auditory learners</li> <li>○ Adequate marking of designated play area</li> <li>● <b>Checks for Understanding:</b></li> </ul>
<p>Learning Activity 1</p>	<p>5</p>	<p>Students seated in the middle of the play area.</p>	<p>Explain to the students how important the lacrosse stick was, and is to Native people, especially people of specific groups. Lacrosse sticks were often given to children at birth, being left next to them in their cribs. Explain how the lacrosse stick that they are learning to use in class is more than a piece of athletic equipment to Native people. It represents many things that native people value, including nature, unity and spirituality. Explain to the students that in today's lesson they are going to treat their sticks as more than a piece of lacrosse, or physical education equipment. They are going to be moving through large open spaces with their sticks, and they should make sure that their sticks are always being used properly, safely and respectfully. Allow the students to walk over with you and choose their stick for the day. After they have their stick, ask them to hold it in a down position, and teach them how to cradle with proper form.</p> <ul style="list-style-type: none"> <li>● Hold the stick with proper hand placement</li> <li>● Keep the stick off of your body with your elbows pointed down and back, also off of your body</li> <li>● Hold the stick with your top hand, keeping your bottom hand loose so the stick can move inside of it</li> <li>● Control your cradle with your forearm and wrist, not your entire arm</li> <li>● Rock the top of the stick up and down by bend your arm at the elbow and flick your wrist upward</li> <li>● Stay relaxed, do not squeeze the stick or tighten your upper body</li> </ul>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Allow for choice of movement to accommodate individual students' needs</li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Provide a variety of lacrosse sticks           <ul style="list-style-type: none"> <li>▪ Plastic scoops</li> <li>▪ Larger lacrosse stick head (Goalie head)</li> <li>▪ Deeper stick head pocket</li> <li>▪ Shorter lacrosse stick shaft</li> </ul> </li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Set up for success for an equitable experience for ALL students</li> <li>○ Visually enhance/mark/ define playing area</li> <li>○ Bright colored equipment and boundary markers</li> <li>○ Raised tactile based lines</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>Do not over-cradle (cradling too fast or cradling in too large of a motion)</li> </ul> <p>Allow students to cradle in front of you without an object in their pocket, while you walk around and provide feedback.          Example script: <i>“As you cradle, remember to keep your body relaxed. Do not squeeze your stick with either hand. Hold the stick with your top hand and support it with your bottom hand.”</i></p> <p>After providing feedback to all of the students on their low cradle, teach them how to cradle with the head of the stick up by their shoulder.</p> <ul style="list-style-type: none"> <li>Hold the stick with proper hand placement and form</li> <li>Just like the down position, hold the stick with the top hand and support it with the bottom hand, but do not squeeze the stick tightly</li> <li>Using your forearm and wrist, and a little torso rotation, sway the head of the stick back and forth from your shoulder to your face and back again, flicking your wrist as the stick passes your ear</li> </ul> <p>Allow the students to practice cradling with the stick in the up position. After providing feedback, walk around and give each student a bean bag, and have them practice each cradle standing in place with the bean bag in their pocket.</p>	<ul style="list-style-type: none"> <li>Sound maker such as bells or clapping to assist with special awareness</li> <li>Use Poly Spots to create directional pathways for special attention and awareness</li> <li>Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> </ul> <ul style="list-style-type: none"> <li><b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>Appropriate individualized modes of communication to increase abilities to communicate</li> <li>Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>Tap out timing for cradling to help student understand the flow of the timing</li> <li>Visuals for hand placement or markings on the stick</li> <li>Peer buddy or Paraprofessional assist reinforcing understanding using student’s individualized communication needs                     <ul style="list-style-type: none"> <li>Verbal Prompt</li> <li>Physical</li> <li>Gestural Prompt</li> </ul> </li> </ul> </li> <li><b>Checks for Understanding:</b></li> </ul>
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Learning Activity 2	5		<p>After the students have had time to practice cradling in place, direct each student to stand on a line inside the playing area and ask them if they have ever seen the game Pac-Man. After explaining what Pac-Man is, tell the students that they are going to play pac-man lacrosse.</p> <ul style="list-style-type: none"> <li>• Students will be directed which cradle they are going to use while playing in each round</li> <li>• Students can ONLY walk on the lines on the floor</li> <li>• Students can change directions and visit other parts of the gym floor only when two lines intersect, and they switch the line they are traveling on</li> <li>• If two students moving in opposite directions on the same line end up face to face with each other, they will figure out who will turn around and go the other way by cooperating and making a decision together. If students cannot agree, they place their sticks down and play one round of rock, paper, scissors. If that round is a tie, they both turn around and go in the opposite direction.</li> <li>• Students will practice both cradles while walking during game play</li> </ul>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <b>Rules</b> <ul style="list-style-type: none"> <li>○ Create Success and focus on student’s developmental skill level/adapt to their level to create equity               <ul style="list-style-type: none"> <li>▪ Allow students to move within the center of the gym with a peer buddy or Para so they can have success</li> </ul> </li> </ul> </li> <li>• <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Provide a variety of lacrosse sticks               <ul style="list-style-type: none"> <li>▪ Plastic scoops</li> <li>▪ Larger lacrosse stick head (Goalie head)</li> <li>▪ Deeper stick head pocket</li> <li>▪ Shorter lacrosse stick shaft</li> </ul> </li> <li>○ Create or enhance an individualized grip to increase success               <ul style="list-style-type: none"> <li>▪ Texture</li> <li>▪ Shape</li> <li>▪ Velcro to assist with grip</li> </ul> </li> </ul> </li> <li>• <b>Environment</b> <ul style="list-style-type: none"> <li>○ Set up for success for an equitable experience for ALL students</li> <li>○ Visually enhance/mark/ define playing area</li> <li>○ Bright colored equipment and boundary markers</li> <li>○ Raised tactile based lines</li> </ul> </li> </ul>
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				<ul style="list-style-type: none"> <li>○ Sound maker such as bells or clapping to assist with special awareness</li> <li>○ Use Poly Spots to create directional pathways for special attention and awareness</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional assist reinforcing understanding using student's individualized communication needs           <ul style="list-style-type: none"> <li>▪ Verbal Prompt</li> <li>▪ Physical</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul> </li> </ul>
Learning Activity 3	5		After the students have practiced both the up, and down cradles during Pac-Man lacrosse, the students will be asked to step off of their lines. The students are now allowed to move freely through open space, cradling their bean bags. During this activity, students will walk around the playing area, trying to avoid their classmates. Students also have the choice to trade their bean bag for a ball.	<b>Modifications/Differentiation:</b> <ul style="list-style-type: none"> <li>● same as Learning Activity 2</li> </ul>
Learning Activity 4	5		After the students practice walking in open space, ask the students to rejoin their groups from last class (remind the students of their groups if they forget). For the last activity, students will compete in their groups in the cradling relay. During this activity each group will have a ball and a bean bag.	<b>Accommodations/Modifications/ Differentiation:</b> <ul style="list-style-type: none"> <li>● same as Learning Activity 2 &amp;3, plus:</li> <li>● Lighter/larger/different equipment to increase</li> </ul>

