

USA<sup>TM</sup>  
LACROSSE



# LACROSSE IN SCHOOLS

LESSON PLANS FOR GRADES 3-5



# LESSON 1

## LACROSSE REVIEW

<b>Lesson Name:</b> Review of basic lacrosse skills.	<b>Unit Name &amp; Lesson #:</b> Lacrosse Lesson #1	<b>Grade Level:</b> 3-5	<b>Lesson Length:</b> 30
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National Standards:	Lesson Objective(s):	Equipment Needed:
<p>Priority Standards for this sequence:</p> <p>S1.E16.3</p> <p>S2.E3.3</p> <p>S4.E4.3b</p> <p>S4.E6.3</p> <p>S1.E15.4</p> <p>S2.E3.5c</p> <p>S2.E5.5a</p> <p>Other standards that can be addressed:</p> <p>S1.E14.3</p> <p>S2.E1.3</p> <p>S1.E14.4a</p> <p>S1.E14.4b</p> <p>S1.E16.4</p> <p>S1.E13.5b</p> <p>S.E15.5a</p> <p>S1.E15.5b</p> <p>S1.E16.5b</p> <p>S1.E16.5c</p> <p>S2.E1.5</p>	<p>Students will be able to organize their own warm-up activity without being totally directed by the teacher.</p> <p>Students will understand what the word spiritual means and the link it creates between Native people and lacrosse.</p> <p>Students will be able to identify the proper stick placement in order to protect your stick while cradling with two hands.</p>	<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● Short cones</li> <li>● Lacrosse sticks</li> <li>● Noodles</li> <li>● Assorted balls</li> <li>● Hula Hoops</li> <li>● Paper</li> <li>● Pencils</li> </ul>

Content	Time	Organization	Activity Progressions	Options
Warm Up	8	Students in general space throughout the play area.	<ul style="list-style-type: none"> <li>As the students enter the playing area, have the warm-up for the day accessible to the students via either a looping gif, text or some other mechanism. (This practice will be consistent throughout the sequence).</li> <li>Allow the students to work together to organize the game on their own with as little support from the teacher as possible. This lesson (lesson 1) will require the greatest amount of teacher guidance and support.</li> <li>Today's warm-up game is "Head, Shoulders, Knees and Cones." The students will make groups of three, with one designated student going to the stack of cones and getting a cone for the group. The cone will be placed in the middle of two of the students, who will be standing about 4 feet apart, facing each other. The third student will stand to the side, even with the cone, that student is the signal caller. The signal caller will call out one of the three main commands (head, shoulders or knees) in any order they choose, and as many times as they choose, with the two players touching that body part as quickly as possible. When the signal caller calls out "cones" the two players try to grab the cone that is in between them. After each round the students switch roles.</li> </ul>	<p><b>Accommodations/Modifications/</b></p> <ul style="list-style-type: none"> <li><b>Differentiation:</b></li> <li><b>Rules</b></li> <li><b>Equipment</b></li> <li><b>Environment</b></li> <li><b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>Visual Picture representing/defining Head, Shoulders, Knees, Toes</li> <li>Appropriate individualized modes of communication to increase abilities to communicate</li> <li>Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>Peer buddy or Paraprofessional direct assist reinforcing understanding using student's individualized communication needs</li> </ul> </li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>Who is the signal caller?</li> <li>What are the command words?</li> <li>What happens when you hear the word cones?</li> <li>How did you decide to rotate your group? Why?</li> </ul>

<p>Learning Activity 1</p>	<p>8</p>	<p>Students seated in the middle of the play area for the opening conversation, then the students will get into groups and move to specific markings in the play area.</p>	<ul style="list-style-type: none"> <li>• Start the first activity by reviewing basic stick safety and protocols that are going to be used in terms of stick maintenance.</li> <li>• Once that is reviewed, the teacher will check in with the students to see what they remember in terms of cradling, scooping and throwing skills.       <ul style="list-style-type: none"> <li>○ Example script: <i>“Today we are going to review some of the basic lacrosse skills that you learned in the younger grades. We are going to have a game to help you practice cradling, scooping and throwing. The first skill we are going to review is cradling.”</i></li> </ul> </li> <li>• For the first activity, split the class up into teams of 4 - 6, and make sure each student has a stick and each team has a ball. Place a cone or another marker about 15 yards away from each team.       <ul style="list-style-type: none"> <li>○ Students will practice cradling down to the marker and back to the line. When returning to the line, students will place the ball in the next player's stick.</li> <li>○ Students will continue through the activity until the music stops.</li> </ul> </li> <li>• In the second layer to the activity, have the students choose a partner from their group, and give each pair a pool noodle.       <ul style="list-style-type: none"> <li>○ Example script: <i>“Let’s add something new to our cradling review. Right now, one partner has a lacrosse stick and ball, and one partner has a noodle. Can the person with the noodle stand one noodle length behind their partner with the lacrosse stick? When the music starts, the player with the lacrosse stick is going to cradle to the opposite cone with their stick in the up position, keeping their stick in front of, and inside their shoulders to help protect it from a defender. Player with the noodle, you are the chasing defender. If you see your partner’s cradle come too far away from their body (outside the</i></li> </ul> </li> </ul>	<p><b>Accommodations/Modifications/ Differentiation: Learning Activity 1, 2, and 3</b></p> <ul style="list-style-type: none"> <li>• <b>Rules</b> <ul style="list-style-type: none"> <li>○ Adapt rules to assist students’ individual abilities, i.e.           <ul style="list-style-type: none"> <li>▪ student in wheelchair could tap their tray</li> <li>▪ Utilize 2 cones- one for each student- perhaps one on a chair so closer to student with special needs</li> <li>▪ Change expectations to the level that meets the students’ abilities and needs, i.e. cradle without a ball to practice the skill, or use a bigger ball that sticks mire in the pocket</li> </ul> </li> </ul> </li> <li>• <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Change up to allow for differentiation; see rules-Use a variety of Equipment</li> <li>○ Lighter/larger/different equipment to increase success in learning</li> <li>○ Utilizing a bean bag instead of a ball to initially learn to carry and scoop the “balls”</li> <li>○ Different weights- softer, size of balls</li> <li>○ Deflated balls for easier manipulation based on skill being developed</li> <li>○ Yarn balls, “practice lacrosse ball”</li> </ul> </li> <li>• Use a variety of lacrosse sticks       <ul style="list-style-type: none"> <li>○ Plastic scoops</li> </ul> </li> </ul>
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			<p><i>shoulders) you can tap it with the pool noodle. Defender, you must always stay a noodle length behind your partner, so please travel at the same speed. If they walk, you walk, if they jog, you jog, if they run, you can run. After you get to the opposite side, come back in the same roles. When we get back, switch roles and go again. Your first trip will start on the music, every trip after that will start when the offensive player moves.”</i></p>	<ul style="list-style-type: none"> <li>○ Larger lacrosse stick head (Goalie head)</li> <li>○ Deeper stick head pocket</li> <li>○ Shorter lacrosse stick shaft</li> <li>● Larger/smaller net area or multiple goals (cones spread throughout the playing area) i.e. Ball hits a cone is a goal</li> <li>● Create or enhance an individualized grip to increase success             <ul style="list-style-type: none"> <li>○ Texture</li> <li>○ Shape</li> <li>○ Velcro to assist with grip</li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Decrease/Increase distance of skill drills and game boundaries to meet needs</li> <li>○ -Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Create pathways with visuals such as poly spots to increase understanding of directionality of travel</li> <li>○ Visually enhance/mark/ define playing area</li> </ul> </li> <li>● Bright colored equipment and boundary markers</li> <li>● Raised tactile based lines</li> <li>● Sound maker behind goal such as bells or clapping; -increase awareness with buzzers when goal is made</li> </ul>
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				<ul style="list-style-type: none"> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Allow for choice of movement to accommodate individual students' needs</li> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student's individualized communication needs</li> </ul> </li> </ul>
<b>Learning Activity 2</b>	8	Students will remain in their groups, using the markings in the play area.	<ul style="list-style-type: none"> <li>● Example script: <i>“Our next game is called SCOOP MONSTER, and it is going to be a competition among all of the groups. Before we get started, what do you remember about scooping a lacrosse ball? Brainstorm with your groups for one minute and forty-seven seconds, and then tell me what you came up with.”</i></li> <li>● As the students are brainstorming, scatter 10 assorted balls in front of each group, and place one hula hoop behind each group. After checking in with them, review the cues to scooping. Keep the students in the same groups as the last activity and allow them to choose the order they want to go in after the activity is explained.</li> <li>● Example script: <i>“If you look out in front of you, you will see that there are ten balls. Some are bigger, some are smaller, some are firmer, and some are softer. When the music starts, one person from each group is going to run out and scoop up any ball that they want, and bring it back to their group, placing it inside the hula hoop. Once they put the ball inside the hoop, they will run back out to get another ball. The goal is to see how many balls you can bring back to the hula hoop in :30 seconds. When time is</i></li> </ul>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Review scooping cues from the previous band.</li> <li>● Music starting and stopping to begin and end each round.</li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>● Where do you place the ball when you bring it back?</li> <li>● What do you do AS you bring the ball back to the hoop? What other skill do we have an opportunity to practice?</li> <li>● What do you do after you put the ball in the hoop?</li> <li>● Where do you put your hands when you scoop a lacrosse ball?</li> </ul>

