

MODULE OVERVIEW

ABOUT THIS MODULE

Lacrosse is one of the fastest-growing sports in the United States. Interestingly, it's also one of the oldest, with evidence of its origins dating back to 1100 AD. The current version of the game is a combination of the variations played by the people native to North America (Canada and the US) with European influences.

This module was created as an introduction to the sport with a focus on basic ball-control skills (cradling, scooping, catching, and throwing).

NATIONAL STANDARDS AND OUTCOMES FOCUS

- ✔ **Standard 1 [E6.3-4]** Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation (3); Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks (4).
- ✔ **Standard 1 [E16.3-4]** Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (3); Catches a thrown ball above the head, at chest/waist level, and below the waist using a mature pattern in a non-dynamic environment (4).
- ✔ **Standard 1 [E26.4-5]** Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments (4); Combines manipulative skills and traveling for execution to a target (5).
- ✔ **Standard 2 [E1.3,4a,5]** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Combines spatial concepts with locomotor and non-locomotor movements for small groups in game environments (5).
- ✔ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks/games environments, gymnastics, and dance with self-direction (5).
- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 3 [E6.3-5]** Identifies foods that are beneficial for pre- and post-physical activity (3); Discusses the importance of hydration and hydration choices relative to physical activities (4); Analyzes the impact of food choices relative to physical activity, youth sports & personal health (5).
- ✔ **Standard 4 [E6.3-5]** Works independently & safely in physical activity settings (3); Works safely with peers & equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✔ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses the enjoyment and/or challenge of participating in a favorite physical activity (5).

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PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

- Instant Activity (not on block plan) *5–10 minutes*
- + Skill Activity with Debrief *10–15 minutes*
- + Skill Activity with Debrief *10–15 minutes*
- + Check for Understanding *5 minutes*

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Two types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

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SELF
ASSESSMENT
WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day skills are first introduced. For example, during the module's first lesson, students participate in the activities Yum Yum Yum and Clean Your Yard. At the end of this activity, students would complete the Pre and Goal columns for cradling (and possibly scooping). Throwing, catching, and dodging would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the module's station day lesson.

USING
THE SELF
ASSESSMENT
FOR
EVALUATION
(GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for self-assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed assessment with little effort. Student pre- and post-assessments do not match observed skill performance.
- Competent (3): Most skill assessments match student's skill level with a goal and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the self-assessment is consistent with the scale used for the holistic rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC
RUBRIC
FOR
PERFORMANCE

The holistic rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria, including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics, providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the module's station day, providing a final holistic evaluation of each student's performance.

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SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Yum Yum Yum, Clean Your Yard	Cradle, Jog, Lacrosse, Lacrosse Stick, