Lacrosse Unit Plan
7th Grade

EDCI 429

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Contextual Factors

Central Catholic Jr. Sr. High School

Central Catholic Jr. Sr. High School is an educational institute which includes the grades seven through twelve. It is to be found in the southern side of Lafayette, IN and consists of 337 students and 45 faculty. The school mission of Central Catholic focuses on education, academics, and social opportunities as well as citizenship and community service. In addition, because Central Catholic is a Catholic school, its mission is centered on growth in faith and Christian values in the Catholic tradition.

Primarily, the location of Central Catholic may have an effect on the students’ learning. Central Catholic Jr. Sr. High School has a superb setting on the south side of Lafayette, IN that provides to the inhabitants of Catholics within the district. The central positioning of Central Catholic Jr. Sr. High School in Lafayette, IN helps families with transportation and also provides contact to the area for opportunities such as trade shadowing, professional visitors, and volunteers.

Additionally, the smaller than normal enrollment of Central Catholic Jr. Sr. High School is seen as a benefit to guardians, teachers, and the administration at the school. A smaller enrollment allows for smaller class sizes; therefore, the student teacher ratio is much smaller than a larger public school. In addition to this, the students can get to know one another on a very personal level. Another feature of Central Catholic Jr. Sr. High School is that if the school system is not able to offer a class that a student is interested in taking; the student can go to the near by Lafayette Jefferson High School for the class. Lafayette Jefferson High School is part of the Lafayette School Corporation.
The socio-economic contour of Central Catholic Jr. Sr. High School can be described as middle to upper class school. This can be highly anticipated since there is a high tuition that is paid to attend the school. There are some but few families that are within the school system who experience financial issues, but financial aid is provided to help such families with these tuition and other costs. Additionally, there are a few noticeable resemblances of cultural diversity at Central Catholic Jr. Sr. High School, part of which is most likely due to the close proximity of Purdue University and the families that are employed there. The school is made up of generally white Caucasian children (91%), multiracial students (3%), Hispanic students (3%), as well as students that identify as Asian (4%).

At Central Catholic Jr. Sr. High School the parents/guardians are very implicated in their children’s education. Parents/Guardians help out in the cafeteria lunch buffet, with tutoring, and with parent groups such as the PTO. In general, they are heavily concerned with their child’s or children’s education and even get implicated into many other things around the school system, for example scheduling classes. Central Catholic Jr. Sr. High School also has an online grading system that the parents/guardians appear to check quite frequently.

The district has also played a role in instructional planning. Central Catholic Jr. Sr. High School asked for community input by polling students, parents/guardians, faculty, and others about curriculum and educating. These citizens gave their opinions on what they felt needs to be added and new or dropped and changed.

Central Catholic Jr. Sr. High School moves on with a behind the times building that is approximately fifty plus years old. However, there is a new division of the school which is mostly Jr. High classrooms as well as a new Jr. High Gymnasium. There are three newly modernized computer labs which was achievable through, donations and fundraising. Central
Catholic Jr. Sr. High School in addition associates with Ivy Tech and Purdue University to provide dual credit classes such as government, algebra, art, and psychology. This gives the students the chance to acquire college credits while still attending high school and before high school graduation.

Furthermore, since Central Catholic Jr. Sr. High School is part of the Lafayette Catholic School System, the students enter the Jr. Sr. High School from one of the surrounding Catholic elementary schools, St. Boniface, St. Lawrence, and St. Mary’s Cathedral. The students enter junior high with a relationship of friends and families rather than just classmates. They are well-known and secure, somewhat like siblings.

The characteristics of the students affect the schooling they receive. At Central Catholic Jr. Sr. High School approximately 75% of the students are involved in athletics, with others also being involved in extra curricular activities. This gives the student body a team or group to feel right with and to even more educate the students’ character and qualities such as fitness, health, responsibility, and teamwork. As for the students in the school system with learning disabilities or special needs, most are high functioning and receive their help individually.

Central Catholic Jr. Sr. High School is a valuable educational facility. At this school, students obtain a first-rate schooling which is based around the Catholic ideology they pursue. Students have the chance to cooperate with a somewhat assorted group of students and community while increasing their character intellectually, spiritually, and personally.

~ Jim Schwingendorf

**Roosevelt Middle School**

Roosevelt Middle School is an educational institute which includes grades six through eight. The school is located in Monticello, Indiana and is part of the Twin Lakes School
Corporation in White County. There are 645 students that attend Roosevelt Middle school and 37 teachers making the student to teacher ration about 18 to 1. To further breakdown the student population, about 591 students are Caucasian with 301 of those students being male and the remainder female. There are 51 Hispanic students with 34 of them being male and the remainder female. There were 3 Asian Pacific Islander students with 1 being male and the other two female.

The location of Roosevelt Middle School may have an effect on the students’ learning. Roosevelt Middle School is in a lower income area than most schools in the state. For example, the state averages for reduced and free lunch are 41.1 and 134.7 students respectively. At Roosevelt Middle School however, the numbers are 74 and 162 students respectively. The teaching ratio however is on par with state standards at about 18 to 1.

Also, the size of the school may come into play. The state average is 525 students per middle school and here we have 645. Though the teacher to student ratio is on par it is still important to note that this school has more students. This potentially makes it harder to find enough well qualified teachers given that the school is in a low income area. The school itself however, is in good shape. The building is kept in good condition and some programs within the school are progressive. The physical education department, for example, runs a program that is geared towards lifelong fitness. Unfortunately, there are no certified adapted physical education teachers so some of the students are missing out on valuable information.

One of the benefits of this is school is that it is very involved in the community and vice versa. For example, The Monticello United Methodist Church offers FREE adult-led homework help for students in grades 1-8 every Tuesday from 3:15-4:30. The school is also constantly collecting donations. Currently donations are being accepted for “toys from the heart” program.
The school takes part in helping the community with whatever it can and that is a good environment for students to be in.

Regardless of economic status, Roosevelt Middle School remains a valuable educational facility. At this school, students are free to receive the same education as many other students in other schools. More importantly they can do this without fear of bias because the staff at Roosevelt Middle School is professional and committed to running a first rate school.

~ Steven LoBue
Global Goals

**Psychomotor:**
By the end of the lacrosse unit, SWBAT use various lacrosse skills to participate with competence in both modified and regulation games of lacrosse.

**Standard 1:**
Demonstrates competency motor skills and movement patterns needed to perform a variety of physical activities.

- **7.1.1:** Demonstrate the acquisition of basic modified (changed) movement forms.
- **7.1.2:** Demonstrate more complex combinations of movement forms in different sports, rhythm, and dance activities.