			<p>up, your team will count the balls in the hoop and scatter them back out on the floor in front of you.”</p> <ul style="list-style-type: none"> <li>After the students scatter the balls out in front of their groups, make sure that the placement of balls in front of each group is equitable. Keep a running tally of how many balls each individual brings back to their hoop for each group. The scores are cumulative group scores. The group that has scooped up the most balls in the class SCOOP MONSTER! After the students finish their totals, ask them to bring all of the balls and hoops to a designated area, and go and organize at a target.</li> </ul>	
Learning Activity 3	8	Students will remain in their groups and organize at one of the targets located on the surrounding walls.	<p>Example script: <i>“For the last activity we are going to combine cradling and scooping with passing. Everyone please lines up in front of your target in a single file line. The first person will pick up the ball when they are asked to and throw it at the target when the music starts. After you throw the ball, you are going to move to the end of your line allowing the person behind you to go and scoop up the rebound, and cradle back to the cone for their turn to throw.”</i></p> <p>After the first person in line throws, they peel off and go to the end of the line. When this happens, the next person scoops it up, runs to their cone, turns and throws at the target. After they throw, they peel off and the activity continues.</p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>Review throwing cues from the previous band.</li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>What do you do after you throw?</li> <li>When do you move to scoop the ball?</li> <li>What is a rebound?</li> </ul>
Closure	8	Students seated in a circle in the playing area.	<p>Hand each student a piece of paper and a pencil. Ask them to write something positive about the person to their left, and then when they are asked, they should give it to that person. After the students have received their compliments, trade papers with them. They will give you their new “compliment card” and you will hand them their assessment. Hold onto the compliment cards so they can be used throughout the learning sequence.</p> <ul style="list-style-type: none"> <li>Example script: <i>“Before we leave, we are going to try to accomplish a very important task, something more important than anything that we did today. We have discussed the importance of being positive many times in class to this point, and it is time to practice being positive in a new way. This activity is called the compliment train. In my hands I have many blank pieces of paper, but they will not be blank for long. When I bring you the paper, I want you to write something about the person to your left that is positive.”</i></li> </ul>	<p><b>Accommodations/Modifications/Differentiation:</b></p> <ul style="list-style-type: none"> <li><b>Rules</b></li> <li><b>Equipment</b></li> <li><b>Environment</b></li> <li><b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>Peer buddy or Paraprofessional assistance</li> <li>Appropriate individualized modes of communication to increase abilities to communicate</li> </ul> </li> </ul> <p><b>Checks for Understanding:</b></p>

			<ul style="list-style-type: none"> <li>• Before the students leave, ask if anyone knows what the term spirituality, or spiritual means. After the students share, teach them that for some people being spiritual means to have a strong connection with and understanding of yourself, and to respect your surroundings.</li> </ul> <p>Example script: <i>"I know that you have learned a lot about Indigenous people in the younger grades when you were also learning about the game of lacrosse. One thing that you might not know about Indigenous people is that lacrosse was and is very spiritual for them. It is one tool that they use to connect with themselves and other people, to help to limit stress they may be feeling, and to grow. Lacrosse for Indigenous people is also referred to as a religion. Some of you may practice different religions, and you may go to different places as part of your religion like churches, temples or mosques. For Indigenous, sometimes also called Native, people, the lacrosse field is one place that they would go to practice their religion, not just to practice the game of lacrosse. Lacrosse is a very strong part of Native culture. Many cultures have games that are famously connected to them. For example, stickball is famous for being part of the culture of New York City. When you go home tonight, I want you to talk to a grown up that you live with about your culture and ask them if there are any games that are part of that culture. If they do not know any, can you work together to find some? I want to talk about what you find, and I would like to play the games that you tell us about as the year goes on."</i></p>	<ul style="list-style-type: none"> <li>• What are some examples of being positive in physical education?</li> <li>• What does it mean to be spiritual?</li> </ul> <p><b>Quick Assessment:</b></p> <ul style="list-style-type: none"> <li>• Students will circle the picture that shows proper stick protection.</li> </ul>
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# LESSON 2

## THROWING AND SHOOTING ON THE MOVE

Lesson Name:	Unit Name & Lesson #:	Grade Level:	Lesson Length:
<p>Throwing and shooting on the run.</p> <p><b>National Standards:</b></p> <p>Priority Standards for this sequence:</p> <p>S1.E16.3</p> <p>S2.E3.3</p> <p>S4.E4.3b</p> <p>S4.E6.3</p> <p>S1.E15.4</p> <p>S2.E3.5c</p> <p>S2.E5.5a</p> <p>Other standards that can be addressed:</p> <p>S1.E14.3</p> <p>S2.E1.3</p> <p>S1.E14.4a</p> <p>S1.E14.4b</p> <p>S1.E16.4</p> <p>S1.E13.5b</p> <p>S1.E15.5c</p> <p>S1.E16.5c</p> <p>S2.E1.5</p>	<p><b>Lesson Objective(s):</b></p> <p>Students will be able to organize their own warm-up activity with minimal help from the teacher.</p> <p>Students will understand how rotation impacts accuracy and power.</p> <p>Students will be able to throw a ball at a stationary target while on the move.</p>		<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● Scarfs</li> <li>● Assorted balls</li> <li>● Lacrosse sticks</li> <li>● Targets (hula hoops, sheets etc.)</li> <li>● Cones</li> <li>● Compliment cards</li> <li>● Paper</li> <li>● Pencils</li> </ul>

