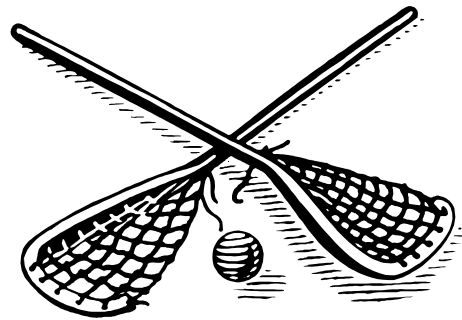


PEP:

Putting the Fun in Fitness

Lacrosse

School District of Philadelphia



Putting the Fun In Fitness



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*Carol M. White, Physical Education for Progress
Cooperative Agreement # Q215F070064*

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF TEACHING AND LEARNING
DIVISION OF HEALTH, SAFETY AND PHYSICAL EDUCATION
440 NORTH BROAD STREET
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Physical Education is an integral part of a school-wide, comprehensive, instructional program, and contributes to mental alertness, academic achievement and social development. A quality health-related fitness program, improves children's muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance. Physical activity can also be an outlet for releasing tension and anxiety, and facilitates emotional stability and resilience. Physical Education provides an opportunity for team building, cooperation, leadership development and sportsmanship.

According to NASPE guidelines, a high quality physical education program includes the following components:

- Opportunity to Learn, including qualified teachers and adequate resources
- Meaningful Content, including fitness education and assessment
- Appropriate Instruction, including full inclusion and well-designed lessons

The Office of Teaching and Learning, Division of Health, Safety and Physical Education is pleased to provide you with the Lacrosse Unit of the Physical Education Core Curriculum. This unit, made possible through a Department of Education, Carol M. White, Physical Education for Progress (PEP) grant, was developed by a cadre of Philadelphia Health and Physical Educators to meet the specific needs of our schools, teachers, students and communities. It includes background information, guidelines for implementation, equipment recommendations, additional resource identification, and core lessons. There is a blank lesson plan template for you to use for additional lessons that you design.

Thank you for the outstanding job that you do. We will do everything that we can to continue to provide professional updates, workshops and resources to support your program.

Acknowledgments

The Division of Health, Safety and Physical Education would like to thank the following individuals and organizations for their help and expertise in developing this unit.

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-Certified Personal Trainer, Certified Group Fitness Instructor*

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Table of Contents

| | |
|--|----|
| PEP Letter..... | 1 |
| Acknowledgements..... | 2 |
| Preface..... | 4 |
| Sample Letter to Parents..... | 5 |
| Academic Standards 10.4.9..... | 6 |
| Academic Standards 10.5.9..... | 7 |
| Lessons | |
| 1. Scooping Grip and Motion..... | 8 |
| 2. Passing and Catching Grips and Motions..... | 14 |
| 3. Moving with the Ball - Cradling..... | 19 |
| 4. Shooting..... | 24 |
| 5. Dodging..... | 28 |
| 6. Defense..... | 33 |
| Blank Lesson Template..... | 37 |
| Suggested Equipment..... | 38 |
| Self Assessment..... | 39 |
| Assessment..... | 40 |
| Lacrosse Skill Evaluation Check List..... | 41 |
| The Benefits of Lacrosse for Children..... | 42 |
| Vocabulary..... | 44 |
| Resources..... | 45 |

Preface

With a history that spans centuries, lacrosse is the oldest sport in North America. Rooted in Native American religion, lacrosse was often played to resolve conflicts, heal the sick, and develop strong virile men. To Native Americans, lacrosse is still referred to as “The Creator’s Game.”

The evolution of the Native American game into modern lacrosse began in 1636. At that time, some type of lacrosse was played by at least 48 Native American tribes scattered throughout what is now southern Canada and all parts of the United States. Canadian dentist, W. George Beers standardized the game in 1867 with the adoption of set field dimensions, limits to the number of players per team, and other basic rules.

New York University fielded the nations first college team in 1877. Today, there are over 400 college and 1200 high school men’s lacrosse teams from coast to coast. The first women’s lacrosse game was played in 1890 at the St. Leonard’s School in Scotland, but it was not until 1926 that the first women’s lacrosse team was established in the United States at the Bryn Mawr School in Baltimore Maryland.

Men’s and Women’s lacrosse were played under virtually the same rules, with no protective equipment, until the mid-1930’s. At that time, men’s lacrosse began evolving dramatically, while women’s lacrosse continued to remain true to the games original rules. Men’s and women’s lacrosse remain derivations of the same game today, but are played under different rules. Women’s rules limit stick contact, prohibit body contact, and therefore, require little protective equipment. Men’s lacrosse rules allow some degree of stick and body contact, although violence is neither condoned nor allowed.

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Dear Parents and Caregivers,

The Office of Teaching and Learning, Division of Health, Safety and Physical Education, is reaching out to parents and caregivers as partners in addressing the health and fitness of our students. As you know, there is a tremendous rise in obesity in our nation, including Philadelphia.

Our office is excited to share wonderful news with parents, caregivers, teachers and students. We have been awarded a generous Physical Education for Progress (PEP) grant from the United States Department of Education. This grant has allowed us to develop updated physical activity units for our schools, including; Fitness, Adventure and Non-Traditional activities. Your child will be experiencing these new activities.

Over the next few weeks, your child will be introduced to non-traditional activities in his/her physical education class. During this time, teachers will encourage students to engage in activities that they have not participated in before. These activities may include yoga, lacrosse, rugby, golf, bowling and archery. The goal is to make physical activity appealing to students so that they will adopt a healthy and active lifestyle.

Please encourage your child to participate in all of these activities fully so that they can receive the full benefits of these units. It is also important for your child to understand and follow the dress requirements at their school. The Physical Education teacher will share those requirements with the class. If you have any questions, please feel free to call the school to discuss the units or classroom procedures with the teachers.

Thank You.