			<p>The first student will run down to the cone using any cradle they feel most comfortable with, and any object they want to. Students will simply run around the cone and back to their group, handing the object to the next person in line. The person receiving the ball or bean bag can switch their object if they want to prior to running down to the cone. After each student finishes their part of the relay, they will walk over and carefully put their stick away, before returning to their groups.</p>	<p>success in learning</p> <ul style="list-style-type: none"> <li>○ Utilizing a bean bag instead of a ball to initially learn to carry and scoop the “balls”</li> <li>○ Different weights- softer, size of balls</li> <li>○ Deflated balls for easier manipulation based on skill being developed</li> <li>○ Yarn balls, “practice lacrosse ball”</li> </ul>
Closure	5	Students seated in the playing area.	<p>Ask the students to talk as a group, sharing how they added our two ingredients to their time in class today, and how we know that lacrosse sticks were so important to Native people. Have an “I love, I like, I Wonder if we Can Improve Upon” conversation. Lastly, ask the students to take a moment to be aware of where they are and how they feel. Stand up and check out walking out of the gym pretending they are cradling with a lacrosse stick.</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Learning/Instructional</b></li> <li>● <b>Strategies</b> <ul style="list-style-type: none"> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> </ul> </li> <li>● <b>Checks for Understanding:</b> <ul style="list-style-type: none"> <li>○ Why is it important to cradle a lacrosse ball?</li> <li>○ What part of your body do you snap or flick when cradling a lacrosse ball?</li> <li>○ What does it mean to over-cradle?</li> </ul> </li> <li>● <b>Quick Assessment:</b> <ul style="list-style-type: none"> <li>○ Students will exit the playing area pretending they are cradling a lacrosse stick.</li> </ul> </li> </ul>