Content	Time	Organization	Activity Progressions	Options
Warm Up	8	Students use predetermined markings in the playing area to organize their space.	<ul style="list-style-type: none"> <li>As the students enter the playing area have the warm-up for the day accessible to the students via either a looping gif, text or some other mechanism. (This practice will be consistent throughout the sequence).</li> <li>Allow the students to work together to organize the game on their own with minimal support from the teacher.</li> <li>Today's warm-up game is "Scarf Toss Challenge." The students will find a partner, pick up a scarf and stand at a cone about 5 yards apart. Coordinating commands for movement between the two of them, each student will simultaneously throw the scarf in the air and then run to catch their partner's scarf. If they catch the scarf, each partner will stand where they caught it, turn and face their partner, and go again. If they do not catch it, they return to the original throwing spot and try again. Students compete with themselves to see how far away from each other they can get while still catching the scarf.</li> </ul>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li><b>Rules</b> <ul style="list-style-type: none"> <li>Adjust the rules of the warmup to reflect students' needs</li> </ul> </li> <li><b>Equipment</b></li> <li><b>Environment</b> <ul style="list-style-type: none"> <li>Decrease/Increase distance of passing scarf</li> <li>Spot markers to indicate where to stand for activity</li> </ul> </li> <li><b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>Appropriate individualized modes of communication to increase abilities to communicate</li> <li>Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>Peer buddy or Paraprofessional direct assist reinforcing understanding using student's individualized communication needs               <ul style="list-style-type: none"> <li>Physical Prompt</li> <li>Verbal Prompt</li> <li>Gestural Prompt</li> </ul> </li> </ul> </li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>How did you know when to go?</li> <li>Did you and your partner slowly move further and further apart from one another? If so, why?</li> </ul>
Learning Activity 1	8	Students seated in the middle of the play area for the opening conversation, then they will	<p>Before the students learn how to throw on the move with a lacrosse stick, teach them how to throw on the move with their hands.</p> <p>For the first activity, students will get a partner and stand at marked locations between five and ten yards away. In this activity, students</p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>Opposite shoulder to your partner.</li> <li>Object next to your ear.</li> <li>Feet still.</li> <li>Rotate your shoulders from North and South, to East and West.</li> </ul> <p><b>Accommodations/Modifications/ Differentiation:</b></p>

	<p>move into open space with a partner.</p>	<p>are going to learn how to rotate their upper body by throwing an item that they choose to their partner, based on how easy it is to catch (i.e. beanbag, fluff ball, small foam ball).</p> <p>Prior to organizing the students, teach them how to place an emphasis on rotation while throwing with their partner by demonstrating it to them.</p> <p>Example script: <i>“Before we start to practice rotating our shoulders, we need to position our bodies appropriately. When throwing in this activity I am going to point my non-dominant shoulder to my partner, and my dominant shoulder away from my partner. I should not be facing my partner. My partner and I are either going to face the same direction, or opposite directions depending on which hand we throw with. We are not facing each other; we are facing sideways. Right now, when I throw, I am going to hold my object high by my ear, and keep my feet still, I am not going to step. With still feet, I am going to rotate, or turn my shoulders, and point my belly button to my partner. My shoulders will go from facing North and South, to facing East and West. (if there are physical landmarks, use those rather than directions). As I rotate my shoulders, I am going to extend my throwing hand to my partner, releasing my object in front of me and allowing my hand to fall naturally to my side.”</i></p> <p>After the demonstration, the students should set up with their partner and have a catch, focusing on rotating their shoulders</p> <p>Example script: <i>“Can everyone please raise the hand that they throw with? Once your hand is in the air, point your opposite shoulder, or the other shoulder, at your partner. Now raise your</i></p>	<ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Create Success/focus on student’s developmental skill level/adapt to their level to create equity</li> <li>○ Decrease/Increase distance of passing object to reflect student’s abilities/needs</li> <li>○ Distance of movement or target to create equity</li> </ul> </li> <li>● <b>Equipment</b></li> <li>● Use a variety of Equipment</li> <li>● Lighter/larger/different equipment to increase success in learning           <ul style="list-style-type: none"> <li>○ Utilizing a bean bag instead of a ball to initially learn to carry and scoop the “balls”</li> <li>○ Different weights- softer, size of balls</li> <li>○ Deflated balls for easier manipulation based on skill being developed</li> <li>○ Yarn balls, “practice lacrosse ball”</li> </ul> </li> <li>● Provide a variety of lacrosse sticks           <ul style="list-style-type: none"> <li>○ Plastic scoops</li> <li>○ Larger lacrosse stick head (Goalie head)</li> <li>○ Deeper stick head pocket</li> <li>○ Shorter lacrosse stick shaft</li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Decrease/Increase distance of skill drills and game boundaries to meet needs</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Create standing stances with visuals such as poly spots to increase understanding of positioning of feet/shoulders for throw- Left foot here, right foot there to create an understanding of positioning to throw with a mature pattern</li> </ul> </li> </ul>
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			<p><i>hands to the side. When you raise your hands to the side, the hand that you throw with should be pointing away from your partner."</i></p>	<ul style="list-style-type: none"> <li>○ Visually enhance/mark/ define playing area</li> <li>○ Bright colored equipment and boundary markers</li> <li>○ Raised tactile based lines</li> <li>○ Sound maker behind partner such as bells or clapping; -increase awareness of directionality of throw</li> <li>● <b>Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Visual of a person doing a mature overhand throw</li> <li>○ Visual to break down throw- First, Next, Finally</li> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student's individualized communication needs               <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul> </li> <li>● <b>Checks for Understanding:</b></li> <li>● What part of your body should point at your partner when throwing your object?</li> <li>● Even though we are not moving, what kind of pass are we starting to learn how to throw?</li> <li>● Where should I step in this activity?</li> </ul>
<b>Learning Activity 2</b>	8	Students will move to a predetermined location (a line of the floor) and stand next to their	For the next activity, have the students stand next to their partner on a line or at a cone. The students will stand five to ten yards apart, facing the same direction. When the music starts the students will walk across the playing area to the other side having a catch with one another.	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● Same as Learning Activity 1</li> <li>● <b>Checks for Understanding:</b> <ul style="list-style-type: none"> <li>○ What is the difference between a thrower and a tosser?</li> </ul> </li> </ul>

		<p>partner, five to ten yards apart.</p>	<p>Example script: <i>“As you move from one side to the other toss the ball back and forth between you and your partner. Keep in mind that everything we did in the last activity still applies to this one, even though our feet are moving. Hold your object up by your ear, point your belly button and extend your hand in front of you, to your partner when you throw.”</i></p> <p><b>Note: Allow students to throw with their dominant hand in this activity. If both partners are right-handed, choose one person to be the “thrower” and one person to be the “tosser”. The thrower is executing the skill the way it was taught, while the tosser is underhand tossing the object back to the thrower. If one student is a righty and one student is a lefty, they can practice this continuously.</b></p> <p>After moving through the activity at a walking pace, the students will be allowed to move to a jogging and running pace if they are ready.</p>	
<p>Learning Activity 3</p>	<p>8</p>	<p>Students will make groups of four or six and work at a station.</p>	<p>For the last activity students will join with one or two other partnerships to make groups of four or six. Once they have their groups, they are going to find a station (all stations are set up the same way) to work at. When the students arrive at their station, they are going to take a lacrosse stick and a ball, and line up at the cone facing a variety of targets that are hanging on the wall (in the first activity students will be facing their targets rather than pointing their shoulder at the targets).. On the go command, students will cradle while walking, jogging or running, depending on the comfort level, and throw the ball at any target that they choose.</p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Move at a comfortable speed.</li> <li>● Use an up cradle.</li> <li>● Keep your hands away from your body with your top hand outside your shoulder, up by your ear.</li> </ul> <p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● Same as Learning Activity 1 and 2 plus:</li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Floor markers to indicate where to stand for target throw</li> </ul> </li> </ul>

			<p>Example script: <i>“As you approach the target make sure your hands are away from your body by pretending you have a bucket between your arms and your torso. Keep your lacrosse stick up and ready to throw by keeping your top hand by your ear and shoulder. Rotate your shoulders and point your stick at the target you are trying to hit.”</i></p> <p>After students have had time to practice throwing to a target that is in front of them by running at their target, they are going to practice throwing to a target that is next to them. Students are going to line up off center to the targets, five to ten yards away. When it is their turn, the student will walk, jog or run forward, passing by the targets, and try to hit anyone that they choose. If students want to, they can put the ball down in front of them when it is their turn and incorporate a scoop into the activity.</p>	
<b>Closure</b>	8	Students are seated in a circle in the playing area, but they should not be sitting next to the same people as last class.	<p>First, hand the students their quick assessment and collect it when they are done. Next, hand out the compliment cards making sure that students are receiving the card of the person seated to their left. Ask the students to write something positive, but also something different about the person and encourage students to start to make it about physical education class.</p> <p>Example script: <i>“When you contribute to our compliment train today, try to write something positive that you saw your partner do today. If you did not get a chance to see the person you are writing to during class today, that is ok, you can write something more general. However, I want us to start to be very aware of all of our classmates, and try to work with different people when we come to physical education</i></p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b></li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs               <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul> </li> <li>● <b>Checks for Understanding:</b></li> </ul>