**Cognitive:**
During all of the lacrosse lessons, students will demonstrate understanding of the various aspects of the game of lacrosse including the rules, regulations, strategies, and etiquette of the game of lacrosse.

**Standard 2:**
Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- **7.5.1:** Contribute to the development and maintenance of rules that provide for safe participation in physical activities.

**Affective:**
During all of the lacrosse lessons, students will demonstrate appropriate social skills that include communication, sharing responsibilities, and cooperation.

**Standard 5:**
Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- **7.5.2** Accept responsibilities of being a part of a team and attempt to make contributions toward team success.

**Standard 6:**
Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- **7.6.3** Participate in cooperative games that require a contribution from all team members.
Objectives

**Day 1**
**Cognitive:** By the end of the class, SWBAT demonstrate understanding of stick grip and the ready stance by accurately listing skill cues during a written assessment.  
**Assessment:** Written assessment at the end of class

**Psychomotor:** By the end of the class, SWBAT demonstrate proper cradling and scooping technique by completing one round of the Scoop Relay with 100% accuracy.  
**Assessment:** Show of hands

**Day 2**
**Cognitive:** By the end of class, SWBAT list the skill cues for throwing and catching with 100% accuracy  
**Assessment:** Written assessment at the end of class

**Affective:** During class, students will demonstrate respect for classmates by encouraging their teammates throughout the throwing activities.  
**Assessment:** Teacher Observation

**Day 3**
**Psychomotor:** By the end of class, SWBAT demonstrate the skills needed to throw and catch on the run during ultimate lacrosse with 75% accuracy.  
**Assessment:** Teacher observational checklist

**Cognitive:** At the end of class, SW explain how to apply throwing and catching strategies to the game of ultimate lacrosse by submitting a journal entry.  
**Assessment:** Journal entry

**Day 4**
**Cognitive:** By the end of class, SWBAT explain the between throwing and shooting when asked by the teacher at the end of class.  
**Assessment:** Verbal response

**Affective:** During class, students will give their partner positive/corrective feedback during the shooting activity.  
**Assessment:** Journal entry

**Day 5**
**Psychomotor:** By the end of class, SWBAT demonstrate proper goaltending skills by block at least 5 goal attempts during the goaltending activity.  
**Assessment:** Show of hands

**Affective:** At then end of class, students will demonstrate personal responsibility and respect for equipment by returning all equipment to the appropriate area.
**Assessment:** Teacher observation

**Day 6**
**Psychomotor:** During class, SWBAT defend 5 out of 10 shots from a partner during the reflex drill.
*Assessment:* Peer assessment

**Affective:** During class, students will demonstrate respect by making sure their partner is paying attention before shooting.
*Assessment:* Journal entry

**Day 7**
**Cognitive:** SWBAT discuss the 3 different offensive tools used in lacrosse when asked by the teacher at the end of the day.
*Assessment:* Verbal responses

**Psychomotor:** During class, students will demonstrate the three offensive jukes during a game of modified lacrosse.
*Assessment:* Peer assessment

**Day 8**
**Psychomotor:** During class, SWBAT demonstrate the use of both types of checking at least once during a game of modified lacrosse.
*Assessment:* Peer assessment

**Affective:** At the end of class, students will assess their teammates during the culminating activity by checking the assessment in their teams.
*Assessment:* Group assessment

**Day 9**
**Cognitive:** By the end of class, students will discuss the transition from offense to defense and vice versa during a game situation
*Assessment:* Journal entry

**Fitness:** SWBAT complete at least one round of the Name Game with at least 3 balls without error.
*Assessment:* Show of hands.

**Day 10**
**Psychomotor:** During class, students will demonstrate the ability to play at least 3 different positions during a modified game of lacrosse and demonstrate competency in at least 2.
*Assessment:* Self Assessment

**Affective:** Students will demonstrate respect for their classmates by working cooperatively with their teammates during a modified game of lacrosse.
*Assessment:* Peer rating scale
Day 11

Cognitive: Before class beings, students will demonstrate an understanding of game strategies by developing plays with their teams.
Assessment: Written assessment: Play development

Psychomotor/Fitness: During the Pilates fitness activity, SWBAT complete the different stretches and strength exercises with 100% participation.
Assessment: Teacher observation

Day 12

Affective: During the game of lacrosse, the students will show respect by encouraging their teammates and respecting opponents.
Assessment: Teacher observation

Psychomotor: Students will demonstrate the ability to use the various skills needed in a game of lacrosse and will demonstrate competency in at least 3 skills.
Assessment: Rating scale
### Block Plan Calendar

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<th>Day Four</th>
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<td><strong>Intro Activity:</strong> Helium Hula-Hoop</td>
<td><strong>Intro Activity:</strong> Mine Field</td>
<td><strong>Intro Activity:</strong> Zoom &amp; Re-Zoom</td>
<td><strong>Intro Activity:</strong> Warp Speed</td>
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<tr>
<td><strong>Fitness Activity:</strong> Speedball</td>
<td><strong>Fitness Activity:</strong> Fitness Circuit</td>
<td><strong>Fitness Activity:</strong> Juggling</td>
<td><strong>Fitness Activity:</strong> Cardio Salsa</td>
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<tr>
<td><strong>Lesson Focus:</strong> 1. Ready stance 2. Grip 3. Cradling 4. Scooping</td>
<td><strong>Lesson Focus:</strong> 1. Throwing 2. Catching</td>
<td><strong>Lesson Focus:</strong> 1. Throwing on the run 2. Catching on the run</td>
<td><strong>Lesson Focus:</strong> 1. Shooting</td>
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<tr>
<td><strong>Culminating Activity:</strong> Scoop Relay</td>
<td><strong>Culminating Activity:</strong> Toss Across Lacrosse</td>
<td><strong>Culminating Activity:</strong> Ultimate Lacrosse</td>
<td><strong>Culminating Activity:</strong> Shot for Shot</td>
</tr>
<tr>
<td><strong>Assessment:</strong> Written Assessment of Skill Cues Show of Hands</td>
<td><strong>Assessment:</strong> Written Assessment of Skill Cues Journal Entry Heart Rate Assessment</td>
<td><strong>Assessment:</strong> Teacher observational checklist Journal Entry</td>
<td><strong>Assessment:</strong> Verbal Assessment of Skill Cues (different from throwing cues) Journal Entry Heart Rate Assessment</td>
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<tr>
<td><strong>Intro Activity:</strong> Balloon Activities</td>
<td><strong>Intro Activity:</strong> Multi-Way Tug of War</td>
<td><strong>Intro Activity:</strong> All Aboard</td>
<td><strong>Intro Activity:</strong> Great Egg Drop</td>
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<tr>
<td><strong>Fitness Activity:</strong> Team Run</td>
<td><strong>Fitness Activity:</strong> Team Tug of War</td>
<td><strong>Fitness Activity:</strong> Team Marathon</td>
<td><strong>Fitness Activity:</strong> Push-Up Sing-Along</td>
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<td><strong>Lesson Focus:</strong> 1. Shooting &amp; Goaltending</td>
<td><strong>Lesson Focus:</strong> 1. Offensive Strategy</td>
<td><strong>Lesson Focus:</strong> 1. Defensive Strategy</td>
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<tr>
<td><strong>Culminating Activity:</strong> Goaltending Assessment (Kingpin)</td>
<td><strong>Culminating Activity:</strong> Reflex Drill</td>
<td><strong>Culminating Activity:</strong> Dodge Lacrosse</td>
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<td><strong>Assessment:</strong> Show of Hands Teacher Observation Heart Rate Assessment</td>
<td><strong>Assessment:</strong> Peer Evaluation Journal Entry</td>
<td><strong>Assessment:</strong> Peer Evaluation Diagram Heart Rate Assessment</td>
<td><strong>Assessment:</strong> Peer Evaluation Group Assessment</td>
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<td>Amoeba Race</td>
<td>Human Knot</td>
<td>Pipeline</td>
<td>Create Your Own Game</td>
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<td><strong>Fitness Activity:</strong></td>
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<tr>
<td>Name Game</td>
<td>Plyometrics</td>
<td>Pilates</td>
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<tr>
<td><strong>Lesson Focus:</strong></td>
<td><strong>Lesson Focus:</strong></td>
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<tr>
<td>1. Offensive/Defensive</td>
<td>1. Modified Game</td>
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<tr>
<td>Strategy</td>
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<tr>
<td><strong>Culminating Activity:</strong></td>
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<td>Modified Game</td>
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<tr>
<td>Journal Entry</td>
<td>Self Assessment</td>
<td>Written Assessment:</td>
<td>Referee Observation</td>
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<tr>
<td>Heart Rate Assessment</td>
<td>Peer Rating Scale</td>
<td>Game Plan</td>
<td>Verbal Assessment</td>
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<tr>
<td>Teacher Observation</td>
<td>Heart Rate Assessment</td>
<td>Heart Rate Assessment</td>
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**Block Plans for Lacrosse Unit**