Sincerely,

Bettyann Creighton, Director
Health, Safety and Physical Education

Academic Standards for Health, Safety and Physical Education

Pennsylvania Department of Education

10.4.9 Grade 9

- A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.
- B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
 - stress management
 - disease prevention
 - weight management
- C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.
 - exercise (e.g., climate, altitude, location, temperature)
 - healthy fitness zone
 - individual fitness status (e.g. cardio/respiratory fitness, muscular endurance, muscular strength, flexibility)
 - drug/substance use/abuse
- D. Analyze factors that affect physical activity preferences of adolescents.
 - skill competence
 - social benefits
 - previous experience
 - activity confidence
- E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.
 - personal choice
 - developmental differences
 - amount of physical activity
 - authentic practice
- F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.
 - group dynamics
 - social pressure

Academic Standards for Health, Safety and Physical Education

Pennsylvania Department of Education

10.5.9 Grade 9

- A. Describe and apply the components of skill-related fitness to movement performance.
 - agility
 - balance
 - coordination
 - power
 - reaction time
 - speed
- B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.
 - response selection
 - stages of learning a motor skill (i.e. verbal cognitive, motor, automatic)
 - types of skill (i.e. discrete, serial, continuous)
- C. Identify and apply practice strategies for skill improvement.
- D. Identify and describe the principles of training using appropriate vocabulary.
 - specificity
 - overload
 - progression
 - aerobic/anaerobic
 - circuit/interval
 - repetition/set
- E. Analyze and apply scientific and biomechanical principles to complex movements.
 - centripetal/centrifugal force
 - linear motion
 - rotary motion
 - friction/resistance
 - equilibrium
 - number of moving segments
- F. Describe and apply game strategies to complex games and physical activities.
 - offensive strategies
 - defensive strategies
 - time management

Lacrosse Lessons

Lacrosse

Lesson 1

Scooping Grip and Motion

Objective:

The students will be able to:

- Describe the parts of the lacrosse stick
- Use the proper grip
- Demonstrate correct form while scooping the ball

Standard:

10.4 - Physical Activity A/E

- A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
- E. Analyze factors that impact the relationship between regular physical activity and motor skill development

10.5 - Principals and Strategies of Movement A/B/C/F

- A. Describe and apply the components of skill related fitness and movement performance
- B. Describe and apply the concepts of motor skill development
- C. Identify and apply practice strategies for skill improvement
- F. Describe and apply game strategies to complex games and physical activities

Equipment:

Tennis Balls or soft balls that bounce
Lacrosse Sticks

Instant Activity:

Partner Ball Rolling (using hands):

This drill emphasizes the proper technique when scooping a ground ball.

Fitness Activity:

Dynamic Footwork Warm-up

Lesson (Unit Specific):

Scooping Grip; Scooping Motion; Individual Scooping Activity; Lacrosse Limbo; Musical Ground Balls; Scoop to Flip Activity

Closure/Cool Down:

Describe:

Proper grip and proper technique for scooping and protecting the ball

Partner Ball Rolling (using hands)

Equipment:

Tennis ball for every other student

Organization:

Partners standing 10 to 15 ft. apart

Activity:

1. Student A will use hands to roll the ball along the floor to Student B.
2. Student B will scoop up the ball with hands.
3. Once ball is scooped, Student B will return the ball along the floor to Student A to be scooped up with hands.

This drill emphasizes the proper technique when scooping up a ground ball. Teachers must emphasize that students need to bend knees and get as close to the ball as possible when scooping it up. **The ball should never come off the ground in this drill.**

Dynamic Footwork Warm-up:

- Students should stand in a line facing the teacher with enough space between them so that they can spread their arms and not touch the person standing next to them.
- The teacher stands 15 to 20 ft. in front of the class
- The teacher will lead the students through a dynamic warm-up and instruct the students to do each activity until they reach him/her
- Once a student reaches the instructor, he or she should rest and wait for the next activity
- Each activity should consist of the students doing it towards the instructor, and back towards the starting point

The dynamic warm-up will consist of:

walking on toes - students should walk on their toes, focusing on balance and stretching the calf muscles

toy-soldiers - students will alternate straight leg kicks while rotating their arms so that the left arm reaches out to touch the right foot and the right arm reaches out to touch the left foot

high-knee walk - students will walk forward and lift the knee as high as possible and alternate knees as they move forward

butt-kickers - students will jog forward and kick their heels back so they make contact with their butt

high-knee jog - students will repeat the same motion of high knee walk at a quicker pace

lunge walk - Students will walk forward while alternating one leg forward and

assume the lunge position. The upper body should remain in an upright position
inverted toe-touches - students should walk forward, while kicking one leg back and reaching down to touch the opposite foot

back pedal run - students should bend at the knees, reach their feet back and run backwards

side shuffles - students should all face the same direction, bend at the knees and shuffle their feet. It is important to teach the students to shuffle without crossing their feet so that they remain in a balanced position

Grip

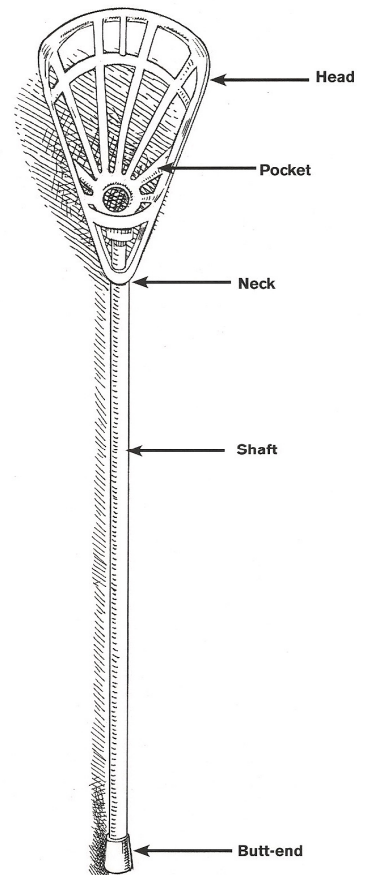
Equipment:

Lacrosse sticks

Activity:

The dominant hand should be placed at the neck of the stick.

The other hand should be 8 – 12 inches lower than the top hand on the shaft.



Scooping

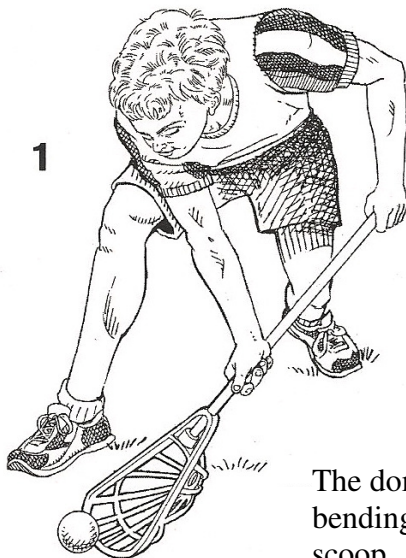
Equipment:

Tennis balls

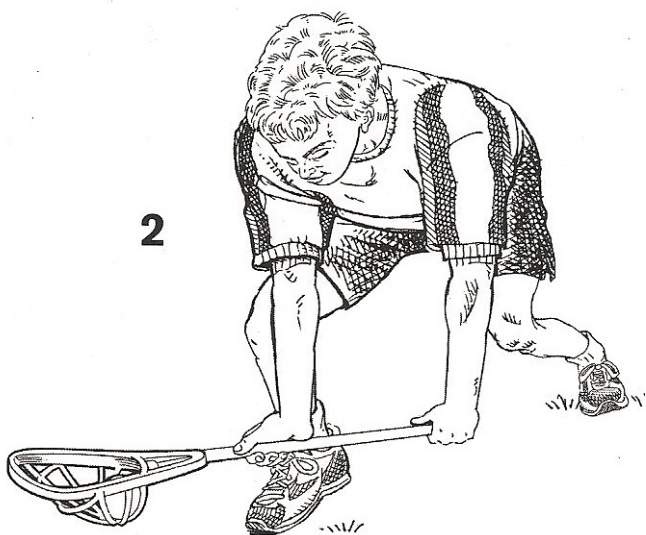
Lacrosse Sticks

Activity:

The teacher can demonstrate the skill.



The dominant foot is placed next to the ball, bending knees and stepping thru the ball as you scoop.



The stick must be parallel to the floor with the butt end of the stick also parallel. Be sure to bend knees, stay low, step thru the ball and move feet when scooping.



The finishing skill requires the student to raise the head of the stick towards their face (students should be able to read the writing on the ball) to protect the ball from being dislodged by an opponent.

Lacrosse Limbo:

This game reinforces the importance of bending the knees and getting low in order to scoop a ball off the ground.

- Students should be instructed to stand in a single file line holding a stick. The instructor will place a ball ten feet in front of the line of students
- The instructor will hold a stick above the ball while the first student in line attempts to scoop the ball while getting lower than the instructor's stick
- If the student is successful in the attempt to scoop up the ball and stay lower than the stick, he or she will get a point
- If a student is unable to scoop up the ball on their first attempt, or touches the instructor's stick, he or she does not receive a point
- When the game concludes, the instructor may ask how many people have more than a certain amount of points. (How many people have more than 10 points?)

Musical Ground Balls:

This is a fun and competitive way for students to test their skills.

- Each student should be instructed to stand with their stick behind the instructor
- The instructor should throw out an amount of balls so that there are fewer balls than students participating
- Once a student scoops a ball, he or she keeps the ball and continues to try to scoop other balls
- Students continue to try to scoop the balls for 1 minute when time is called
- After time is called, see how many students have scooped balls
- Play for as long as you have time

Scoop to Flip Activity:

Students should be instructed to scoop a ball off the ground, throw it above their head and catch it. Students should continuously repeat the process to build skill.

Lacrosse

Lesson 2

Passing and Catching Grips and Motions

Objective:

The students will be able to:

- Demonstrate the proper catching grip
- Demonstrate the proper throwing grip
- Demonstrate proper catching technique
- Demonstrate proper throwing technique

Standard:

10.4 - Physical Activity A/E

- A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
- E. Analyze factors that impact the relationship between regular physical activity and motor skill development

10.5 - Principals and Strategies of Movement A/B/C/F

- A. Describe and apply the components of skill related fitness and movement performance
- B. Describe and apply the concepts of motor skill development
- C. Identify and apply practice strategies for skill improvement
- F. Describe and apply game strategies to complex games and physical activities

Equipment:

Tennis Balls or soft balls that bounce
Lacrosse Sticks
Wall Space (If Possible)

Instant Activity:

Partner Ball Rolling (using lacrosse sticks):

This drill emphasizes the proper technique when scooping a ground ball.
Review proper scooping technique as students perform activity

Fitness Activity:

Dynamic upper and lower body warm-up

Lesson (Unit Specific):

Catching grip; throwing grip; partner passing; breakout drill; lacrosse football; wall ball

Closure/Cool Down:

Describe:

Proper grips and proper technique for throwing and catching

Partner Ball Rolling (using hands)

Equipment:

Tennis ball for every other student
Lacrosse sticks

Organization:

Partners standing 10 to 15 ft. apart

Activity:

1. Student A will use hands to roll the ball along the floor to Student B.
2. Student B will scoop up the ball with the lacrosse stick.
3. Once ball is scooped Student B will return the ball along the floor to Student A to be scooped up with the lacrosse stick.

This drill is repetitive and students should be encouraged to scoop the ball up at least 10 times consecutively.

Dynamic Footwork Warm-up:

- Students should stand in a line facing the teacher with enough space between them so that they can spread their arms and not touch the person standing next to them
- The teacher stands 10 yards in front of the class
- The teacher will lead the students through a dynamic warm-up and instruct the students to do each walking/jogging activity until they reach him/her
- Once a student reaches the instructor, he or she should rest and wait for the next activity
- Each activity should consist of the students doing it towards the instructor, and back towards the starting point

The dynamic warm-up will consist of:

walking on toes - students should walk on their toes, focusing on balance and stretching the calf muscles

toy-soldiers - students will alternate straight leg kicks while rotating their arms so that the left arm reaches out to touch the right foot and the right arm reaches out to touch the left foot

arm swings - students will start with their arms at their side, parallel to their body, with their hands on their hips, and the instructor will tell the students to swing their right arm up over their heads and back to their sides. The students will complete ten rotations with their right arm and repeat the activity with their left arm

arm hugs - students will start with their arms out at a ninety degree angle from their body with elbows locked. The instructor will tell the students to reach their arms across their body and grab their opposite shoulder. Students should repeat this activity until they do it twenty times

arm circles - students will start with their arms out at a ninety degree angle from their body

with elbows locked. The instructor will tell the students to move their hands in a circular motion while maintaining locked elbows. The students should make twenty circles with their hands going forward, then repeat the process with their hands going backwards

lunge walk - Students will walk forward while alternating one leg forward and assume the lunge position. The upper body should remain in an upright position

side shuffles - students should all face the same direction, bend at the knees and shuffle their feet. It is important to teach the students to shuffle without crossing their feet so that they remain in a balanced position

Catching and Throwing

Equipment:

Lacrosse sticks
Tennis balls or soft balls that bounce

Catching Grip and Technique

The catching grip is accomplished by sliding the top hand up towards the throat, and sliding the bottom hand up the shaft at a distance of 12 to 16 inches apart.

HINT: Catching grip and scooping grip are virtually identical.

The catching technique includes holding the stick out in front of your head with the stick face out (Figure 1), watching the ball with your eyes into the stick and giving with the ball as it enters the stick head (figure 2) Emphasize soft hands by pretending the ball is an “egg”. Snatching at the “egg” will cause it to break.

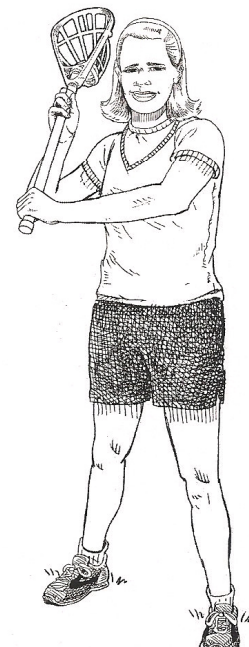
Figure 1



Figure 2



2



Throwing Grip and Technique

Throwing grip can be accomplished by lining up the dominant elbow with the butt-end of the stick and then grabbing the shaft where the dominant hand lies.