			<p><i>class so by the end of our time playing lacrosse you can have something positive to say about everyone in our class."</i></p> <p>Before the students leave, ask if anyone knows what the term spirituality, or spiritual means. After the students share, teach them that for some people being spiritual means to have a strong connection with and understanding of yourself, and to respect your surroundings. Lastly, talk to the students about how their conversations about cultural games went at home. Check in and see if there are any issues that need to be addressed. As the students leave, hand them an outline sheet detailing what you want them to share with the class.</p> <ul style="list-style-type: none"> <li>● What is the name of the game?</li> <li>● Where is it from?</li> <li>● How do you connect or how are you connected to where the game is from?</li> <li>● How do you play the game?</li> </ul>	<ul style="list-style-type: none"> <li>○ What are some examples of being positive in physical education?</li> <li>○ What does it mean to be spiritual?</li> <li>● <b>Quick Assessment:</b> <ul style="list-style-type: none"> <li>○ If possible, play four different gifs of someone shooting a lacrosse ball on the run and have the students choose which one is correct, and write the number on a piece of paper. If gifs are not possible, hand the students a sheet with four pictures and have them circle which one is right.</li> </ul> </li> </ul>
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# LESSON 3

## CATCHING ON THE MOVE

Lesson Name:	Unit Name & Lesson #:	Grade Level:	Lesson Length:
Catching a bouncing ball and a tossed ball.	Lacrosse Lesson #3	3-5	40
<p><b>National Standards:</b></p> <p>Priority Standards for this sequence:</p> <p>S1.E16.3 S2.E3.3 S4.E4.3b S4.E6.3 S1.E15.4 S2.E3.5c S2.E5.5a</p> <p>Other standards that can be addressed:</p> <p>S1.E14.3 S2.E1.3 S1.E14.4a S1.E14.4b S1.E16.4 S1.E13.5b S1.E15.5a S1.E15.5b S1.E16.5c S2.E1.5</p>	<p><b>Lesson Objective(s):</b></p> <p>Students will be able to organize their own warm-up activity with little to no help from the teacher.</p> <p>Students will be able to identify where “the box” is located in relation to the body.</p> <p>Students will be able to show what they should pretend they are catching, when catching a lacrosse ball to ensure that they give with the catch.</p> <p>Students will be able to catch a tossed lacrosse ball with appropriate form.</p>	<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● Mosquito noodles</li> <li>● Balls</li> <li>● Lacrosse sticks</li> <li>● Targets (Hula hoops, sheets etc.)</li> <li>● Paper</li> <li>● Pencils</li> </ul>	

Content	Time	Organization	Activity Progressions	Options
Warm Up	7	Students use all of the open space in the playing area.	<p>As the students enter the playing area have the warm-up for the day accessible to the students via either a looping gif, text or some other mechanism. (This practice will be consistent throughout the sequence).</p> <p>Allow the students to work together to organize the game on their own with little to no support from the teacher.</p> <p>Today's warm-up game is "Mosquito Tag." The students will decide which two to four students in the class are going to be the mosquitos for this activity. Once decided, the mosquitos will each take one noodle with a slit cut through one end for their head to go through. The mosquitos will put their head through the slit and wear it like a mosquito's mouth. When the music starts, the mosquitos will try to tag their classmates with the noodle, as the other students try to avoid being tagged. If a student is tagged, they stop, start pretending to itch where they got tagged, much like they might itch a mosquito bite and wait for help. Help will come in the form of a classmate recognizing one of their peers needing help, and high fiving them to get them back into the game.</p> <p>Example script written by the game description: <i>"Last class we spoke about recognizing the positive contributions and qualities of our classmates during game play. This game gives you an opportunity to do that."</i></p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b></li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Visually enhance/mark/ define playing area</li> </ul> </li> <li>● Bright colored equipment and boundary markers</li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Visual of a Mosquito chasing a person</li> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student's individualized communication needs               <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul> </li> </ul>
Learning Activity 1	8	Students organize throughout the playing area.	<p>After the warm-up, bring the students to the middle of the playing area and teach them how to catch with a lacrosse stick.</p> <p>Example script: <i>"Today we are going to learn a new skill, and this skill is the last skill that we need to start to try and play some larger games. Today's skill is catching. When catching with a lacrosse stick you want to place the head of your stick in that familiar position by your ear. When catching we call that</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Track or follow the ball with your eyes all the way to your stick.</li> <li>● Move to the ball if you need to.</li> <li>● <b>Modifications/Differentiation for Learning Activity 1, 2, and 3</b></li> <li>● <b>Rules</b></li> </ul>

			<p><i>the box. Make believe there is an imaginary line that starts at the top of your head, extends out over your shoulder, and comes down to the outside of your shoulder (draw it if possible). That is called the box. Keep your stick in the box so your teammate has a good target to try and throw the ball to. Once your stick is in the box, get ready to receive the pass by watching for the ball to come out of your teammate's stick. Once the ball leaves their stick, track it, or follow it with your eyes all the way to your stick. Do not be stiff, stay relaxed and give with your catch when the ball hits your pocket. Giving with your catch means to bring your stick back slightly and gently as the ball hits it. Make believe the ball is an egg, and you do not want the egg to crack when you catch it. For our first activity today, we are going to keep practicing throwing, but now we are also going to practice tracking the ball with our eyes and moving our feet to the ball."</i></p> <p>For the first activity the students will get a lacrosse stick and a ball and move to open space on a wall. They will simply throw the ball off of the wall trying to hit a target. They can practice throwing stationary or on the move, but encourage them to practice both, focusing on moving and throwing if they are finding a lot of success throwing stationary. Once the ball hits the wall, the students will track the ball with their eyes and move their feet trying to catch the ball off of one or two bounces. Reinforce with the students that the harder, or faster you rotate, the faster the ball might travel. Students should pay attention to the force they generate and use that to create more comfortable bounces. The goal is to catch on the bounce, not to scoop off of the floor.</p>	<ul style="list-style-type: none"> <li>○ Adapt Rules to meet student's abilities           <ul style="list-style-type: none"> <li>▪ Allow student to catch object with a low hip catch or a high shoulder catch</li> <li>▪ Change objective to meet needs, i.e. give credit for good throw and words of praise for trying to catch the ball to build self-esteem and acknowledge hard work</li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Provide Lighter/larger different equipment to increase success in learning               <ul style="list-style-type: none"> <li>▪ Utilizing a bean bag instead of a ball to initially learn to carry and scoop the "balls"</li> <li>▪ Different weights- softer, size of balls</li> <li>▪ Deflated balls for easier manipulation based on skill being developed</li> <li>▪ Yarn balls, "practice lacrosse ball"</li> </ul> </li> <li>○ Provide a variety of lacrosse sticks               <ul style="list-style-type: none"> <li>▪ Plastic scoops</li> <li>▪ Larger lacrosse stick head (Goalie head)</li> <li>▪ Deeper stick head pocket</li> <li>▪ Shorter lacrosse stick shaft</li> </ul> </li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Visually enhance/mark/ define playing area</li> </ul> </li> <li>● Bright colored equipment and boundary markers</li> <li>● Raised tactile based lines</li> <li>● Sound maker behind goal such as bells or clapping</li> <li>● Use Poly Spots to create directional pathways for special attention and awareness</li> <li>● <b>Learning/Instructional Strategies</b></li> </ul>
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				<ul style="list-style-type: none"> <li>○ Visual of a box around a person appropriately holding a lacrosse stick</li> <li>○ Peer Buddy or Paraprofessional assist</li> </ul> <ul style="list-style-type: none"> <li>● <b>Checks for Understanding:</b></li> </ul>
Learning Activity 2	8	Students spread out in the playing area with their partner.	<p>For the next activity, students will get a partner and practice catching a ball tossed in the air. The tosser will stand in front of their partner holding a ball in their hands, when the catcher says “ready” the tosser will underhand toss the ball to the catcher. The catcher will roll the ball back to the tosser and the tosser will toss the ball again. When the music stops, the partners will switch rolls</p> <p>Example script: <i>“As we go through this activity, catchers need to make sure that their stick is in the box before they give the ready call, and tossers need to try to toss the ball into the box, by the head of the lacrosse stick. Remember to pretend the ball is an egg, and give with your catch, catch softly.”</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Have your stick in a ready position by keeping it in the box.</li> <li>● Give with the catch, pretending you are catching an egg and you do not want it to break.</li> </ul> <p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● same as Learning Activity 1</li> <li>● <b>Checks for Understanding:</b></li> <li>● Why do we want to catch softly?</li> <li>● Where should your stick be when it is in “the box”?</li> </ul>
Learning Activity 3	7	Students choose whether they want to work at pre-set stations, or in open space with their partners.	<p>Challenge by Choice.</p> <p>Example script: <i>“Our last activity is a challenge by choice activity. Who can tell me what the term challenge by choice might mean? Challenge by choice means you get to choose how you want to challenge yourself based on your comfort levels. For this challenge by choice activity you have three different options. The first option is to go back to our first activity to practice tracking and footwork. Your second choice is to stay in this activity with a partner and practice placing your stick in the box and giving with your catch. And your third choice is to take your catching progression to the next phase and try to have a lacrosse catch with your partner. If you choose option three, please see me so I can space everyone out safely. If you choose option one, you can go to a target and practice catching off of the bounce, and if you choose option two you and your partner can stay right here and practice catching off of a toss. You can switch your challenge anytime you want to.”</i></p>	<p><b>Modifications/Differentiation:</b></p> <ul style="list-style-type: none"> <li>● Same as Learning Activities 1 and 2</li> <li>● Modify according to station they choose</li> </ul>