# LESSON 4

## SCOOPING

<b>Lesson Name:</b> Scooping		<b>Unit Name &amp; Lesson #:</b> Lacrosse Lesson #4		<b>Grade Level:</b> K-2	<b>Lesson Length:</b> 30
<b>National Standards:</b> Priority Standards for this sequence: S1.E1.K S5.E1.K S2.E3.1a S2.E3.1b S2.E3.2 Other standards that can be addressed: S2.E3.K S1.E1.1 S1.E8.1 S1.E1.2 S3.E1.2		<b>Lesson Objective(s):</b> Students will be able to share what they can do to get ready for class (green) when they check in at the beginning of class, as well as what they can do to help their classmates leave class ready for what's next (green). Students will be able to discuss the purpose of teepees for Native people. Students will be able to scoop a lacrosse ball that is rolled to them, that is stationary and that is rolled away from them.		<b>Equipment Needed:</b> <ul style="list-style-type: none"> <li>• Lacrosse sticks</li> <li>• Cones</li> <li>• Balls</li> </ul>	
Content	Time	Organization	Activity Progressions		Options
Warm Up	8	Students in general space throughout the play area.	Students will check in with either the mat, the wall or both upon entering the playing area. Once they are in the playing area, ask the students to think about how they checked into class today and remind them of what the colors might mean for them <ul style="list-style-type: none"> <li>• Red might mean: Angry or frustrated</li> </ul>		<b>Accommodations/Modifications/ Differentiation:</b> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Equipment</li> </ul>

			<ul style="list-style-type: none"> <li>● Yellow might mean: Anxious or worried</li> <li>● Blue might mean: Tired or sad</li> <li>● Green might mean: Ready to go or happy</li> </ul> <p>Next, show the students the various stations that are set up around the gym to help them get ready for class, and tell them that they will have their choice of a warm-up today based on how they feel, and what they think will help them get ready for what is next.</p> <p>Example script: <i>“We have been talking a lot in class about how we feel when we enter and exit each day. Today we are going to start to focus on things we can do to help us get ready for what’s next, when we are feeling distracted or unable to focus. It is very important to take a few moments to yourself when you need to calm yourself down or refocus. If you look around you will see that each corner has a different color sheet or flag hanging in it. Do you recognize those colors? They are the colors that we have been using to check in with our feelings. Each corner also has different activities that you can use as your warm-up for the day, to help you get ready to participate in class. The activities in each corner were chosen based on the color of the corner, but they are just suggestions. You can choose to warm-up however you would like.”</i></p> <ul style="list-style-type: none"> <li>● Green corner: Practicing how to hold the stick and cradle</li> <li>● Yellow corner: Coloring</li> <li>● Blue corner: Yoga</li> <li>● Red corner: Guided breathing</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Visual Feelings Color Chart for non-auditory learners</li> <li>○ Visual “STOP” sign to promote understanding of when to freeze</li> <li>○ Adequate marking of designated play area</li> <li>○ Peer buddy or paraprofessional assistance</li> </ul> </li> </ul>
Learning Activity 1	7	Students seated in the middle of the play area.	<p>Ask the students to share what they love most about where they live. They can share about their house or their neighborhood. When they are done sharing, ask them if they know what an indigenous person is. Where did indigenous people sometimes live?</p> <ul style="list-style-type: none"> <li>● Some Indigenous people lived in a structure called a tepee. Others lived in a longhouse.</li> <li>● Tepees and longhouses were most often utilized by groups who were traveling. Indigenous people traveled to follow a food source.</li> </ul>	<p><b>Accommodations/Modifications/Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b></li> <li>● Create Success/focus on student’s developmental skill level/adapt to their level to create equity</li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Use a variety of Equipment</li> </ul> </li> </ul>