*Day 1*

**Lacrosse Basics**

<table>
<thead>
<tr>
<th><strong>Introductory Activity:</strong></th>
<th>Helium Hula-Hoop</th>
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<tbody>
<tr>
<td><strong>Fitness Activity:</strong></td>
<td>Speedball</td>
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<tr>
<td><strong>Fitness Concept:</strong></td>
<td>Students will participate in a game of speedball as a means of improving their cardiovascular endurance.</td>
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<tr>
<td><strong>Lesson Focus/Skills:</strong></td>
<td>Ready Stance, Grip, Cradling, Scooping</td>
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<tr>
<td><strong>Culminating Activity:</strong></td>
<td>Scoop Relay</td>
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</tbody>
</table>

**Lesson Objectives**

_Cognitive:_ By the end of the class, SWBAT demonstrate understanding of stick grip and the ready stance by accurately listing skill cues during a written assessment.

_Psychomotor:_ By the end of the class, SWBAT demonstrate proper cradling and scooping technique by completing one round of the Scoop Relay with 100% accuracy.

_Fitness:_ Student will participate in speedball in their target heart rate zone for at least 75% of the time.

**National Standards**

_Standard 1:_ Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

_Standard 2:_ Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

_Standard 4:_ Achieves and maintains a health-enhancing level of physical fitness.

**Benchmarks**

- 7.1.1 Demonstrate the acquisition of basic modified (changed) movement forms.
- 7.2.4 Describe modifications of movement skills that occur in basic sports activities.
- 7.4.2 Demonstrate an understanding of the importance of maintaining all components (parts) of fitness at a high level.

**Assessment**

Written Assessment of Skill Cues

Show of Hands

**Adaptations**

Increase or decrease number of balls used in speedball to meet needs of students.

Provide larger, softer balls for students who exhibit difficulty catching with the lacrosse stick.

Shorten or increase distance on scoop relay to meet needs of students.

**Equipment**

- 25 lacrosse sticks, 25 tennis balls, 20 gator balls, 8 hula-hoops
Day 2
Throwing & Catching

Introductory Activity: Mine Field

Fitness Activity: Fitness Circuit

Fitness Concept: Students will perform a variety of fitness activities throughout the circuit to promote cardiovascular endurance, muscular strength and endurance, and flexibility.

Lesson Focus/Skills: Throwing

Catching

Culminating Activity: Toss Across Lacrosse

Lesson Objectives

Cognitive: By the end of class, SWBAT list the skill cues for throwing and catching with 100% accuracy.

Affective: During class, students will demonstrate respect for classmates by encouraging their teammates throughout the throwing activities.

Fitness: SWBAT complete two rounds of the fitness circuit without rest, increasing their heart rate by at least 15 bpm.

National Standards

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmarks

7.1.2 Demonstrate more complex combinations of movement forms in many different sports, rhythm, and dance activities.

7.2.4 Describe modifications of movement skills that occur in basic sports activities.

7.6.3 Participate in cooperative games that require a contribution from all team members.

Assessment

Written Assessment of Skill Cues

Journal Entry

Adaptations

Students perform for a specific amount of time rather than a specific number of repetitions during the Fitness Circuit in order to challenge all students.

Provide larger, softer balls for students who exhibit difficulty catching with the lacrosse stick.

Equipment

25 lacrosse sticks, 25 tennis balls, 15 gator balls, 20 cones, CD player, music, 20 bowling pins, 20 foam pins
Day 3
Run, Forrest, Run

Introductory Activity: Zoom & Re-Zoom

Fitness Activity: Juggling

Fitness Concept: Students will practice their skill related fitness components by focusing on eye-hand coordination during the juggling activity.

Lesson Focus/Skills: Throwing on the Run
Catching on the Run

Culminating Activity: Ultimate Lacrosse

Lesson Objectives
Psychomotor: By the end of class, SWBAT demonstrate the skills needed to throw and catch on the run during ultimate lacrosse with 75% accuracy.
Cognitive: At the end of class, SW explain how to apply throwing and catching strategies to the game of ultimate lacrosse by submitting a journal entry.
Fitness: Students will demonstrate correct hand-eye coordination by juggling 2 scarves without error for at least 15 seconds.

National Standards
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Benchmarks
7.1.2 Demonstrate more complex combinations of movement forms in many different sports, rhythm, and dance activities.
7.2.4 Describe modifications of movement skills that occur in basic sports activities.
7.4.3 Demonstrate an understanding of the concepts of health-related (healthy lifestyle) fitness and applies these concepts in various physical activities.

Assessment
Teacher observational checklist
Journal Entry

Adaptations
Provide larger, softer balls for students who exhibit difficulty catching with the lacrosse stick.
Bring different sizes and textures of objects to accommodate students with lesser or greater juggling skills.

Equipment
50 scarves, 25 lacrosse sticks, 25 tennis balls, 8 gator balls, Zoom pictures, Zoom book
Day 4
He Shoots, He Scores

Introductory Activity: Warp Speed

Fitness Activity: Cardio Salsa

Fitness Concept: Students will learn how sustaining light to moderate physical activity, such as salsa dancing, can increase their aerobic fitness.

Lesson Focus/Skills: Shooting

Culminating Activity: Shot for Shot

Lesson Objectives
Cognitive: By the end of class, SWBAT explain the between throwing and shooting when asked by the teacher at the end of class.
Affective: During class, students will give their partner positive/corrective feedback during the shooting activity.
Fitness: SWBAT perform the steps and movements of the dance without direction from the instructor for half of one song.

National Standards
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Benchmarks
7.2.4 Describe modifications of movement skills that occur in basic sports activities.
7.4.2 Demonstrate an understanding of the importance of maintaining all components (parts) of fitness at a high level.
7.5.2 Accept responsibilities of being a part of a team and attempt to make contributions toward team success.

Assessment
Verbal Assessment of Skill Cues (different from throwing cues)
Journal Entry

Adaptations
Bring a variety of music to adjust tempo for dancing during cardio salsa.
Provide larger, softer balls for students who exhibit difficulty catching with the lacrosse stick.
Pair students with others of similar ability for Lacrosse Shot for Shot.

Equipment
CD player, music, 25 lacrosse sticks, 25 lacrosse balls (or tennis balls), 20 cones, 25 random toss-able objects
Day 5
The Brick Wall (Goaltending)

**Introductory Activity:** Balloon Activities

**Fitness Activity:** Team Run

**Fitness Concept:** Students will learn how and why you use Interval (Fartlek) Training methods to improve fitness and athletic training.

**Lesson Focus/Skills:** Goaltending

**Culminating Activity:** Goaltending assessment (Kingpin)

**Lesson Objectives**
*Psychomotor:* By the end of class, SWBAT demonstrate proper goaltending skills by block at least 5 goal attempts during the goaltending activity.
*Affective:* At then end of class, students will demonstrate personal responsibility and respect for equipment by returning all equipment to the appropriate area.
*Fitness:* Students will participate in continuous physical activity during the team run activity until fatigue, then rest.

**National Standards**
*Standard 1:* Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
*Standard 4:* Achieves and maintains a health-enhancing level of physical fitness.
*Standard 5:* Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmarks**
7.1.1 Demonstrate the acquisition of basic modified (changed) movement forms.
7.4.2 Demonstrate an understanding of the importance of maintaining all components (parts) of fitness at a high level.
7.5.1 Contribute to the development and maintenance of rules that provide for safe participation in physical activities.

**Assessment**
Show of Hands
Teacher Observation

**Adaptations**
Provide larger, softer balls for students who exhibit difficulty catching with the lacrosse stick.

**Equipment**
20 cones, 20 gator balls, 25 lacrosse sticks, 25 tennis balls, CD player, music, 25 colored pinnies, 40 balloons
Day 6
More Shooting & Goaltending

**Introductory Activity:** Multi-Way Tug of War

**Fitness Activity:** Team Tug of War

**Fitness Concept:** Students will apply their muscular strength and endurance during the fitness activity and then explain how it was used.

**Lesson Focus/Skills:** Shooting

Goaltending

**Culminating Activity:** Reflex drill

**Lesson Objectives**

*Psychomotor:* During class, SWBAT defend 5 out of 10 shots from a partner during the reflex drill.

*Affective:* During class, students will demonstrate respect by making sure their partner is paying attention before shooting.

*Fitness:* SW perform at maximum effort judging by their heart rate monitors for three team rounds of tug of war.

**National Standards**

*Standard 1:* Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

*Standard 4:* Achieves and maintains a health-enhancing level of physical fitness.

*Standard 5:* Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmarks**

7.1.1 Demonstrate the acquisition of basic modified (changed) movement forms.

7.4.2 Demonstrate an understanding of the importance of maintaining all components (parts) of fitness at a high level.

7.6.3 Participate in cooperative games that require a contribution from all team members.

**Assessment**

Peer Evaluation

Journal Entry

**Adaptations**

Students perform for a specific amount of time rather than a specific number of repetitions on all Plyometrics exercises in order to challenge all students.

Provide larger, softer balls for students who exhibit difficulty catching with the lacrosse stick.

**Equipment**

1 tug of war rope, 1 four way tug of war rope, 25 lacrosse sticks, 25 tennis balls, 20 cones, CD player, music
# Day 7
## Points, Points, and More Points

### Introductory Activity:
All Aboard

### Fitness Activity:
Team Marathon

### Fitness Concept:
Students will apply the THRZ concept to their fitness activity by finding their THRZ and reaching that during the activity.

### Lesson Focus/Skills:
Offensive Strategy: Face Dodge, Roll Dodge, and Bull Dodge

### Culminating Activity:
Ultimate lacrosse focused on offensive dodges

### Lesson Objectives:

- **Cognitive:** SWBAT discuss the 3 different offensive tools used in lacrosse when asked by the teacher at the end of the day.
- **Psychomotor:** During class, students will demonstrate the three offensive jukes during a game of modified lacrosse.
- **Fitness:** SW execute the fitness activity while maintaining a healthy heart rate for 70% of the activity.

### National Standards

- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

### Benchmarks

- **7.1.1** Demonstrate the acquisition of basic modified (changed) movement forms.
- **7.1.2** Demonstrate more complex combinations of movement forms in many different sports, rhythm, and dance activities.
- **7.2.4** Describe modifications of movement skills that occur in basic sports activities.

### Assessments

- Peer Assessment
- Written Assessment: Diagram
- Teacher Observation

### Adaptations

- Provide larger/softer balls for students who exhibit difficult catching with the lacrosse stick.
- Provide boys and girls basketballs for the students.

### Equipment

Day 8
D-Fence, D-Fence

**Introductory Activity:** Great Egg Drop

**Fitness Activity:** Push-Up Ball Sing Along

**Fitness Concept:** Students will learn how to determine an accurate exercise intensity using the “talking” method.

**Lesson Focus/Skills:** Defensive Strategy: Poke Checking, and Body Checking

**Culminating Activity:** Headless Defense (Focus on defense without use of stick)

**Lesson Objectives:**
- **Psychomotor:** During class, SWBAT demonstrate the use of both types of checking at least once during as game of modified lacrosse.
- **Affective:** At the end of class, students will assess their teammates during the culminating activity by checking the assessment in their teams.
- **Fitness:** SWBAT perform their push-ups correctly while singing along with the class for at least half the song before stopping for rest.