<b>Closure</b>	10	<p>Students are seated in a circle in the playing area, but they should not be sitting next to anyone they sat next to in previous classes.</p>	<p>First, hand the students their quick assessment and collect it when they are done.</p> <p>Next, hand out the compliment cards making sure that students are receiving the card of the person seated to their left. Ask the students to write something positive, but also something different about the person and ask that students make it about physical education class.</p> <p>Lastly, try to “warm call” students to share their cultural game with the class. If there are no takers, try another warm call, if there are still no takers, call students to share their games in some sort of organized order i.e. alphabetical, numerically etc.</p> <p>Examples of a warm call:</p> <ul style="list-style-type: none"> <li>● Can we hear from someone who has a birthday this month?</li> <li>● Can we hear from anyone who plays lacrosse outside of school?</li> <li>● Can someone who loves spring more than any other season tell us about their cultural game?</li> </ul>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer buddy or Paraprofessional assist</li> </ul> </li> <li>● <b>Checks for Understanding:</b></li> <li>● What are some examples of being positive in physical education?</li> <li>● What does it mean to be spiritual?</li> <li>● <b>Quick Assessment:</b></li> <li>● Hand the students a piece of paper with a drawing of a person on it. Ask the students to draw “the box” on the piece of paper. Also, ask the students to draw what we are pretending to catch to ensure we give with our catch, inside the box.</li> </ul>
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# LESSON 4

## CATCHING AND THROWING ON THE MOVE (CONTINUED)

Lesson Name:	Unit Name & Lesson #:	Grade Level:	Lesson Length:
<p>Catching and throwing on the run.</p> <p><b>National Standards:</b></p> <p>Priority Standards for this sequence:</p> <p>S1.E16.3 S2.E3.3 S4.E4.3b S4.E6.3 S1.E15.4 S2.E3.5c S2.E5.5a</p> <p>Other standards that can be addressed:</p> <p>S1.E14.3 S2.E1.3 S1.E14.4a S1.E14.4b S1.E16.4 S1.E13.5b S1.E15.5a S1.E15.5b S1.E16.5b</p>	<p>Lacrosse Lesson #4</p> <p><b>Lesson Objective(s):</b></p> <p>Students will be able to organize their own warm-up activity with little to no help from the teacher.</p> <p>Students will be able to appropriately use their voice to let their partner know that they are available and ready for a pass.</p> <p>Students will be able to throw and catch a lacrosse ball on the move using appropriate technique.</p>	<p>3-5</p>	<p>40</p> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● Lacrosse sticks</li> <li>● Balls</li> <li>● Cones</li> <li>● Noodles</li> </ul>

S1.E16.5c S2.E1.5				
Content	Time	Organization	Activity Progressions	Options
Warm Up	7	Students use all of the open space in the playing area.	<p>As the students enter the playing area have the warm-up for the day accessible to the students via either a looping gif, text or some other mechanism. (This practice will be consistent throughout the sequence).</p> <p>Allow the students to work together to organize the set-up of the game on their own with little to no support from the teacher. This game will be led by the teacher, but the set up and understanding of the game is orchestrated by the student’s communication based off of the information available when they check in. This game requires the most amount of attention to detail and class cooperation of all the warm-up games to this point.</p> <p>Today’s warm-up game is “Loose Caboose.” The students should line up in groups of four, all facing the same direction, about an arm’s length away from one another and numbered one through four with the first person being number one and the last person being number four. Once the students are organized, the teacher will start to give the commands.</p> <ul style="list-style-type: none"> <li>• When the teacher says “switch” numbers one and three trade places.</li> <li>• When the teacher says “change” numbers two and four trade places.</li> <li>• When the teacher says “reverse” everyone turns around and faces the other direction.</li> </ul> <p>Example script written by the game description: <i>“Over the last few classes we have been speaking about recognizing the positive</i></p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <b>Rules</b></li> <li>• <b>Equipment</b></li> <li>• <b>Environment</b></li> <li>• <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Peer Buddy/ Paraprofessional- the assister and the student share the same number and move as a duo</li> <li>○ Appropriate individualized modes of communication to increase abilities to communicate and understand expectations</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> </ul> </li> </ul>

<p>Learning Activity 1</p>	<p>8</p>	<p>Students spread out in the playing area with a partner.</p>	<p><i>contributions and qualities of our classmates during game play. This game gives us a great opportunity to display leadership traits."</i></p> <p>After the warm-up, bring the students to the middle of the playing area and reinforce the basic cues to catching a lacrosse ball. After the review is complete, let the students know that catching standing still, and catching while moving are not all that different, they just take some practice. Then, explain the first activity for the day.</p> <p>Example script: <i>"Our first activity today is going to get you moving and catching at the same time. Remember our catching cues, and make sure you maintain those cues no matter which direction you are moving. As you can see there are cones spread out all around our playing area. When I say to, you are going to get a partner and go to a cone. When you get there, one partner is going to stand at the cone with a ball, the other partner is going to stand 10 big steps away from the cone. When the music starts, the outside player is going to start walking toward their partner, with their stick in the box looking for a pass. When you are moving toward your partner, you are going to use your voice to let them know you are ready for the ball by saying, here's your help, and your partner's name. If Taylor is my partner, I would say, here is your help Taylor. After receiving the pass, you are going to cradle to the cone, your partner is going to move 10 big steps away, and take their turn catching on the run."</i></p> <p>As the students get more comfortable, encourage them to move from a walk, to a jog to a run.</p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Use your voice: "Here's your help (players name)."</li> </ul> <p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Create Success/focus on student's developmental skill level/adapt to their level to create equity</li> <li>○ Allow student to catch object with a low hip catch or a high shoulder catch</li> <li>○ Change objective to meet needs, i.e. allow students based on ability needs to continue to stand still to catch or throw-praise according to their abilities</li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Provide lighter/larger different equipment to increase success in learning           <ul style="list-style-type: none"> <li>▪ Utilizing a bean bag instead of a ball to initially learn to carry and scoop the "balls"</li> <li>▪ Different weights- softer, size of balls</li> <li>▪ Deflated balls for easier manipulation based on skill being developed</li> <li>▪ Yarn balls, "practice lacrosse ball"</li> </ul> </li> <li>○ Provide a variety of lacrosse sticks           <ul style="list-style-type: none"> <li>▪ Plastic scoops</li> <li>▪ Larger lacrosse stick head (Goalie head)</li> <li>▪ Deeper stick head pocket</li> <li>▪ Shorter lacrosse stick shaft</li> </ul> </li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Visually enhance/mark/ define playing area</li> </ul> </li> <li>● Bright colored equipment and boundary markers</li> </ul>
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				<ul style="list-style-type: none"> <li>● Use Poly Spots to create directional pathways for special attention and awareness</li> </ul> <p><b>Learning/Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs             <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>● Why is it important to use our voice when looking for a pass?</li> <li>● Where do we want to believe that we are catching when we receive a pass?</li> <li>● When throwing a ball to a moving target, where are we throwing the ball to?</li> </ul>
Learning Activity 2	8	Students spread out in the playing area with a partner.	<p>For the next activity, students will set up in the same way, except this time they will move in different directions and practice catching and throwing a ball to a moving target.</p> <p>Students can move:</p> <ul style="list-style-type: none"> <li>● To the ball (forward)</li> <li>● Away from the ball (backward)</li> <li>● To their left, or right</li> <li>● To the ball or away from the ball on 45-degree angles</li> </ul>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● You can move left, right, forward, backward, or on an angle.</li> </ul> <p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>○ same as Learning Activity 1</li> </ul>

Learning Activity 3	7	Students spread out in the playing area with their group.	<p>Example script: <i>“Our last activity is monkey in the middle. For this game you are going to mix up your partners and make groups of three with all new people. Say thank you to your partner. You have 37 seconds to make groups of three and meet at one of the cones. As a group, decide who is going to be the monkey first however you think is fair, and ask the monkey to trade the cone for a noodle by bringing the cone to the noodle bin and stacking them up, then bringing a noodle back to your group.”</i></p> <p>Rules for monkey in the middle:</p> <ul style="list-style-type: none"> <li>● Outside players can move in open space throwing the ball back and forth to one another practicing passing and catching on the move.</li> <li>● The monkey will have the noodle, and they will try to defend the space between the players by attempting to hit the ball with their noodle while it is in the air.</li> <li>● If the ball is hit with the noodle, the person who threw the pass trades their stick for the noodle and they two trade places.</li> </ul> <p>You can add additional rules for what happens when the ball is on the ground to maintain a safe environment.</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Create Success/focus on student’s developmental skill level/adapt to their level to create equity</li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Increase or decrease the activity area size               <ul style="list-style-type: none"> <li>▪ Distance between partners</li> </ul> </li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Provide lighter/larger different equipment to increase success in learning               <ul style="list-style-type: none"> <li>▪ Utilizing a bean bag instead of a ball to initially learn to carry and scoop the “balls”</li> <li>▪ Different weights- softer, size of balls</li> <li>▪ Deflated balls for easier manipulation based on skill being developed</li> <li>▪ Yarn balls, “practice lacrosse ball”</li> </ul> </li> <li>○ Provide a variety of lacrosse sticks               <ul style="list-style-type: none"> <li>▪ Plastic scoops</li> <li>▪ Larger lacrosse stick head (Goalie head)</li> <li>▪ Deeper stick head pocket</li> <li>▪ Shorter lacrosse stick shaft</li> </ul> </li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> </ul> </li> </ul>
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				<ul style="list-style-type: none"> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs           <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul>
<b>Closure</b>	10	Students are seated in a circle in the playing area, but they should not be sitting next to anyone they sat next to in previous classes.	<p>First, hand the students their quick assessment and collect it when they are done.</p> <p>Next, hand out the compliment cards making sure that students are receiving the card of the person seated to their left. Ask the students to write something positive, but also something different about the person and encourage students to start to make it about physical education class. When that is done, ask the students what number they wrote on their paper and why. Try to lead with what could be correct no matter what the answer. Students who wrote “zero” could be correct because even though we discussed how to use your voice in this lesson, you can also use it standing still. In addition, yes moving is different, but it could also be implied. Students who answer “one” could be correct if they discussed the fact that the act of moving itself makes it different, etc.</p> <p>Lastly, try to “warm call” students to share their cultural game with the class. If there are no takers, try another warm call, if there are still no takers, call students to share their games in some sort of organized order i.e. alphabetical, numerically etc. Your first warm call could be, “Can we hear from someone who has not yet shared with us?”</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b></li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategy</b> <ul style="list-style-type: none"> <li>○ Peer buddy or Paraprofessional assistance</li> <li>○ Visuals to assist with understanding communication of expectations</li> <li>○ Follow IEP accommodations, (i.e. potentially Verbal vs written response)</li> </ul> </li> <li>● <b>Quick Assessment:</b></li> <li>● Hand the students a piece of paper and ask them to write how many things they had to do differently when they were catching on the move as compared to catching standing still.</li> </ul>



# LESSON 5

## OFFENSE

Lesson Name:	Unit Name & Lesson #:	Grade Level:	Lesson Length:
<p>Basic offensive strategies.</p> <p><b>National Standards:</b></p> <p>Priority Standards for this sequence:</p> <p>Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)</p> <p>Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)</p> <p>Praises others for their success in movement performance. (S4.E4.3b)</p> <p>Work independently and safely in physical activity settings. (S4.E6.3)</p> <p>Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills). (S1.E15.4)</p> <p>Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)</p> <p>Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)</p> <p>Other standards that can be addressed:</p> <p>Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. (S1.E14.3)</p> <p>Recognizes the concept of open spaces in a movement context. (S2.E1.3)</p> <p>Throws overhand using a mature pattern in non-dynamic environments (closed skills). (S1.E14.4a) Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)</p> <p>Catches a thrown ball above the head, at chest or waist level, and below the waist using a</p>	<p>Lacrosse Lesson #5</p> <p>3-5</p> <p>40</p> <p><b>Lesson Objective(s):</b></p> <p>Students will be able to organize their own warm-up activity with little to no help from the teacher.</p> <p>Students will be able to appropriately move into open space in order to receive a pass.</p> <p>Students will be able to create space for their teammates by cutting through for them.</p>	<p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● Lacrosse sticks</li> <li>● Balls</li> <li>● Cones</li> </ul>	

<p>mature pattern in a non-dynamic environment (closed skills). (S1.E16.4)</p> <p>Throws overhand to a large target with accuracy. (S1.E13.5b)</p> <p>Throws with accuracy, both partners moving. (S1.E15.5a) Throws with reasonable accuracy in dynamic, small sided practice tasks. (S1.E15.5b)</p> <p>Catches with accuracy, both partners moving. (S1.E16.5b) Catches with reasonable accuracy in dynamic, small sided practice tasks. (S1.E16.5c)</p> <p>Combines spatial concepts with locomotor and nonlocomotory movements for small groups in gymnastics, dance and games environments. (S2.E1.5)</p>					
Content	Time	Organization	Activity Progressions	Options	
Warm Up	8	Students use all of the open space in the playing area.	<p>As the students enter the playing area have the warm-up for the day accessible to the students via either a looping gif, text or some other mechanism. (This practice will be consistent throughout the sequence).</p> <p>Allow the students to work together to organize the set-up of the game on their own with little to no support from the teacher.</p> <p>Today's warm-up serves as an opportunity to practice the skills from last class, using a game that they are familiar with from last class. Today's warm-up game is monkey in the middle, with the same set up as last class.</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Learning Activity 1,2,3</b></li> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Create Success/focus on student's developmental skill level/adapt to their level to create equity</li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Increase or decrease the activity area size                             <ul style="list-style-type: none"> <li>▪ Distance between partners</li> </ul> </li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Provide Lighter/larger different equipment to increase success in learning                             <ul style="list-style-type: none"> <li>▪ Utilizing a bean bag instead of a ball to initially learn to carry and scoop the "balls"</li> <li>▪ Different weights- softer, size of balls</li> <li>▪ Deflated balls for easier manipulation based on skill being developed</li> <li>▪ Yarn balls, "practice lacrosse ball"</li> </ul> </li> </ul> </li> </ul>	