			<ul style="list-style-type: none"> <li>• Tepees are usually made from long sticks (not lacrosse sticks) and make a triangle shape. They are often covered by a material. Today, that material is cloth.</li> </ul> <p>Today, students will build a house. Students are going to get into their groups and form straight lines. Each group is going to get a ball, with the first person in line starting with the ball. When the music starts, the first person in line is going to cradle down to the cone with their stick in the up position, then cradle back with their stick in the down position. When they return to their group, they are going to place the ball in the next student's stick, going stick to stick. Then, they are going to go behind their group and wait. When the next student gets back to the group, they are going to go behind the others and work together with their classmate to start building a house using their lacrosse sticks. After each student returns, they join the rest of the group and add their sticks to the structure. The first group to have their house stand on its own with no hands touching it, wins.</p>	<ul style="list-style-type: none"> <li>○ Lighter/larger/different equipment to increase success in learning</li> <li>○ Utilizing a bean bag instead of a ball to initially learn to carry and scoop the “balls”</li> <li>○ Different weights- softer, size of balls</li> <li>○ Deflated balls for easier manipulation based on skill being developed</li> <li>○ Yarn balls, “practice lacrosse ball”</li> <li>○ Use a variety of lacrosse sticks</li> <li>○ Plastic scoops</li> <li>○ Larger lacrosse stick head (Goalie head)</li> <li>○ Deeper stick head pocket</li> <li>○ Shorter lacrosse stick shaft</li> <li>• <b>Environment</b> <ul style="list-style-type: none"> <li>○ Visually enhance/mark/define playing area</li> <li>○ Bright colored equipment and boundary markers</li> <li>○ Raised tactile based lines</li> <li>○ Sound maker behind goal such as bells or clapping</li> <li>○ Decrease/Increase distance of skill drills and</li> </ul> </li> </ul>
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				<p>game boundaries to meet needs</p> <ul style="list-style-type: none"> <li>● <b>Learning Instructional; Strategies</b> <ul style="list-style-type: none"> <li>○ Adapt to ALL students' developmental skill level</li> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student's individualized communication needs           <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> <li>○ Visual of a House and Longhouse, or type of native American structure that is reflective of your regionality</li> </ul> </li> <li>● <b>Checks for Understanding:</b> <ul style="list-style-type: none"> <li>○ How do you give the ball to the next person in line?</li> </ul> </li> </ul>
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				<ul style="list-style-type: none"> <li>○ What do you do after you give the ball to the next person?</li> <li>○ When are you finished with this activity?</li> </ul>
Learning Activity 2	5		<p>After the students have completed the house relay, bring them in and teach them how to scoop a lacrosse ball.</p> <p>Example script: <i>“Today we are going to learn how to pick a lacrosse ball up off of the ground, which is called scooping. There are three things I want you to remember when you are scooping a lacrosse ball. First, you are going to move your top hand, your dominant hand, up to the top of the stick, right under the head with your bottom hand staying on the bottom. Next, you are going to step to the ball with your dominant foot, the foot that is on the same side as your top hand. Lastly, you are going to bend your knees, getting your hands low to the ground. Do not keep the end of the stick up in the air, it will get stuck in the ground and you will miss the ball.”</i></p> <p>Example script: <i>For our first activity, you are going to find a partner from your group and stand across from them at one of the designated cones. I will walk around and hand one of you a ball. When the music starts, you and your partner are going to roll the ball back and forth to each other, practicing our hand placement, our foot placement and our body positioning as we get low to the ground.</i></p>	<p><b>Accommodations/Modifications/Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Create Success/focus on student’s developmental skill level/adapt to their level to create equity</li> <li>○ Increase or decrease the distance between partners</li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Use a variety of Equipment</li> <li>○ Lighter/larger/different equipment to increase success in learning</li> <li>○ Utilizing a bean bag instead of a ball to initially learn to carry and scoop the “balls”</li> <li>○ Different weights- softer, size of balls</li> <li>○ Deflated balls for easier manipulation based on skill being developed</li> <li>○ Yarn balls, “practice lacrosse ball”</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>○ Use a variety of lacrosse sticks             <ul style="list-style-type: none"> <li>▪ Plastic scoops</li> <li>▪ Larger lacrosse stick head (Goalie head)</li> <li>▪ Deeper stick head pocket</li> <li>▪ Shorter lacrosse stick shaft</li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Spot marking for front foot stance</li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Visual Picture of a stick with appropriate body throwing position</li> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using</li> </ul> </li> </ul>
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				<p>student's individualized communication needs</p> <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> <ul style="list-style-type: none"> <li>○ Strategically place students who are off task and lack control where they will be safest- and the most successful</li> </ul> <ul style="list-style-type: none"> <li>● <b>Cues:</b> <ul style="list-style-type: none"> <li>○ Top hand high on the stick</li> <li>○ Step with dominant foot</li> <li>○ Get low</li> </ul> </li> <li>● <b>Checks for Understanding:</b> <ul style="list-style-type: none"> <li>○ How can getting low help us pick up a lacrosse ball?</li> </ul> </li> </ul> <p>How are you giving the ball to our partner so they can scoop it up?</p>
<p>Learning Activity 3</p>	<p>5</p>		<p>After the students have practiced scooping a ball rolled to them, have them get back into their groups with half of the students lining up at one cone, and the other half at the cone across the playing area. Have the students cradle across to their classmate waiting in the opposite line, and put the ball down in front of them, so they can practice scooping a stationary ball.</p>	<p><b>Accommodations/Modifications/Differentiation:</b></p> <ul style="list-style-type: none"> <li>● same as Learning Activity 1 and 2 but add:</li> <li>● <b>Rules-</b> <ul style="list-style-type: none"> <li>○ Allow a peer or para to place the ball in the student with special needs lacrosse stick pocket</li> <li>○ Allow student to pick up a stationary ball that is</li> </ul> </li> </ul>