Lacrosse throwing mechanics are similar to throwing a baseball or football. Throwing is a full body motion, not just upper body. When throwing a lacrosse ball, the weak or non-dominant leg must step towards the target. Keep the hands above the shoulders, point the butt-end of the stick towards the target, and maintain the head of the stick at the 11 o'clock position. At the beginning of the throw, the weak or non-dominant shoulder should be directed towards the target (Figure 1). The shoulders should rotate 180 degrees during the throw with the dominant shoulder pointed to the target when throw is complete (Figure 2). This follow thru should have the stick finish at the 7 o'clock position (Figure 3), as if the student is facing the clock.



Figure 1



Figure 2



Figure 3

Partner Passing

Students will need to pair up and each should have a stick. Each pair should have a ball and stand 10 feet to 20 feet apart. Students will have to throw and catch the ball at this distance. Throwing accuracy needs to be emphasized. The more accurate the throw, the harder defending becomes. Moving feet to the ball when catching also needs to be emphasized

Breakout Drill

This drill teaches students to catch the ball while moving away from the person with the ball. The instructor will tell the students to form a single file line next to the instructor. The instructor will have possession of all the balls. The students should have their stick while waiting in line. The instructor will tell the first student to break out. The first student will run away from the instructor looking back for a pass. Once the student gets 10 yards away, the instructor will throw a pass to the student who will attempt to catch it. The student will return to the line and the instructor will allow each student a few opportunities to work on this skill. Once this drill is learned, students can be used to throw the ball.

Lacrosse Football

This game is a spin-off of the breakout drill. The teacher will split the students into 2 equal teams and serve as the “quarterback”. Students on offense are encouraged to “get open” or move their feet to create space for their teacher to throw them the ball. The students playing defense are working to not allow this free space and trying to knock the ball down out of the air, intercept the ball with their stick, or dislodge the ball from the stick of the offensive player once they catch the ball by making contact with the stick of their opponent. Each offensive catch or reception earns a point for the offensive team. The defense can score a point by intercepting a pass. The defense can earn possession by successfully defending four consecutive offensive attempts.

Wall Ball

Teacher will stand 7 to 12 feet away from a flat, smooth wall. Teacher will throw ball against wall and catch ball in stick and repeat. All students will need a stick and 1 ball. This drill is repetitive and students should be encouraged to catch the ball at least 10 times consecutively.

Lacrosse

Lesson 3

Moving With the Ball - Cradling

Objective:

Students will be able to:

- Cradle the ball with one hand on the stick
- Cradle the ball with two hands on the stick
- Move at various speeds while cradling the ball

Standard:

10.4 - Physical Activity A/E

- A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
- E. Analyze factors that impact the relationship between regular physical activity and motor skill development

10.5 - Principals and Strategies of Movement A/B/C/F

- A. Describe and apply the components of skill related fitness and movement performance
- B. Describe and apply the concepts of motor skill development
- C. Identify and apply practice strategies for skill improvement
- F. Describe and apply game strategies to complex games and physical activities

Equipment:

Tennis Balls; Lacrosse Sticks; Gym or Field Space; Wall Space

Instant Activity:

Partner Ball Rolling (using lacrosse sticks):

This drill emphasizes the proper technique when scooping a ground ball.
Review proper scooping technique as students perform activity

Fitness Activity:

Dynamic Footwork Warm-up

Lesson (Unit Specific):

Skills:

Review scooping, catching and throwing.
Teach new skills of Cradling motion; Individual Running with the ball; Lacrosse relay races; Sharks and Minnows

Closure/Cool Down:

Review cues for cradling the ball.

Materials Needed

Tennis Balls - Soft balls are needed that students can use to learn how to throw and catch. There should be at least one ball for every student.

Lacrosse Sticks – Students will use the sticks that are provided by the school district.

Gym or Field Space - An area is needed that will allow students to move freely and throw balls. An area the size of a basketball court is ideal.

Wall Space (if possible) - Access to a smooth, flat wall will be needed so that students can throw the ball against the wall and have the balls bounce back to them.

Dynamic Footwork Warm-up:

- Students should stand in a line facing the teacher with enough space between them so that they can spread their arms and not touch the person standing next to them
- The teacher stands 15 to 20 ft. in front of the class
- The teacher will lead the students through a dynamic warm-up and instruct the students to do each activity until they reach him/her
- Once a student reaches the instructor, he or she should rest and wait for the next activity
- Each activity should consist of the students doing it towards the instructor, and back towards the starting point

The dynamic warm-up will consist of:

walking on toes - students should walk on their toes, focusing on balance and stretching the calf muscles

toy-soldiers - students will alternate straight leg kicks while rotating their arms so that the left arm reaches out to touch the right foot and the right arm reaches out to touch the left foot

high-knee walk - students will walk forward and lift the knee as high as possible and alternate knees as they move forward

butt-kickers - students will jog forward and kick their heels back so they make contact with their butt

high-knee jog - students will repeat the same motion of high knee walk at a quicker pace

lunge walk - Students will walk forward while alternating one leg forward and assume the lunge position. The upper body should remain in an upright position

inverted toe-touches - students should walk forward, while kicking one leg back and reaching down to touch the opposite foot

back pedal run - students should bend at the knees, reach their feet back and run backwards

side shuffles - students should all face the same direction, bend at the knees and shuffle their feet. It is important to teach the students to shuffle without crossing their feet so that they remain in a balanced position

Review Scooping, Catching and Throwing

- ❖ The teacher will review the previously learned skills of scooping, catching and throwing
- ❖ The following activities may be utilized

Wall ball

- All students will need a stick and one ball
- They will stand 7 to 12 feet away from a flat smooth wall
- They will throw the ball against the wall and catch it in the stick
- The students should be encouraged to catch the ball at least 10 times in a row either off one bounce or in the air

Relay Races

- Students will be separated into teams with no more than 5 members to a team
- Each student will have a lacrosse stick
- There will be one ball for each team
- On signal, the first member of the team will scoop the ball, carry it to one side of the floor, return with the ball and drop it on the starting line for the next team member to scoop
- The team who has all its members complete the task first is the winner

Cradling Instruction

The teacher will demonstrate the cradling motion without a ball in the stick.