				<ul style="list-style-type: none"> <li>○ Provide a variety of lacrosse sticks             <ul style="list-style-type: none"> <li>▪ Plastic scoops</li> <li>▪ Larger lacrosse stick head (Goalie head)</li> <li>▪ Deeper stick head pocket</li> <li>▪ Shorter lacrosse stick shaft</li> </ul> </li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs                 <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul> </li> </ul>
Learning Activity 1	10	Students spread out in three lines on one side of the playing area or organize in groups of three spread out around the playing area.	<p>After the warm-up, bring the students to the middle of the playing area and explain the first activity to them, the three-person weave.</p> <p>Example script: <i>“Our first activity today is an activity that a lot of lacrosse teams use as part of their practices, and it is called the three-person weave. This activity is going to help us to keep practicing passing and cutting on the move, while also introducing something new, cutting. As we go through today’s lesson, we are going to learn two different reasons why a lacrosse player may make a cut.”</i></p> <p>Ask the students if anyone can explain what it means to “cut” in a game like</p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Pass, cut, catch, carry.</li> </ul> <p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>○ same as Learning Activity 1 with special focus on Instructional Strategies to increase awareness and understanding of the drill</li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>● What is a cut?</li> <li>● What does it mean to carry?</li> <li>● Why is cutting an important part to playing offensive lacrosse?</li> </ul>

			<p>lacrosse. Ask them if they know why cutting might be important.</p> <p>Example script: <i>“One of the main reasons why cutting is important is to create space for a teammate. When players on the field cut, sometimes they are trying to get out of a teammate’s way so their teammate has space to move into, or they may be attempting to move a defender out of the way, so their teammate is not under pressure as they try to make a play. As we go through our weave, we are going to practice cutting to get out of each other’s way. The first rule to this activity, and one of the main rules we are going to focus on as we play games is pass, cut, catch, carry. Every time you pass, you should cut. Every time you catch the ball, you should carry it somewhere else.”</i></p> <p>Setting up the weave (you can start with ground balls and progress to passing and catching):</p> <ul style="list-style-type: none"> <li>● Put students in three lines, or in groups of three             <ul style="list-style-type: none"> <li>○ Starting in lines and progressing to spread out groups of three can optimize teacher observation in the beginning and maximize reps later.</li> </ul> </li> <li>● The ball starts with the student in the middle.</li> <li>● When the activity starts, the person in the middle passes the ball to the person to their left,</li> </ul>
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			<p>and they cut to their side, trying to stay in front of them, and allowing the ball carrier to travel below them.</p> <ul style="list-style-type: none"> <li>• When the player to the left catches the ball, they will start to carry it to the middle of the playing area, traveling under their teammate who is cutting toward them.</li> <li>• The player to the right is moving up the field, staying even with the ball.</li> <li>• As the player to the left (the first catcher) moves to the middle, they pass the ball to the player to the right, and cut towards them, allowing them to carry the ball underneath their cut.</li> <li>• The player to the right now carries to the middle and the activity continues.</li> </ul>	
Learning Activity 2	10	Students will play on predetermined fields spread out throughout the playing area.	<p>For the next activity, students will play 3v3 games of ultimate lacrosse, focusing on the second main reason an offensive player may cut. Ultimate lacrosse is played the same way ultimate frisbee is played.</p> <p>Example script: <i>“Our next activity is the first game style lacrosse activity that you have played in physical education to this point. This activity is called ultimate lacrosse and it is super fun to play. Before we play however, let’s focus on the second</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>• Move into open space.</li> <li>• Keep your stick in the box and your eyes on the target.</li> </ul> <p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>• same as Learning Activity 1 and 2</li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>• How would you identify open space in game play?</li> </ul>

		<p><i>reason why an offensive player may cut in a game like lacrosse."</i></p> <p>Teach the students that the other reason a player may cut in a game like lacrosse is to get open and receive a pass. Teach the students what "open space" is and demonstrate what it may look like in game play. Teach them to cut with their stick in the box, eyes on the player with the ball and using their voice so their teammate knows they are open and ready.</p> <p>Ultimate lacrosse:</p> <ul style="list-style-type: none"> <li>• Game starts with a draw rather than a faceoff (explain to the students that girls lacrosse and boys lacrosse have many different rules, and how they start play is one of them).</li> <li>• After possession is gained, students are allowed to carry the ball for 10 steps before they have to make a pass.</li> <li>• If the pass is complete the play continues in that same manner.</li> <li>• If the pass is incomplete, it is a turnover. There should be no play over a ground ball because possession is already determined. The closest defender will pick the ball up and start play for their team.</li> <li>• You can score the game by the amount of catches a team gets, or by marking a goal line with cones or a line.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we want to cut into open space?</li> </ul>
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			<ul style="list-style-type: none"> <li>○ 5 catches equal a point.           <ul style="list-style-type: none"> <li>■ Once there are five catches the other team starts with the ball at the point of the fifth catch.</li> </ul> </li> <li>○ Scoring is cumulative, every catch is a point.</li> <li>○ Students need to move the ball down field and across a goal line much like football.</li> <li>● Defenders can guard their person by staying in front of them.</li> <li>● Defenders are not allowed to check, or hit their opponents stick, but they can intercept passes.</li> </ul>	
<b>Closure</b>	12	Students are seated in a circle in the playing area, but they should not be sitting next to anyone they sat next to in previous classes.	<p>First, hand the students their quick assessment and collect it when they are done.</p> <p>Next, hand out the compliment cards making sure that students are receiving the card of the person seated to their left. Ask the students to write something positive, but also something different about the person and encourage students to start to make it about physical education class. When that is done, ask the students what number they wrote on</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b></li> <li>● <b>Equipment</b></li> <li>● <b>Environment</b></li> <li>● <b>Learning/Instructional Strategy</b> <ul style="list-style-type: none"> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> </ul> </li> </ul>

			<p>their paper and why. Try to lead with what could be correct no matter what the answer. Students who wrote “zero” could be correct because even though we discussed how to use your voice in this lesson, you can also use it standing still. In addition, yes moving is different, but it could also be implied. Students who answer “one” could be correct if they discussed the fact that the act of moving itself makes it different, etc.</p> <p>Lastly, try to “warm call” students to share their cultural game with the class. If there are no takers, try another warm call, if there are still no takers, call students to share their games in some sort of organized order i.e. alphabetical, numerically etc. Your first warm call could be, “Can we hear from someone who has not yet shared with us?”</p>	<ul style="list-style-type: none"> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs             <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul> <p><b>Quick Assessment:</b></p> <ul style="list-style-type: none"> <li>● Hand the students a piece of paper and ask them to draw a situation where a player could cut to create space for a teammate.</li> </ul>
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# LESSON 6

## DEFENSE

Lesson Name:	Unit Name & Lesson #:	Grade Level:	Lesson Length:
<p>Basic defensive strategies.</p> <p><b>National Standards:</b></p> <p>Priority Standards for this sequence:</p> <p>Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. (S1.E16.3)</p> <p>Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)</p> <p>Praises others for their success in movement performance. (S4.E4.3b)</p> <p>Work independently and safely in physical activity settings. (S4.E6.3)</p> <p>Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills). (S1.E15.4)</p> <p>Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)</p> <p>Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)</p> <p>Other standards that can be addressed:</p> <p>Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. (S1.E14.3)</p> <p>Recognizes the concept of open spaces in a movement context. (S2.E1.3)</p> <p>Throws overhand using a mature pattern in non-dynamic environments (closed skills). (S1.E14.4a) Throws overhand to a partner or at a target with accuracy at a reasonable distance. (S1.E14.4b)</p> <p>Catches a thrown ball above the head, at chest or waist level, and below the waist using a</p>	<p>Lacrosse Lesson #6</p> <p><b>Lesson Objective(s):</b></p> <p>Students will be able to organize their own warm-up activity with little to no help from the teacher.</p> <p>Students will be able to appropriately mark their player while defending away from the ball.</p> <p>Students will be able to defend their player while they have the ball by remaining on the stick side.</p>	<p>3-5</p>	<p>40</p> <p><b>Equipment Needed:</b></p> <ul style="list-style-type: none"> <li>● Lacrosse sticks</li> <li>● Balls</li> <li>● Cones</li> <li>● Paper</li> <li>● Pencils</li> </ul>