**National Standards**
- **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Benchmarks**
- 7.1.1 Demonstrate the acquisition of basic modified (changed) movement forms.
- 7.1.2 Demonstrate more complex combinations of movement forms in many different sports, rhythm, and dance activities.
- 7.2.3 Describe and demonstrate the difference between person to person and zone defenses in sports activities.

**Assessment**
- Peer Evaluation
- Group Assessment
- Teacher Observation: Student show of hands

**Adaptations**
- Provide softer “crosse like” objects to practice checking, such as noodles.
- Provide larger/softer balls for students who exhibit difficult catching with the lacrosse stick.

**Equipment**
- 25 lacrosse sticks, 25 lacrosse balls, 20 cones, 5 boxes of straws, 5 rolls of tape, 5 cartons of eggs
**Day 9**
Offensive & Defensive Strategy

**Introductory Activity:** Amoeba Race

**Fitness Activity:** Name Game

**Fitness Concept:** Students will enhance their hand-eye coordination by passing and catching up to 5 balls in a circle while playing the Name Game.

**Lesson Focus/Skills:** Offensive and Defensive Strategy: Dodge and Check, Positioning

**Culminating Activity:** Modified Game: Fly-Back Relay

**Lesson Objectives:**
*Cognitive:* By the end of class, students will discuss the transition from offense to defense and vice versa during a game situation

*Fitness:* SWBAT complete at least one round of the Name Game activity without dropping a single ball, with a minimum of at least 5 balls.

**National Standards**

*Standard 2:* Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

*Standard 3:* Participates regularly in physical activity.

**Benchmarks**

7.2.4 Describe modifications of movement skills that occur in basic sports activities.

7.3.1 Select and participate in activities that will build their repertoire of lifetime activities.

**Assessment**
Journal entry
Heart rate assessment

**Adaptations**
Increase or decrease number of balls used during Name Game to meet needs to students.
Provide larger/softer balls for students who exhibit difficult catching with the lacrosse stick.

**Equipment**
20 cones, CD player, Music, 25 lacrosse sticks, 25 lacrosse balls, 20 gator balls
Day 10
Modified Game

Introductory Activity: Human Knot

Fitness Activity: Plyometrics

Fitness Concept: Students will perform high intensity, explosive movements (squat jumps, jump to box, lateral jump to box, split squat jumps, tuck jumps) that will promote power (strength and speed) and cardiovascular endurance.

Lesson Focus/Skills: Modified Game: Possession Lacrosse

Culminating Activity: Modified Game: End Zone Lacrosse

Lesson Objectives:
Psychomotor: During class, students will demonstrate the ability to play at least 3 different positions during a modified game of lacrosse and demonstrate competency in at least 2.
Affective: Students will demonstrate respect for their classmates by working cooperatively with their teammates during a modified game of lacrosse.
Fitness: SW execute the various exercises of the plyometrics workout, while maintaining their target heart rate for 50% of the time.

National Standards
Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Benchmarks
7.2.4 Describe modifications of movement skills that occur in basic sports activities.
7.5.2 Accept responsibilities of being a part of a team and attempt to make contributions toward team success.

Assessment
Self Assessment (For fitness activity, and modified game)
Peer Rating Scale

Adaptations
Students perform for a specific amount of time rather than a specific number of repetitions on all Plyometrics exercises in order to challenge all students.
Provide larger/softer balls for students who exhibit difficult catching with the lacrosse stick

Equipment
25 lacrosse sticks, 25 lacrosse balls, 20 cones, CD player, music
Day 11
Game Time

**Introductory Activity:** Pipeline

**Fitness Activity:** Pilates

**Fitness Concept:** Students will perform a variety of Pilate’s exercises to work on core strength and flexibility.

**Lesson Focus/Skills:** Regulation Game: No Elimination Tournament

**Culminating Activity:** Regulation Game: No Elimination Tournament

**Lesson Objectives:**
- **Cognitive:** Before class beings, students will demonstrate an understanding of game strategies by developing plays with their teams.
- **Psychomotor/Fitness:** During the Pilates fitness activity, SWBAT complete the different stretches and strength exercises with 100% participation.

**National Standards**

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Benchmarks**

7.4.3 Demonstrate an understanding of the concepts of health-related (healthy lifestyle) fitness and applies these concepts in various physical activities.

**Assessment**

Written assessment: game plan
Heart rate assessment

**Adaptations**

Provide larger/softer balls for students who exhibit difficult catching with crosse.

**Equipment**

Day 12
Game Time Again

Introductory Activity: Create Your Own Game

Fitness Activity: Push-Up Ball Fury

Fitness Concept: Students will increase their muscular endurance while attempting to score on the other team while in a push-up position.

Lesson Focus/Skills: Regulation Game: No Elimination Tournament

Culminating Activity: Regulation Game: No Elimination Tournament

Lesson Objectives:
Affective: During the game of lacrosse, the students will show respect by encouraging their teammates and respecting opponents.
Psychomotor: Students will demonstrate the ability to use the various skills needed in a game of lacrosse and will demonstrate competency in at least 3 skills.
Fitness: SWBAT participate in the fitness activity while only resting a maximum of four times throughout the whole activity.

National Standards
Standard 4: Achieves and maintains a health-enhancing level of physical fitness.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmarks
7.4.3 Demonstrate an understanding of the concepts of health-related (healthy lifestyle) fitness and applies these concepts in various physical activities.
7.5.3 Follow the rules of all games and activities to insure a safe environment for all participants.

Assessment
Teacher observation
Verbal assessment

Adaptations
Allow students to do modified push-ups if they are struggling.
Provide larger/softer balls for students who exhibit difficult catching with the lacrosse stick.
Increase or decrease number of balls used in Push-Up Ball Fury to meet needs of students.

Equipment
20 cones, 25 lacrosse sticks, 25 lacrosse balls, 25 colored pinnies, 15 gator balls, numerous random objects for the create your own game activity
## Assessment Plan

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Assessment</th>
<th>Format</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the lacrosse unit, students will be able to use various lacrosse skills to participate with competence in both modified and regulation games of lacrosse.</td>
<td>Pre-Assessment</td>
<td>Instructor checklist of the skills needed to perform the lacrosse skills.</td>
<td>Repeat and modify instruction, as needed.</td>
</tr>
<tr>
<td></td>
<td>Formative Assessment</td>
<td>Students will peer evaluate their partners performances in various skill during a modified game.</td>
<td>Students may use any type of ball that they are comfortable using for the lacrosse activities.</td>
</tr>
<tr>
<td></td>
<td>Post-Assessment</td>
<td>Students will use the self evaluation sheet and grade themselves on their ability to use specific lacrosse skills in a regulation game.</td>
<td>Students can use the self evaluation sheet with a partner and evaluate another member of the class.</td>
</tr>
<tr>
<td>During all of the lacrosse lessons, students will demonstrate understanding of the various aspects of the game of lacrosse including the rules, regulations, strategies, and etiquette of the game of lacrosse.</td>
<td>Pre-Assessment</td>
<td>Students will take a short lacrosse pre-test covering the cognitive objectives.</td>
<td>Allow students to work in groups to complete the pre-test.</td>
</tr>
<tr>
<td></td>
<td>Formative Assessment</td>
<td>Students will discuss the transition between offense to defense during game play in a journal entry.</td>
<td>Allow students to write down their ideas individually.</td>
</tr>
<tr>
<td></td>
<td>Post-Assessment</td>
<td>Students will create offensive and defensive plays to implement into game play.</td>
<td>Students will pick a coach and work as a team to develop these strategies.</td>
</tr>
<tr>
<td>During all of the lacrosse lessons, students will demonstrate appropriate social skills that include communication, sharing responsibilities, and cooperation.</td>
<td>Pre-Assessment</td>
<td>Students will complete a journal entry on how they encouraged their teammates.</td>
<td>Allow students to turn in their journal entries and peer assessments anonymously to avoid any problems that might arise.</td>
</tr>
<tr>
<td></td>
<td>Formative Assessment</td>
<td>Students will complete a group assessment of their team’s use of defense, and will check the assessment for honesty, as a group.</td>
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<tr>
<td></td>
<td>Post-Assessment</td>
<td>Students will rate their teammates along with themselves on their ability to work cooperatively throughout the modified game.</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Grade yourself (by the numbers below) on your capability to perform the following skills that we have learned up to this point in our unit during the lacrosse game you just played.

(1) - I still need to work on this skill to be able to use it effectively in game play.
(2) - I need a just a bit more work to be able to use this skill effectively in game play.
(3) - I am just OK at using this skill effectively in a game setting.
(4) - I am able to perform this skill and use it effectively in a game.
(5) - I am at the professional level at performing this skill.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>Cradling</td>
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<tr>
<td>Scooping</td>
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<tr>
<td>Throwing</td>
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<tr>
<td>Catching</td>
<td></td>
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<tr>
<td>Shooting</td>
<td></td>
</tr>
<tr>
<td>Goaltending (if not goalie, write N/A)</td>
<td></td>
</tr>
<tr>
<td>Offensive strategy (team strategy)</td>
<td></td>
</tr>
<tr>
<td>Defensive strategy (team strategy)</td>
<td></td>
</tr>
</tbody>
</table>
Journal Entry Assessment

Throughout the unit there will be several journal writings that will be completed by the students in class or on their own time to assess the cognitive and affective learning domains and the different describe in the unit objectives. Below are some possible examples of journal entry topics.

1. When participating in a game of lacrosse, how does your role personally change from offensive to defensive strategy within your team strategy? Start by recording at least three of your responsibilities on offense and then three on defense. Then explain why you think these responsibilities change throughout the game (team, individuals, personal preference).

2. In today’s activity we worked on the skill of calling your partner’s name before passing and also shooting towards the goal. Explain why you feel why this might be an important skill to master and to use regularly. At the end of your entry, evaluate yourself on a letter grade scale (A, B, C, D, or F) on how well you performed this skill.

3. Briefly explain how to use the three different throwing and catching strategies that we have learned during a game of lacrosse. For example, one strategy might be to throw and catch while on the run in order to quickly move the ball up the field.

4. Describe at least three ways in which you encouraged a teammate today (these can be verbal as well as nonverbal encouragements). Also describe at least three ways in which you were encouraged by a teammate today (also verbal and nonverbal).
**Heart Rate Assessment**

**Directions:** Fill out the diagram/table below for the activities that you completed for the day. Please use your heart rate monitor to complete the table. Also, fill out the table as correctly as you can.

<table>
<thead>
<tr>
<th>Name of Activity</th>
<th>Minimum Heart Rate</th>
<th>Maximum Heart Rate</th>
<th>Average Heart Rate</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>
Lacrosse Team Togetherness Assessment

Team Members’ Names: ___________________________________________________

**Offensive Game Plan**

*Offensive Team Goal:*
__________________________________________

*Offensive Strategy:*
__________________________________________

**Defensive Game Plan**

*Defensive Team Goal:*
__________________________________________

*Defensive Strategy:*
__________________________________________

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Offensive Role/Position</th>
<th>Defensive Role/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>6.</td>
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<tr>
<td>7.</td>
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</tbody>
</table>

*Complete this section following the Modified or Regulation Game.*
How efficient was your offensive and defensive strategies?

________________________________________________________________________

________________________________________________________________________

What did and what did not work with your overall game plan? (List both)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Technology

During the Lacrosse unit heart rate monitors will be used to evaluate the students’ intensity of activity during certain fitness activities. The results will provide the instructor and student with information about the students’ level of activity and contribution to participating. The students will become proficient in the procedure of using and possible downloading of the heart rate monitors, and will be able to understand results and conclude suggestions for personal fitness increase or decrease, which is based on their heart rate results.

In addition there will some “how to” videos shown on the projector or TV/VCR/DVD player for lacrosse skill development during the first few skills teaching lessons of the unit plan.
Resources

Fitness Activity Resources

Day 1

Speedball

Resource: PE Central

Speedball is like Ultimate Frisbee; only students use a ball rather than a Frisbee. Students are divided into 2 teams. They must move the ball down the field by throwing to their teammates. After each catch, the person gets no more than 3 steps, and then must throw the ball again. If a player does not catch the ball, it goes to the other team. A team scores by making a successful catch in the end zone.

Day 2

Fitness Circuit


1. V-pushups - like a standard push up but move so your hands and feet are slightly closer than a normal pushup) so your body is like a V then push up.

2. X-crunch (like normal abdominal crunch but twist from side to side as you do it so you work sides of your abs too.)

3. Burpee - a bit like a thrust squat, but you stand up in between each one (from stand, drop to squat position, throw feet back into push-up position, pull feet back to squat position, stand, repeat).

4. Quad stretch

5. Punching Crunch - standard crunch and at top of crunch do a punch with each arm in the air

6. Knee raise - stand straight and raise your right knee to your chest as quick as possible and down; repeat with your left leg (imagine you're kneeing someone)

7. Boxing – punch with right arm, then with left. Golden rule of punching is to never straighten your arm at the end of the punch but stop a couple of inches short.
Day 3

Juggling

Resource: PE Central

Students are given a wide variety of equipment to choose from to practice juggling.