Students:

- Hold the stick at its throat with the dominant hand
- The stick should be held away from the body at their side with the front of the stick facing forward
- The stick is brought to their chest while keeping the front of the stick head facing their chest
- The motion is then reversed by extending their arm back to the position where it started
- The elbow should be straight at the starting position, or the stick should be perpendicular to the ground

Once this is repeated a few times, students should try the exercise with a ball in their stick and repeat it several times. When the student can accomplish this one-hand cradle without dropping the ball then they should place their non-dominant hand on the shaft close to the butt end and repeat the exercise.

Steps for the execution:
(Right hand on top)



Step 1: Stick held vertical, stick face out, elbow out, arms away from the body.



Step 2: Move stick from right ear to facing your nose. Face of stick is turned toward your head.



Step 3: Move stick back to ear.

Cradling (Activities)

Individual Running with Ball – Students cradling success can be measured by running with a ball in their stick.

- Each student will need a ball and a stick
- Students should start on one side of the field/gym and have to run to the other side while cradling the ball in their stick
- This may be done with either one hand or two
- The ball should not be dropped

Lacrosse Relay Races

- Students should be divided into equal teams with no more than 5 students per team
- There should be one stick per student and one ball per team
- Teams will compete against each other by successfully running, cradling the ball and carrying it from one side of the gym to the other
- On signal, the first student will execute the task, when they return to their line they place the ball in the stick of their teammate who repeats the task
- The team whose members execute this task first is deemed the winner

Sharks and Minnows

- Each student will need a stick and a ball
- The students will be placed on one side of the floor
- The teacher and/or advanced students can start as the sharks.
- The objective of the game is for the students or minnows to run across the floor to the other side of the gym without losing the ball. The teacher or shark is responsible for trying to dislodge the ball from the sticks of the minnows.
- The sharks can make contact with the stick of the minnows only when trying to dislodge the ball
- Once a crossing is made, a minnow who has lost the ball, may pick up a ball for the next crossing
- New sharks should be chosen after a few crossings

Lacrosse

Lesson 4

Shooting

Objective:

The students will be able to:

- Shoot the ball with accuracy while stationary
- Shoot the ball with accuracy while moving

Standard:

10.4 - Physical Activity A/E

- A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
- E. Analyze factors that impact the relationship between regular physical activity and motor skill development

10.5 - Principals and Strategies of Movement A/B/C/F

- A. Describe and apply the components of skill related fitness and movement performance
- B. Describe and apply the concepts of motor skill development
- C. Identify and apply practice strategies for skill improvement
- F. Describe and apply game strategies to complex games and physical activities

Equipment:

Tennis Balls; Lacrosse Sticks; Gym or Field Space; Wall Space; Goals

Instant Activity:

Partner Long Toss:

The activity emphasizes the proper technique when throwing and catching the ball. Review proper throwing and catching technique as students perform activity

Fitness Activity:

Active Isolated Stretching

Lesson (Unit Specific):

Skills:

Review cradling

Teach new skill of shooting both while stationary and in motion; play the game of Sprint and Shoot

Closure/Cool Down:

Review cues for shooting the ball.

Materials Needed

Tennis Balls - Soft balls are needed that students can use to learn how to throw and catch. There should be at least one ball for every student.

Lacrosse Sticks – Students will use the sticks that are provided by the school district.

Gym or Field Space - An area is needed that will allow students to move freely and throw balls. An area the size of a basketball court is ideal.

Wall Space (if possible) - Access to a smooth, flat wall will be needed so that students can throw the ball against wall and have the balls bounce back to them.

Goals- One lacrosse or multi-purpose goal will be needed for this lesson.

Partner Long Toss

- Students will pair up with each student having a stick and a ball for each pair
- Students should stand 40 to 50 feet apart if possible. (Or the greatest distance possible)
- Students will throw and catch the ball

While throwing, the teacher needs to emphasize the use of legs in making the throw since this foundation is essential for a strong accurate shot

Active Isolated Stretching:

Students should form a circle around the instructor. Each student should have enough space between them so that they can spread out their arms and not touch the person standing next to them. The instructor will be standing in the middle demonstrating each activity.

Each stretch will held for two (2) seconds and done 7 – 10 times.

The active isolated stretching activities will be:

- *Posterior shoulder stretch* - Students will stand and cross one arm across their body. The instructor will tell the students to use the opposite arm to pull the elbow of the arm being stretched towards the opposite shoulder. Repeat with the other arm.
- *Lat stretch* - Students will stand up and raise their arms above their head and reach up as high as possible with one hand. Repeat with the other hand.
- *Standing quadriceps stretch* - Students will stand on one leg and pull the other leg towards their butt.
- *Seated hamstring stretch* - students will sit on the ground with one leg bent and one leg straight. The instructor will tell students to keep their backs straight and lean forward through the hips. Switch legs after 7 – 10 stretches.
- *Butterfly stretch* - Students will sit on the ground with their knees bent and the soles of their feet touching in front of their body, hands on their ankles, elbows pushing down on their thighs.



For more information refer to the Active Isolated Stretching section in the Fitness Unit

Shooting Instruction

Stationary:

- Students should hold their sticks in the throwing grip and be instructed to put their hands into the slot position (both hands need to be placed behind the ear and above the shoulders), ready for shooting.
- The instructor should tell students that shot power is derived from pushing off the back leg while rotating the shoulders and hips.
- Students should be instructed to NOT allow the hands to follow the feet throughout the leg drive.
- The hands should not come forward until the lead foot is planted.
- Students should turn the shoulders and rotate their hips through the leg swing while maintaining a balanced body position.
- The upper body follow through should consist of the bottom hand being outside of the stomach and next to the rib cage on the opposite side of the body. (students should not punch themselves in the stomach during the shooting motion).
- The head and chest should be over the plant foot with the lead leg going towards the cage.
- Lastly, the weak, non-dominant elbow should be driven to the sky during the follow through. Instruct the students to exaggerate this motion.
- Tell the students that if they are shooting right handed and they are facing a wall clock, they should start the head of their stick at 10 o'clock and end their follow through at 7 o'clock.



Shooting on the Run:

- Instruct students to hold their stick in the throwing grip and put their hands in the slot position (both hands need to be behind the ear and above the shoulders)
- The students should run on a diagonal line towards the cage
- The student's shoulders should be pointed towards sideline, while the legs move towards the cage
- In lacrosse, this is a technique that adds velocity to the shot and hides the ball from the site of the goalie
- It is imperative to remind students that they should be moving their feet after they release their shot



Shooting Activity

Spring and Shoot Game:

This is a game that will allow the students to test their shooting skills in a competitive environment.

- Students will be divided into two teams with an equal number of students on each team
- The students hold their sticks with the instructor having possession of the balls.
- Both teams should stand in a single file line on opposite sides of a goal
- The instructor will give a ball to the student at the front of each line
- On the instructor's signal, both students will run with a ball towards the far wall. Once the student passes a designated line, he or she can attempt a shot at the goal. It is up to the student to determine when they want to shoot
- The objective is to score before the student on the other team does so
- The game will be played to a point determined by the instructor (ex. first team to 10). The student that scores first will receive a point for their team

Lacrosse

Lesson 5

Dodging

Objective:

The students will be able to:

- Change from a right hand cradle grip to a left hand cradle grip (transfer)
- Execute the face dodge, the split dodge and the roll dodge

Standard:

10.4 - Physical Activity A/E

- A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
- E. Analyze factors that impact the relationship between regular physical activity and motor skill development

10.5 - Principals and Strategies of Movement A/B/C/F

- A. Describe and apply the components of skill related fitness and movement performance
- B. Describe and apply the concepts of motor skill development
- C. Identify and apply practice strategies for skill improvement
- F. Describe and apply game strategies to complex games and physical activities

Equipment:

Tennis Balls; Lacrosse Sticks; Gym or Field Space; Wall Space; Goals

Instant Activity:

Jog with Lacrosse Stick and Ball:

All students will need a stick and a ball. Students need to jog around the playing area while carrying/cradling ball in their stick. Students can throw the ball above their heads and move their feet to catch the ball, cradle and repeat

Fitness Activity:

Agility and Plyometric Drills

Squat jumps, single leg jumps, gassers

Lesson (Unit Specific):

Skills:

Review shooting

Instruction: Students will stand across from a partner to practice the transfer; face dodge, split dodge, roll dodge

Closure/Cool Down:

Review cues for the three types of dodges.

Materials Needed

Tennis Balls - Soft balls are needed that students can use to learn how to throw and catch. There should be at least one ball for every student.

Lacrosse Sticks – Students will use the sticks that are provided by the school district.

Gym or Field Space - An area is needed that will allow students to move freely and throw balls. An area the size of a basketball court is ideal.

Wall Space (if possible) - Access to a smooth, flat wall will be needed so that students can throw the ball against wall and have the balls bounce back to them.

Goals- One lacrosse or multi-purpose goal will be needed for this lesson.

Agility and Plyometric Drills:

Students should stand in a line facing the teacher with enough space between them so that they can spread out their arms and not touch the person standing next to them. Students should be given a one-minute rest in between exercises. The teacher will lead the students through a series of agility and plyometric exercises that will consist of:

- *Squat jumps* - students should stand with feet shoulder-width apart, bend at the knees so that thighs are parallel to the ground, and explode upward. The instructor should tell students to shoot their arms up vertically when they are exploding upward from the squat position, and to land on both feet. Students should rest for 2 seconds between jumps and complete a total of 15 jumps.
- *Single-leg jumps* - students will stand on one leg, jump as high as they can and land on the same leg. The instructor should tell students to focus on balancing on the leg they land on and wait for 2 seconds between jumps. The students should jump 10 times on one leg, and then repeat the exercise on the other leg.
- *Shuttle Run* - The instructor should stand 10 yards in front of students. When the instructor say go, students should sprint to the instructor, bend down to touch the ground and sprint back to where they started. The instructor should have the students do this exercise 4 times.

Instruction

Transfer:

Transfer is the art of changing from a right handed cradle grip on the stick to a left handed cradle grip and vice versa.

- In order to properly execute a transfer, a student should slide their bottom hand up to their top hand, then remove their top hand and place it on the bottom of the stick.
- The open side of the stick head should always be facing the student, and the butt-end of the stick should remain between the student's legs.
- Students will practice performing transfers on their own.
- The students should continuously repeat the process of transferring to build the skill.

Dodges

The lacrosse dodge is a fundamental skill of lacrosse. Developing good dodging skills is critical to the ability of your team to score. The goal of any dodge is to protect the stick for a pass or shot. All dodges share a common goal, to keep the stick and ball away from the defender to set up your next move, be it a pass, or a shot. There are many different types

of dodges, but the thing they all have in common is that when you dodge you are trying to avoid the opponent. The dodge is an offensive attempt to evade the defense.

Face Dodge

- The face dodge is the simplest form of dodging a defender. It is accomplished by leading a defender to believe you are going to run in the direction of your top hand, then changing directions and swinging the lacrosse stick from the ear on the side of your top-hand to the ear on the side of your bottom-hand.
- The face dodge is accomplished by pulling the stick across your face.
- They will take turns running at each other and performing the face dodge.



Cradle towards Defender

Pull the stick across the body and drive toward the opposite side of the defender. Your body protects the ball from the defender



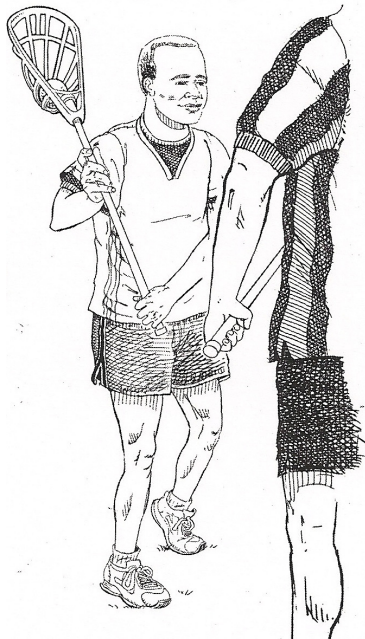
Return the stick back to the original cradling side after you are back on line and past the defender

Split Dodge

- The split dodge is very similar to the face dodge, but it requires a transfer.
- Like the face dodge, the split dodge is accomplished by leading a defender to believe you are going to run in the direction of your top hand, then changing directions.
- Students should perform a transfer when they change directions (a transfer is the act of changing the hand that grips the top of the stick).
- The instructor should note that it is important for a dodger attempting a split dodge to make the move at a distance that is far enough away from a defender so that the defender cannot check the dodger's stick when the dodger is making the move.
- Students practice this dodge by standing across from a partner as they do while partner passing. Instead of passing the ball, the students will take turns running at each other and performing the split dodge.

Roll Dodge

- The roll dodge is the method of dodging that allows the most amount of stick protection.
- The best way for a lacrosse player to protect their stick while dodging is to keep their body between the stick and their defender.
- Running in one direction, pivoting, and turning your body so your back is facing the defender can accomplish the roll dodge.
- The student will need to perform a transfer while their back is facing the defender, and then continue running in the opposite direction.
- Students should practice this dodge by standing across from a partner as they do when partner passing. Instead of passing the ball, the students will take turns running at each other and performing the roll dodge.



Approach defender



Weight down on front foot (opposite foot of top hand) to drive off of when turning



Pivot and turn your body so your back is facing the defender.