<p>mature pattern in a non-dynamic environment (closed skills). (S1.E16.4)</p> <p>Throws overhand to a large target with accuracy. (S1.E13.5b)</p> <p>Throws with accuracy, both partners moving. (S1.E15.5a) Throws with reasonable accuracy in dynamic, small sided practice tasks. (S1.E15.5b)</p> <p>Catches with accuracy, both partners moving. (S1.E16.5b) Catches with reasonable accuracy in dynamic, small sided practice tasks. (S1.E16.5c)</p> <p>Combines spatial concepts with locomotor and nonlocomotory movements for small groups in gymnastics, dance and games environments. (S2.E1.5)</p>		
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Content	Time	Organization	Activity Progressions	Options
<b>Warm Up</b>	5	Students use all of the open space in the playing area.	<p>As the students enter the playing area have the warm-up for the day accessible to the students via either a looping gif, text or some other mechanism. (This practice will be consistent throughout the sequence).</p> <p>Allow the students to work together to organize the set-up of the game on their own with little to no support from the teacher.</p> <p>Today's warm-up serves as an opportunity to practice passing and catching on the move, using a familiar game. Today's warm-up game is monkey in the middle, with the same set up.</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Create Success/focus on student's developmental skill level/adapt to their level to create equity</li> </ul> </li> <li>● <b>Environment</b> <ul style="list-style-type: none"> <li>○ Increase or decrease the activity area size                             <ul style="list-style-type: none"> <li>▪ Distance between partners</li> </ul> </li> </ul> </li> <li>● <b>Equipment</b> <ul style="list-style-type: none"> <li>○ Provide Lighter/larger different equipment to increase success in learning                             <ul style="list-style-type: none"> <li>▪ Utilizing a bean bag instead of a ball to initially learn to carry and scoop the "balls"</li> <li>▪ Different weights- softer, size of balls</li> <li>▪ Deflated balls for easier manipulation based on skill being developed</li> <li>▪ Yarn balls, "practice lacrosse ball"</li> </ul> </li> <li>○ Provide a variety of lacrosse sticks</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>▪ Plastic scoops</li> <li>▪ Larger lacrosse stick head (Goalie head)</li> <li>▪ Deeper stick head pocket</li> <li>▪ Shorter lacrosse stick shaft</li> </ul> <ul style="list-style-type: none"> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs</li> </ul> </li> <li>● Physical Prompt</li> <li>● Verbal Prompt</li> <li>● Gestural Prompt</li> </ul>
Learning Activity 1	6	Students will find a partner and spread out in open space in the playing area.	<p>After the warm-up, bring the students to the middle of the playing area and explain the first game to them, “Mirror, Mirror.”.</p> <p>Example script: <i>“For our first activity, one partner is going to be designated as the offensive player and the other player is going to be designated as the defensive player. When the music starts, the offensive player is going to move around, changing directions as many times as they can, trying to get away from the defender. The defender is going to mirror, or follow along with their partner, trying to stay about an arm’s length away from them. When the music stops, everyone is going to freeze, and the defender is going to reach out and try to touch their partner, checking to see if they are an arm’s length away.”</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Maintain an arm’s length.</li> <li>● <b>Accommodations/Modifications/ Differentiation:</b></li> <li>● <b>Rules</b> <ul style="list-style-type: none"> <li>○ Create Success/focus on student’s developmental skill level/adapt to their level to create equity</li> </ul> </li> <li>● <b>Environment</b></li> <li>● <b>Equipment</b></li> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> </ul> </li> </ul>

			<p>Teach the students that sometimes it is important to stay close to the person that you are guarding to help prevent them from getting the ball during game play.</p>	<ul style="list-style-type: none"> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs           <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>● Why do we want to keep an arm's length from the player we are covering?</li> </ul>
<p>Learning Activity 2</p>	<p>17</p>	<p>Students will play on predetermined fields spread out throughout the playing area.</p>	<p>For the next activity, students will make teams of three and these teams will be their teams for the rest of this class, and the next class. Once the students are in their teams, ask two students to come up to help you demonstrate on ball defense, which will be the focus of the first practice game.</p> <p>Example script: <i>“When defending a player with the ball, we are going to start by using our voice and saying ball loud enough for our teammates to hear. Communication is one of the main parts of playing defense, and calling ball is one of the first things that needs to be communicated. After you call ball, approach the player who has the ball with your stick up, and on their stick side. Playing the players stick side does two things for us as defenders. First, it takes away one side of the field, helping us to know where they are going to go so, we do not have to react to them where they go, we already know which way they can go. Second, if I am on the stick side, it</i></p>	<p><b>Cues:</b></p> <ul style="list-style-type: none"> <li>● Call “ball” when you are defending the player with the ball.</li> <li>● Play the stick side when defending the ball.</li> </ul> <p><b>Accommodations/Modifications/</b></p> <ul style="list-style-type: none"> <li>● <b>Differentiation:</b></li> <li>● same as Learning Activity 1</li> </ul> <p><b>Checks for Understanding:</b></p> <ul style="list-style-type: none"> <li>● Why do we want to make sure that we are defending the stick side of the person with the ball?</li> </ul>

			<p><i>makes it more difficult for them to make a pass to a teammate.</i></p> <p>After teaching the students a little bit about playing on ball defense, match them up with a team to play a practice game of ultimate lacrosse. During the game, the offensive players should be practicing cutting to get open and to create space for teammates, while the defense should practice good on ball and off ball defensive strategies.</p>	
<p><b>Closure</b></p>	<p>12</p>	<p>Students are seated in a circle in the playing area, but they should not be sitting next to anyone they sat next to in previous classes.</p>	<p>First, hand the students their quick assessment and collect it when they are done.</p> <p>Next, hand out the compliment cards making sure that students are receiving the card of the person seated to their left. Ask the students to write something positive, but also something different about the person and encourage students to start to make it about physical education class. When that is done, ask the students what number they wrote on their paper and why. Provide the students with the correct answers when they are done sharing.</p> <p>Lastly, try to “warm call” students to share their cultural game with the class. If there are no takers, try another warm call, if there are still no takers, call students to share their games in some sort of organized order i.e. alphabetical, numerically etc. Your first warm call could be, “Can we hear from someone who has not yet shared with us?”</p>	<p><b>Accommodations/Modifications/ Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <b>Learning/Instructional Strategies</b> <ul style="list-style-type: none"> <li>○ Appropriate individualized modes of communication to increase abilities to communicate</li> <li>○ Create equitable experience for the mobility needs of ALL students, i.e. wheelchair, walker, gait trainer</li> <li>○ Peer buddy or Paraprofessional direct assist reinforcing understanding using student’s individualized communication needs           <ul style="list-style-type: none"> <li>▪ Physical Prompt</li> <li>▪ Verbal Prompt</li> <li>▪ Gestural Prompt</li> </ul> </li> </ul> </li> </ul> <p><b>Quick Assessment:</b></p> <ul style="list-style-type: none"> <li>● Hand the students a piece of paper with a drawing of a lacrosse player on it, and the numbers “1” “2” and “3” written around the player. Ask the students to circle the number that represents where they should stand if they are playing the ball. Also, ask the students to write what they should say when defending the ball.</li> </ul>