Day 4

Cardio Salsa

Resource: http://www.justsalsa.com/salsa/dance/steps/

Students learn the basic salsa dance steps, and perform them to music.

Basic Salsa Step ~ Man's Timing:
1) Hold the Beat
2) Step forward with your Left Foot
3) Rock back onto your Right Foot
4) Step back with your Left Foot
5) Hold the Beat
6) Step back with the Right Foot
7) Rock forward onto your Left Foot
8) Step forward with your Right Foot Repeat Step 1

Basic Salsa Step ~ Woman's Timing:
1) Hold the Beat
2) Step back with the Right Foot
3) Rock forward onto your Left Foot
4) Step forward with your Right Foot
5) Hold the Beat
6) Step forward with the Left Foot
7) Rock back onto your Right Foot
8) Step back with your Left Foot Repeat Step 1

Day 5

Team Run

Students jog in a single file line counter-clockwise around the gym. The last person in line sprints to the front. When that person gets there, the next person at the line sprints to the front. This continues until each student has sprinted to the front of the line.

Day 6
Team Tug of War

Resource: PE Central

Divide students fairly ahead of time to ensure equal competition for the tug of war.

Day 7

Team Marathon

Resource: PE Central

Have your students get into groups of three. Within each group the students need to number off 1, 2, and 3. When this is finished have the students get 1 basketball, 1 hula hoop, 1 jump rope, and 1 sheet with the activities on it. Have the students find a spot on the outer part of the gym where they need sit down with their equipment inside the hula hoop.

The teacher then explains the "Marathon" sequence. The students will perform only the activities on the sheet that correspond with the number they are. Example: The entire group runs 1 lap of the gym, then 2 dribbles a basketball 50 times, 1 does 10 tuck jumps, etc. Only one person will be at an activity at a time unless everyone is behind the activity.

Team Marathon Activities and Sequence:
Run 1 lap (everyone)
1. 25 jumps with the jump rope
2. Dribble a basketball 50 times
3. 10 push - ups
1. 10 tuck jumps Skip 1 lap (everyone)
2. 15 jumping jacks
3. Jump rope 50 times
1. Snap fingers 20 times Gallop 1 lap (everyone)
2. Walk toe to heel across the gym (run back)
3. Take a basketball around the waist 15 times
1. Hula Hoop 15 times
2. Give a high five to everyone on the team
3. Make a fist 20 times Grapevine 1 lap (everyone)
1. 15 toe raises
2. Sing all of the song "Row, Row, Row Your Boat" (LOUD ENOUGH TO BE HEARD ACROSS THE GYM)
3. 10 sit - ups
1. 10 cart wheels Slide a lap (everyone)
2. Clap 20 times for each person on your team
3. Jump over and back on a line - 20 times
1. Leap across the gym (run back)
2. Crawl through a tunnel formed by the others legs
3. Touch all four wall of the gym Run backwards 1 lap (everyone)
1. 15 sit-ups
2. Flap chicken wing arms 15 times
3. Bell jump 25 times
1. Jump rope 20 times
2. Do four 180 degree turns
3. Jump in and out of the hula hoop 15 times.
1. Carry one team member across the gym and all run back.
2. Bounce pass the basketball around the team circle 7 times.
3. Yell "I LOVE PE" 5 times (everyone)
Run a final lap (everyone). Put all equipment in the hoop and sit in a line behind the hoop

Day 8

Push Up Sing-Along

Resource: PE Central

Form a large circle with the students so they have space to move without contacting others. Inform that we will do push-ups along with a song that contains the words “up” and “down”. When these words are said during the song we will move up and down using the push up. We must remain off the ground the entire time (no resting on down). The song goes like this: “There was the Duke of York; He had ten-thousand men. He marched them **UP** to the top of the hill, and he marched them **DOWN** again. And when they were **UP** they were **UP**, and when they were **DOWN** they were **DOWN**, and when they were only **HALF-WAY-UP** they were neither **UP** nor **DOWN**.” Increase the tempo of the song after each verse.

Day 9

Name Game

Resource: Classroom Activity Completed Previously

Students form a circle of 6-8 people. They will begin with one ball & more will be added as they have mastered the task. Students will call the name of the person across from them, and then toss the ball to that person. As more balls are added, students must work cooperatively in order to complete the task successfully.

Day 10

Plyometrics

1. Squat jumps – stand with feet shoulder width apart. Lower body where thighs are parallel to ground and immediately explode upwards vertically and drive arms up.

2. Jump to box - Stand facing box with feet slightly wider than hip-width apart. Lower body into a semi-squat position and immediately jump up onto box.

3. Lateral jump to box - Stand with side to box with feet slightly wider than hip-width apart. Lower body into a semi-squat position and jump up onto box. Step down on opposite side, and repeat.

4. Split squat jumps - Stand with feet hip width apart. Take left leg and step back approximately 2 feet standing on the ball of back foot. Lower body by bending at right hip and knee until thigh is parallel to floor then immediately explode vertically. Switch feet in the air so that the back foot lands forward and vice versa.

5. Tuck jumps - Stand with feet shoulder-width apart, knees slightly bent, with arms at sides. Jump up bringing knees up to chest. Land on balls of feet and repeat immediately.

Day 11

Pilates

Resource: http://beauty.expertvillage.com/interviews/pilates.htm

1. Roll up – lie on back with legs straight, arms straight above head. Slowly roll upper body up reaching hands out toward feet, and then slowly roll back down.

2. Single leg stretch – lie on back with legs straight. Raise legs approximately 6 inches off the floor, then alternate one leg straight & one leg bent, using hands to pull bent knee toward body.

3. Double leg stretch – lie on back with both legs bent. Lift shoulders off ground, keeping head forward. Hold knees with hands, pulling legs toward body.

4. Bicycle kick – lie on back with both legs bent, arms bent with hands behind head. Alternate one leg straight & one leg bent, while crunching upper body toward bent leg. Bring both legs back to bent position between each crunch.

5. Saw – sit with legs straight, slightly apart, arms straight out to sides. While keeping back straight, twist upper body sideways, reaching opposite hand to opposite foot. Return to starting position & repeat on opposite side.

Day 12

Push-Up Ball Fury
Resource: PE Central

Each team forms a wall on the line, shoulder to shoulder, with their teammates (using the tape as a line marker). The two teams face each other with about 3-5 yards of distance between each team. Both teams get in a push up position. From the pushup position, their hands should be placed on the floor just in front of the line.
Begin the game with one ball then add more to allow more students to be active in the game. The object of the game is to push the ball to the other team, in hopes of getting the ball to cross their line. Players have to support their body with one hand while trying to push the ball or stop the ball. (Encourage students to use whichever hand is closest to the ball). Students enjoy trying to push the ball or stop the ball while trying to support them in a push up position. Students may take no more than a 10 second break (placing knees on the floor-modified pushup position). But they may not push the ball in this position. If they try to stop the ball while knees are on the floor—it is a point for the opposing team.