Accelerate and step back in tight on the line as quickly as possible

Lacrosse

Lesson 6

Defense

Objective:

The students will be able to:

- Demonstrate the defensive stance
- Demonstrate the proper defensive stick position
- Demonstrate the proper defensive footwork

Standard:

10.4 - Physical Activity A/E

- A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
- E. Analyze factors that impact the relationship between regular physical activity and motor skill development

10.5 - Principals and Strategies of Movement A/B/C/F

- A. Describe and apply the components of skill related fitness and movement performance
- B. Describe and apply the concepts of motor skill development
- C. Identify and apply practice strategies for skill improvement
- F. Describe and apply game strategies to complex games and physical activities

Equipment:

Tennis Balls; Lacrosse Sticks; Gym or Field Space; Wall Space; Goals

Instant Activity:

Partner Passing:

Students will be in pairs with each having a stick and each pair having a ball. They will stand 10 to 20 feet apart and throw and catch the ball at this distance. Accuracy is to be emphasized as well as moving the feet to the ball when catching

Fitness Activity:

Individual core exercises

Push ups, squats, curl ups

Lesson (Unit Specific):

Skills:

Review the various dodges taught in the previous lesson

Instruction in: defensive stance, stick position and footwork

Closure/Cool Down:

Review cues for the defensive stance, stick position and footwork

Materials Needed

Tennis Balls - Soft balls are needed that students can use to learn how to throw and catch. There should be at least one ball for every student.

Lacrosse Sticks – Students will use the sticks that are provided by the school district.

Gym or Field Space - An area is needed that will allow students to move freely and throw balls. An area the size of a basketball court is ideal.

Wall Space (if possible) - Access to a smooth, flat wall will be needed so that students can throw the ball against wall and have the balls bounce back to them.

Goals- One lacrosse or multi-purpose goal will be needed for this lesson.

Individual Core Exercises:

Students should form a circle around the instructor. Each student should have enough space between them so that they can spread out their arms and not touch the person standing next to them. The instructor will be standing in the middle demonstrating each activity. The instructor should give a one-minute rest period between exercises. The individual core exercises will be:

- *push-ups* - The instructor should tell the students to assume the push up position and perform as many push-ups as they can in one minute. If students are unable to perform a push-up, the instructor should tell them to assume the push-up position with locked elbows, and attempt to remain in that position for as much of the minute span as possible.
- *Squats* - Students should stand with feet shoulder width apart. The instructor should tell students that they are to go from standing upright, to bending at the knees so that the thighs are parallel with the ground as many times as possible in a one-minute span. The instructor should remind students to make sure their back is straight during this exercise.
- *Curl-ups* - Students should lay on their backs with knees bent and feet flat on the ground. Students should place their hands across their chest and perform as many curl-ups as possible in a one-minute span.

Defense (Instruction)

Stance:

- The students will stand in a line facing the instructor with enough space between them so that they can spread out their arms and not touch the person standing next to them.
- The instructor should then demo the proper defensive lacrosse stance. Feet shoulder-width apart, and knees bent. Feet should not be in a staggered position.
- Students will replicate this stance.

Stick Position:

- The proper defensive stick position requires the butt-end to be on the weak, non-dominant hip side with the stick head pointed out towards the offensive player.
- Students will need to replicate this position in their stance.

Foot Work:

- There are two footwork methods used when playing defense, foot shuffle, and running “hip-to-hip”. These methods are very similar to basketball defense.
- In foot shuffle, the defender will be facing the opponent in their defensive stance, while executing the proper stick position. The emphasis should be put on not crossing the feet over each other while maintaining a stick’s length distance from the offensive player.
- As the offensive player speeds up, defensive footwork must shift into running hip-to-hip, running next to the offensive player. The defender will need to turn their body so their hips align with the opponents.
- Running hip-to-hip is the most effective since it can be done at top speed, where shuffling feet is a bit more difficult.

Defensive Rules Explanation

The instructor should explain that it is against the rules of lacrosse for a player to swing the stick near any portion of the opponent’s body. In lacrosse, an attempt to make contact with a player’s body or stick with your body or stick is called a “check”. Severe body checks should not be permitted in the PE setting. Often times students will try and move their feet to “box” one another out to gain a position advantage (similar to basketball and soccer), and this should be encouraged, however the instructor will have to use their best judgment to determine what is “illegal”. Stick checks, or the act of trying to dislodge the ball from your opponents stick head with your stick, are legal, and should be the only way students can attempt to cause a turnover in this PE setting.

The LEAPS Game

This game was designed by LEAPS to incorporate each of the lessons taught so that students can demonstrate their grasp of the material. Students will need to have been instructed in each facet of lacrosse to have any success in this game.

Equipment: At least one goal (two goals is ideal): a tennis ball: a lacrosse stick for each student.

- The teacher will split the students into 2 equal teams
- Each team will form a single file line on their sideline, on opposite sides of the floor
- The teacher will call out a number (one, two, three, etc) and the number indicates how many students from each team enter the playing area
- Once the number is called out, the teacher will release a tennis ball
- The objective for the students is to scoop up the ball and shoot the ball into the goal. The team who scores more goals wins
- If the teacher calls out any number greater than one, the students will need to work together to make one less pass than the number called before they can shoot to score. Once the number of passes is attained, the teacher announces that the ball has become “hot”, meaning it can now be shot. For instance, if the teacher calls out “two” the students on the same team will need to execute 1 successful pass before they can score on the goal. If the teacher calls out “three”, they need to make two passes, and so on

Support Materials

Physical Education Lesson Plan

Objective:

Standard:

Equipment/Set up:

Lesson Related Instant Activity:

Fitness Activity:

Lesson (Unit Specific):

Closure/Cool Down:

Lacrosse

Suggested Equipment

Tennis balls

Soft balls that bounce

Lacrosse sticks

Wall space (if possible)

Gym or field space

Goals

Self-Assessment of Basic Skills

Name _____

Room or Section _____

Reflect upon your skills in lacrosse. Rate yourself for understanding how to do the skill and your performance of the skill

Understanding of Skill

- 3 I completely understand how to perform the skill and its cues.
- 2 I somewhat understand how to perform the skill and its cues.
- 1 I do not understand how to perform the skill or its cues.

Circle the number that best indicates your knowledge of performing the skill. (3 equals excellent knowledge; 2 equals average knowledge; 1 equals poor knowledge)

| | | | |
|--------|---|---|---|
| Grip | 1 | 2 | 3 |
| Cradle | 1 | 2 | 3 |
| Scoop | 1 | 2 | 3 |
| Catch | 1 | 2 | 3 |
| Pass | 1 | 2 | 3 |

Performance of Skill

- 3 I believe I perform the skill with ease.
- 2 I believe I can perform the skill some of the time.
- 1 I believe I have difficulty performing the skill.