				<p>placed against a wall to assist with success</p> <ul style="list-style-type: none"> <li>● <b>Checks for Understanding:</b> <ul style="list-style-type: none"> <li>○ What are we going to do with the ball so our partner can scoop it off of the ground?</li> </ul> </li> </ul>
Learning Activity 4	5		<p>After the students practice picking up a stationary ball. Set the class up in the same way, and have the student carrying the ball, gently roll it away from the next student, allowing them to practice picking up a ball that is rolling away from them.</p>	<p><b>Modifications/Differentiation:</b></p> <ul style="list-style-type: none"> <li>● same as Learning Activity 1,2, &amp;3:</li> <li>● <b>Checks for Understanding:</b> <ul style="list-style-type: none"> <li>○ What are we going to do with the ball so our partner can scoop it off of the ground?</li> </ul> </li> </ul>
Closure	5	<p>Students seated in the playing area.</p>	<p>Ask the students to talk as a group answering the following questions: Would they like living in a teepee for a few nights? Why or why not? Why might it be important to take a few moments to yourself before starting something new</p> <p>Have an “I love, I like, I Wonder if we Can Improve Upon” conversation.</p> <p>Tell the students that you want them to go home and talk to their parents about what they have been learning in physical education. Not just the skills of lacrosse, but more importantly the origins of the game to Native people. Ask them to research other Native customs with their parents and be prepared to share what they found with the class during our last two lacrosse lessons.</p> <p>Lastly, ask the students to take a moment to be aware of where they are and how they feel. Stand up and check out on their way out.</p>	<p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● <b>Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ visual of teepee/longhouse- shake head yes/no</li> <li>○ Home assignment to represent what was learned - pictures of all houses, tepees, longhouses, Indigenous people, lacrosse equipment</li> </ul> </li> <li>● <b>Checks for Understanding:</b> <ul style="list-style-type: none"> <li>○ What foot do we step to the ball with when scooping?</li> <li>○ Why is it important for our top hand to be high on our stick?</li> </ul> </li> </ul>

				<ul style="list-style-type: none"><li>○ What does it mean to research?</li><li>● <b>Quick Assessment:</b><ul style="list-style-type: none"><li>○ There are three pictures hanging on the wall next to the check-out poster. The students will high five the picture that demonstrates the proper way to scoop a lacrosse ball.</li></ul></li></ul>
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# LESSON 5

## THROWING

<b>Lesson Name:</b> Throwing at a target		<b>Unit Name &amp; Lesson #:</b> Lacrosse Lesson #5	<b>Grade Level:</b> K-2	<b>Lesson Length:</b> 30
<b>National Standards:</b> Priority Standards for this sequence: S1.E1.K S5.E1.K S2.E3.1a S2.E3.1b S2.E3.2 Other standards that can be addressed: S2.E3.K S1.E1.1 S1.E8.1 S1.E1.2 S3. E1.2		<b>Lesson Objective(s):</b> Students will be able to Students will be able to discuss Students will be able to throw a lacrosse ball at a fixed target, while stationary, using proper technique.		<b>Equipment Needed:</b> <ul style="list-style-type: none"><li>• Lacrosse sticks</li><li>• Cones</li><li>• Balls</li></ul>
Content	Time	Organization	Activity Progressions	Options
Warm Up	8	Students in general space	Students will check in with either the mat, the wall or both upon entering the playing area. Once they are in the playing area, ask the students to think	<b>Learning/Instructional Strategies</b>