Lead-Up Activity Resources

Day 1
Cradling, Scooping

Resource: Quality Lesson Plans for Secondary Physical Education

After instruction, students will run slowly while cradling the ball. At your signal, students stop and return to original spot while cradling. At first, students may look at ball while running but should progress to looking downfield. Once students are proficient during a slow run, have them run back and forth at a faster pace.

After instruction, students will practice scooping the ball, working through the following progressions:
- roll ball straight to partner
- roll ball to right and left to partner

Day 2
Throwing, Catching

Resource: Quality Lesson Plans for Secondary Physical Education

Students practice throwing individually. Mark targets on the wall and have students throw the ball against the wall. As they become proficient, they should back further away from the wall.

Have students get partners. One partner (without a crosse) throws the ball to the other (with a crosse), who catches the ball and throws it back. Switch roles.
Day 3

Throwing on the run, catching on the run

Resource: Quality Lesson Plans for Secondary Physical Education

Students perform the 3-man weave while using lacrosse sticks.

Day 4

Shooting

Resource: Quality Lesson Plans for Secondary Physical Education

Students practice shooting at goals (with no goalies) from varying distances.

Day 5

Goalte


In pairs, students practice goaltending. One student throws (not shoots) the ball toward the goal. The other student defends the goal. Then they switch roles.

Day 6

Shooting, Goaltending


In groups of 3, students practice shooting and goaltending. Student 1 passes to Student 2 who shoots at the goal. Student 3 defends the goal. Students rotate to all positions.

Day 7

Offensive Strategy

Resource: PE Central

Lacrosse Tag

Identify one person as a tagger. The tagger does not have a lacrosse stick. On the start signal, everyone begins fleeing the tagger. We suggest that you have everyone start off walking. Half of
the class has sticks and balls and are "safe" from being tagged, as long as they are cradling their ball. The other half with sticks, but no balls, is fair game to be tagged. When students that have a ball drop them, they can be scooped up by anyone without a ball. The person that picks up the ball is now safe from being tagged. Students may not pick up their own balls. If tagged, students must lay their sticks on the ground and jump over them ten times back and forth before rejoining the activity.

**Day 8**

**Defensive Strategy**


**Day 9**

**Offensive/Defensive Strategy**


Dodge and Check, Positioning
Students will work together in groups of 4. Three players from each team will play at one time, and 1 player from each team will score keep and officiate the game. In order to score on offense (which will be kept by the official) you must perform 3 dodges before attempting a shot. You can also score on defense, which is done by successfully checking a player and turning over the ball (score kept by officiating teammate). Each round will go until one team scores, at that point the officials will become players and another player will officiate and keep score.

**Day 10**

**Modified Game**

**Resource:** Quality Lesson Plans for Secondary Physical Education

**Day 11**

**Regulation Game**

**Day 12**

**Regulation Game**
Culminating Activity Resources

Day 1

Scoop Relay

Resource: In Class Demonstration

Divide class into 4 teams for the relay. One person cradles the ball to the other side of the field. This person then rolls the ball back to the next person in line who scoops the ball, then immediately cradles the ball to the other side. This continues until each person has taken a turn. All students will end up on the other side of the field.

Day 2

Toss Across Lacrosse

Resource: PE Central

Make a line down the middle of the field. Place two empty buckets on each side of the midline and two buckets on the middle of the end line. Two different colors make it easier for the students. The balls should be split between the two buckets on the end lines and there should be enough tennis balls so the throwers have at least three throws or more. If space and equipment allow, use small-sided games of 4-6 students per team, two teams per field, each wearing their own color jersey. Each team should divide into an equal number of throwers and catchers. Throwers go to the bucket of tennis balls, on the end line. Catchers start opposite the midline from the throwers. On the signal, throwers throw tennis balls over the opponent's catchers, to their catching teammates. If caught without hitting the ground, the catcher places the tennis ball in the bucket to the right of the midline (or their color bucket). Any balls that are not caught can be picked up by the nearest throwers once the bucket of tennis balls is empty. They must go back to the end line to throw. Continue to play until one team has placed 10 balls into the bucket or a certain time limit has expired. Switch catchers and throwers after each game.

Day 3

Ultimate Lacrosse

Resource: Rule Variation of Ultimate Frisbee

Divide students into 2 teams. Students pass downfield to their teammates. When a student catches the ball, he/she can take up to 3 steps before making a pass. Students score by completing a pass into the end zone. If the ball is dropped, the other team gains possession.

Day 4
Lacrosse Shot for Shot

In groups of four, students take turns shooting at a goal from various distances. When a student makes the goal, the next student must shoot from the same spot. This continues until a student misses the goal or it gets back to the original student. If a student misses the goal, he/she receives a letter. The game continues until someone spells SCOOP.

Day 5

Kingpin

Resource: In Class Demonstration

Divide class into 2 teams. Each team will have 5 cones set up behind them with a ball on each cone. The object of the game is to knock down the balls on the other team’s cones, by throwing a ball using a lacrosse stick. The purpose of the game is to practice defending.

Day 6

Reflex Drill

Students get a partner. One person turns around backwards in the goal. The other person calls his/her name, then takes a shot at the goal. The goalie must turn around quickly upon hearing his/her name and defend the goal. Then students switch roles.

Day 7

Ultimate Lacrosse (same rules as ultimate Frisbee only with lacrosse equipment)

Resource: Rule Variation of Ultimate Frisbee

Students are divided into two teams, and given lacrosse sticks. One team will start with the ball and move it down the court by passing from teammate to teammate. When you have the ball you may not move, only pivot as in basketball. To score the ball must be touched by each team member before passing into the end zone. Passing to a player in the end zone will result in 1 point. If the ball is dropped or knocked down by the defender, it is automatically turned over.

Day 8

Headless Lacrosse

Students will play 3 vs. 3 lacrosse and focus on moving their feet, and body position when playing defense. You can plan by removing the heads of the lacrosse sticks or by simply removing sticks from defenders altogether. The defenders will be expected to move quickly to
cover their offensive player. If playing with the heads on the sticks, encourage students to use the poke check. Students will play defense in 1 minute intervals and then rotate to offense. Whichever team has the lowest number of goals scored against them wins.

Day 9
Fly Back Relay

Resource: Quality Lesson Plans for Secondary Physical Education

Day 10
End Zone Lacrosse

Resource: Quality Lesson Plans for Secondary Physical Education

Day 11
Regulation Game

Day 12
Regulation Game