Circle the number that best indicates your performance of the skill. (3 equals excellent performance; 2 equals average performance; 1 equals needs a lot more practice)

| | | | |
|--------|---|---|---|
| Grip | 1 | 2 | 3 |
| Cradle | 1 | 2 | 3 |
| Scoop | 1 | 2 | 3 |
| Catch | 1 | 2 | 3 |
| Pass | 1 | 2 | 3 |

Lacrosse Skill Evaluation Check List

Student Name: _____ Grade Level _____ Date _____

Type of Assessment: Circle one: Self Peer Teacher

Key: 1 - Needs more work 2 – Satisfactory 3 – Accomplished performance of the skill

Grip (Lesson 1)

| | |
|--|---|
| | The shaft should lie across the fingers of your top hand, which then curl around the shaft. |
| | The bottom hand should gently grip the butt end of the stick. |
| | The stick should be held vertically to the side of the body, near the ear. |

Scoop (Lesson 1)

| | |
|--|--|
| | The tip of the head of the stick moves down towards the ball. |
| | The top hand should be up to the stick throat. |
| | The butt end of the stick will be low to the ground, the front foot will be at the side of the ball. |
| | Push under the ball, bring it up quickly with the top hand pulling up towards the body. |
| | Don't stop your feet; keep moving through the pick up. |
| | Begin cradling the ball while raising the stick. |

Passing (Lesson 2)

| | |
|--|---|
| | Top hand arm back and as high as the ear or higher. |
| | Should on ball side rotates back. |
| | Opposite foot steps forward, opposite should forward, point bottom of stick towards target. |
| | The bottom hand loosely grips the bottom of the stick and loosely pulls and guides the stick toward the target. |
| | Bottom hand pulls toward the body as top hand pushes the ball toward the target. |
| | Follow through |

Catching (Lesson 2)

| | |
|--|---|
| | Stick should be extended to the same side of the body as the top hand. |
| | When catching the ball, the head of the stick must give back toward the ear so the ball is cushioned and is protected in the stick. Imagine catching an egg or water balloon. |

Cradle (Lesson 3)

| | |
|--|--|
| | The head of the stick is close to your head at ear level and the ball facing toward your head. |
| | Elbows out, arms away from the body |
| | The wrists will be rotated back and forth, the stick should move ear to nose and back to create centrifugal force. |

The Benefits of Lacrosse for Children

Rob Daniels

Lacrosse is a fun and high energy game that is growing quickly in the United States. Interest is starting at a young age. Girls and boys alike are lining up to play the sport. The athleticism, skills, and finesse needed are pulling kids from all over to engage in Lacrosse. There is a misconception of danger related to this sport however, and that raises parents concerns regarding their child participating. There has been a lot of work to help Lacrosse be a safe sport and these concerns can be put to rest. Besides, the benefits far outweigh the potential risks.

Benefit #1: Increase Mental Health

Children participating in Lacrosse are benefited in their mind as well as their body. Depression is taking over many people's lives. Children are among the rising members affected by this disease. Although medications may be needed, activity considerably decreases the amount needed. Some studies have shown that sixty minutes of physical activity each day is as effective as a low dose of antidepressant. Although activity is not meant to replace medication it can help to reduce symptoms. Exercise also releases endorphins and tension in your muscles along with improving attitude and clearing the mind. All of these things together mean a happier kid, and one more able to handle the challenges of life now and develop a method of reducing stress that will benefit them in their entire life. Your child doesn't suffer from depression? The same benefits apply. Youth experience stress and anxiety regardless of specific health conditions.

Benefit #2: Prevents Obesity

Child obesity is on the rise, with many youth just watching, cheering, and idolizing sports and athletes. The television is on and the chips are out. Not only are they increasing caloric intake, but the lack of activity lowers their overall metabolism and makes putting on the weight easier and continual throughout the day and night. Because there seems to be trends of across the board inactivity and weight gain among children and adolescences the U.S. government has even established programs to help kids move and make activity a daily part of their life. Physical Education Programs are cut back and even cut out in some schools. Children's physical activity is limited to that which they got on the playground and high school students are not opting to take as many P.E. classes as even 10 years ago. Lacrosse is a challenging and engaging sport that motivates children and teens to want to get the exercise they need.

Benefit #3: Build Endurance

Lacrosse combines the skills of basketball, soccer, and hockey into a fast paced, high endurance test of strength and agility. With a playing area roughly the size of a football field there is a high demand for speed and strength. The training is rigorous and focused. Dedication is required to succeed. Struggling physically also helps build a person mentally. Pushing through and making a goal builds confidence and commitment. The hard work that goes into this sport helps develop a strong character, one that will benefit a person for years to come and help them endure other things in life unrelated to the game.

Benefit #4: Social Interaction

One of the great things about team sports is that you are a part of a team. The players work, sweat, plan and play together. The time spent focused on the goal bonds the players together. Childhood and adolescence is a time for searching and learning to relate to peers and form friendships. Playing together allows for shared experiences with others and a setting to develop social skills. Children and teens who can be together and have a common purpose will have a greater chance at success in life, as much of what people do for work and community involves associating and working with others.

If your child is interested in playing lacrosse, these are only a few benefits they will experience. With the popularity of this sport growing more each year, and with leagues and teams set up all over the country, it is a past-time that can continue on throughout their life.

This article is reprinted from the Calvert News – Calvert County, Maryland, March 29, 2007

Lacrosse Vocabulary

Body Check – Contact with an opponent from the front, between the shoulders and the waist.

Box – An area on the sideline used to hold players who have been served with penalties.

Clamp – A face-off maneuver executed by quickly pushing the back of the stick on top of the ball.

Clearing – Running or passing the ball from the defensive half of the field to the attack goal area.

Cradle – Carrying the ball.

Crease – A circle around the goal into which only defensive players can enter.

Crosse (stick) – The equipment used to throw, catch and cradle the ball.

Face off – A technique used to put the ball in play at the start of each quarter, or after a goal is scored.

Fast-Break – A transition scoring opportunity in which the offense has at least a one man advantage.

Ground Ball – A loose ball on the playing field.

Handle (Shaft) – The pole connected to the head of the stick.

Head – The plastic or wood part of the stick connected to the handle.

Loose Ball – A situation in which neither team has control of the ball.

Pocket – The strung part of the head of the stick that holds the ball.

Rake – A face-off maneuver in which a player sweeps the ball to the side.

Resources

US Lacrosse Curriculum – www.uslacrosse.org

LEAPS Lacrosse (**L**acrosse **E**ducation **A**ttitude **P**erseverance and **S**uccess)
www.leapslax.org