		<p>throughout the play area.</p>	<p>about how they checked into class today and remind them of what the colors might mean for them.</p> <ul style="list-style-type: none"> <li>● Red might mean: Angry or frustrated</li> <li>● Yellow might mean: Anxious or worried</li> <li>● Blue might mean: Tired or sad</li> <li>● Green might mean: Ready to go or happy</li> </ul> <p>Next, show the students the various stations that are set up around the gym to help them get ready for class, and tell them that they will have their choice of a warm-up today based on how they feel, and what they think will help them get ready for what is next.</p> <ul style="list-style-type: none"> <li>● Green corner: Practicing how to hold the stick and cradle</li> <li>● Yellow corner: Coloring</li> <li>● Blue corner: Yoga</li> <li>● Red corner: Guided breathing</li> </ul>	<ul style="list-style-type: none"> <li>○ Visual Feelings Color Chart for non-auditory learners non-auditory learners</li> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs           <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> <li>● <b>Checks for Understanding:</b> <ul style="list-style-type: none"> <li>○ How are you going to decide what station to go to for our warm-up today?</li> </ul> </li> </ul>
<b>Learning Activity 1</b>	5	Students seated in the middle of the play area.	Ask the students to raise their hand if they want to be one of the first to share what they found with their parents regarding Native customs. Reinforce what the students share to the class, correct anything that may be untrue, and let the students know when they taught you something	<ul style="list-style-type: none"> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy or Paraprofessional assist</li> </ul> </li> </ul>

<b>Learning Activity 2</b>	12		<p>you didn't know. Allow half of the class to share out in this lesson.</p> <p>After the students have completed their share, allow each student to go and get a lacrosse stick. Spread the students out in front of you inside the playing area and walk them through how to throw a lacrosse ball.</p> <p>Example script: <i>“The last skill we are going to learn in our lacrosse sequence is how to throw a lacrosse ball. Throwing a lacrosse ball properly will help you to pass the ball to your teammates and shoot the ball at the net. Just like scooping, we are going to focus on three things when we throw a lacrosse ball. Also, just like the other things we have learned, you are going to see how your hands are very important. The first thing I want everyone to do is pretend like you are going to throw me a pass. In order to get ready to throw an effective pass, you need to point your non-dominant shoulder at me, your target. Remember, your non-dominant shoulder is the one opposite, or on the other side of your throwing hand. Once you are standing sideways, with your non -dominant shoulder point at me, you are going to set your hands. Just like before, you are going to have your top hand about halfway down the shaft of the stick, and the bottom hand at the bottom of the stick. When you are ready to throw, you are going to raise your hands up and back, bring your bottom hand back by your shoulder, and again, make believe you are hugging a bucket. Now that we have our body in the proper position and our hands set, we are going to step and throw. When you throw a lacrosse ball you are going to step at your target with your front foot, rotate your body and snap your top hand, pointing</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Non-dominant shoulder to your target.</li> <li>● Hands up and back hugging the bucket.</li> <li>● Step at your target, rotate and snap your top hand and stick at your target.</li> </ul> <p><b>Accommodations/Modifications/Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Create Success/focus on student’s developmental skill level/adapt to their level to create equity</li> <li>○ Increase or decrease the activity area size Distance of movement or target to create equity</li> <li>○ Modify boundaries as needed to create equity</li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Use a variety of Equipment</li> <li>○ Lighter/larger/different equipment to increase success in learning</li> <li>○ Utilizing a bean bag instead of</li> </ul> </li> </ul>
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		<p><i>your stick at your target. The harder you rotate, and snap, the harder or further you will be able to throw."</i></p> <p>Explain to the students that there are three stations that they will be rotating through today with their group.</p> <ul style="list-style-type: none"> <li>● Station 1 (Target practice): Students will stand stationary at a marked location throwing at different size targets fixed to the wall.</li> <li>● Station 2 (Farthest throw): Students will stand at a marked location and throw the ball as far as they can. Students will go and get their ball before the next student throws.</li> <li>● Station 3 (Scoop and shoot): Students will scoop a rolled ball, cradle to a marked location, and throw the ball at a fixed target.</li> </ul> <p>Allow the students to rotate through the three stations, providing feedback and encouragement at each one.</p>	<p>a ball to initially learn to carry and scoop the "balls"</p> <ul style="list-style-type: none"> <li>○ Different weights- softer, size of balls</li> <li>○ Deflated balls for easier manipulation based on skill being developed</li> <li>○ Yarn balls, "practice lacrosse ball"</li> <li>○ Use a variety of lacrosse sticks           <ul style="list-style-type: none"> <li>▪ Plastic scoops</li> <li>▪ Larger lacrosse stick head (Goalie head)</li> <li>▪ Deeper stick head pocket</li> <li>▪ Shorter lacrosse stick shaft</li> <li>▪ Larger/smaller target area</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Spot marking for front foot stance</li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Visual Picture of a stick with appropriate body throwing position</li> <li>○ Appropriate individualized modes of communication to</li> </ul> </li> </ul>
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				<p>increase abilities to communicate</p> <ul style="list-style-type: none"> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> <li>○ strategically place students who are off task and lack control where they will be safest- not in the middle of the group</li> </ul> <p>● <b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>○ What can throwing a lacrosse ball properly enable us to do if we were playing in a real lacrosse game?</li> <li>○ What foot do I step with when throwing a lacrosse ball?</li> <li>○ How does pretending to hug a bucket help you to throw a lacrosse ball?</li> </ul>
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<p>Closure</p>	<p>5</p>	<p>Students seated in the playing area.</p>	<p>Ask the students to make a circle with everyone facing the outside of the circle and the teacher in the middle. When you say, “Stance” the students should get into a good throwing position as quickly as they can. Students can then relax, before you yell the stance command again.</p> <p>Have an “I love, I like, I Wonder if we Can Improve Upon” conversation.</p> <p>Lastly, ask the students to take a moment to be aware of where they are and how they feel. Stand up and check out on their way out.</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b></li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Visual of the throwing stance to reinforce understanding</li> <li>○ Peer buddy or Paraprofessional assist reinforcing understanding using student’s individualized communication needs               <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul> </li> <li>● <b>Checks for Understanding:</b> <ul style="list-style-type: none"> <li>○ Which foot do you step toward your target when throwing a lacrosse ball?</li> <li>○ When you are ready to throw, what do you pretend to hold between your arms and your belly?</li> <li>○ What determines where the lacrosse ball will go when you throw it?</li> </ul> </li> <li>● <b>Quick Assessment:</b></li> </ul>
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				<input type="radio"/> Throwing stance game.
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# LESSON 6

## SCOOP, TOSS, AND SHOOT

<b>Lesson Name</b> Scoop, toss and shoot		<b>Unit Name &amp; Lesson #:</b> Lacrosse Lesson #5	<b>Grade Level:</b> K-2	<b>Lesson Length:</b> 30
<b>National Standards:</b> Priority Standards for this sequence: S1.E1.K S5.E1.K S2.E3.1a S2.E3.1b S2.E3.2 Other standards that can be addressed: S2.E3.K S1.E1.1 S1.E8.1 S1.E1.2 S3. E1.2		<b>Lesson Objective(s):</b> Students will be able to cradle, scoop and throw a lacrosse ball using proper form.		<b>Equipment Needed:</b> <ul style="list-style-type: none"> <li>• Lacrosse sticks</li> <li>• Cones</li> <li>• Balls</li> <li>• Stop watches</li> </ul>
Content	Time	Organization	Activity Progressions	Options
Warm Up	8	Students in general space throughout the play area.	Students will check in with either the mat, the wall or both upon entering the playing area. Once they are in the playing area, ask the students to think about how they checked into class today and remind them of what the colors might mean for them. <ul style="list-style-type: none"> <li>• Red might mean: Angry or frustrated</li> <li>• Yellow might mean: Anxious or worried</li> </ul>	<b>Accommodations/Modifications/Differentiation</b> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Equipment</li> <li>• Environment</li> </ul>

			<ul style="list-style-type: none"> <li>• Blue might mean: Tired or sad</li> <li>• Green might mean: Ready to go or happy</li> </ul> <p>Next, show the students the various stations that are set up around the gym to help them get ready for class, and tell them that they will have their choice of a warm-up today based on how they feel, and what they think will help them get ready for what is next.</p> <ul style="list-style-type: none"> <li>• Green corner: Practicing how to hold the stick and cradle</li> <li>• Yellow corner: Coloring</li> <li>• Blue corner: Yoga</li> </ul> <p>Red corner: Guided breathing</p>	<ul style="list-style-type: none"> <li>• <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Visual Feelings Color Chart for non-auditory learners non-auditory learners</li> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student's individualized communication needs               <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul> </li> </ul>
Learning Activity 1	17		<p>Welcome to the students to the Scoop, Toss and Shoot! Lacrosse's version of the Punt, Pass and Kick. Tell the students that they are allowed to move freely through all of the stations during class today. They must visit each station once, but they can visit their favorite ones as often as they like. Prior to starting the Scoop, Toss and Shoot, hand each student a card where they can write what they think their scores will be at each station. They are then</p>	<p><b>Accommodations/Modifications/Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <b>Rules</b> <ul style="list-style-type: none"> <li>○ Create Success/focus on student's developmental skill level/adapt to their level to create equity</li> </ul> </li> </ul>

			<p>competing against their guesses to see if they can beat them.</p> <p>Scoop, Toss and Shoot stations:</p> <ul style="list-style-type: none"> <li>● Station 1: Students will have 10 shots from a marked location to score as many goals on a net as possible.</li> <li>● Station 2: Students will stand at a marked location and throw the ball as far as they can. When they go and pick up their ball, they will mark where their ball stopped with a cone.</li> <li>● Station 3: Students will cradle a lacrosse ball zig zagging through cones on the floor seeing how long it takes them to go through the course. If they drop the ball, they have to go back and pick it up.</li> <li>● Station 4: Students will pick up three lacrosse balls, one at a time, cradling as they run them back and place them in a bucket. Students must pick up one ball at a time, running each ball to the bucket before picking up the next ball.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Use a variety of Equipment-</li> <li>○ Lighter/larger/different equipment to increase success in learning</li> <li>○ Utilizing a bean bag instead of a ball to initially learn to carry and scoop the “balls”</li> <li>○ Different weights- softer, size of balls</li> <li>○ Deflated balls for easier manipulation based on skill being developed</li> <li>○ Yarn balls, “practice lacrosse ball”</li> <li>○ Use a variety of lacrosse sticks</li> <li>○ Plastic scoops</li> <li>○ Larger lacrosse stick head (Goalie head)</li> <li>○ Deeper stick head pocket</li> <li>○ Shorter lacrosse stick shaft</li> <li>○ Drop Bucket can be larger or modified to meet students’ needs</li> <li>○ Create or enhance an individualized grip to increase success</li> </ul> </li> </ul>
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				<ul style="list-style-type: none"> <li>▪ Texture</li> <li>▪ Shape</li> <li>▪ Velcro to assist with grip</li> </ul> <ul style="list-style-type: none"> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Station 1 and 2           <ul style="list-style-type: none"> <li>▪ distance choices so students can choose where they think they will be most successful</li> </ul> </li> <li>○ Station 3- choice-           <ul style="list-style-type: none"> <li>▪ zig zag with or without the ball</li> <li>▪ choice of object- i.e. ball, bean bag, etc.</li> </ul> </li> <li>○ Station 4-           <ul style="list-style-type: none"> <li>▪ choice of object, ball, beanbag</li> <li>▪ change the distance based on needs</li> </ul> </li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Picture chart of the different stations to assist with choice</li> <li>○ Appropriate individualized modes of communication to</li> </ul> </li> </ul>
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				<p>increase abilities to communicate</p> <ul style="list-style-type: none"> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs           <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul>
<b>Closure</b>	5	Students seated in the playing area.	<p>Ask the students how much they enjoyed the game of lacrosse and talk to them about what they learned. Have an “I love, I like, I Wonder if we Can Improve Upon” conversation.</p> <p>Lastly, ask the students to take a moment to be aware of where they are and how they feel. Stand up and check out on their way out.</p>	<p><b>Accommodations/Modifications/Differentiation</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b></li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Appropriate individualized modes of communication to increase abilities to communicate, i.e. Visual Communication Board</li> </ul> </li> <li>● <b>Checks for Understanding:</b></li> </ul>

				<ul style="list-style-type: none"><li>○ Why is lacrosse so special to Native people?</li><li>○ How big were the first lacrosse fields?</li><li>○ Where do you put your hands when scooping or throwing a lacrosse ball?</li><li>○ What are the two main ingredients that we have in PE that help us to regulate how we feel?</li></ul>
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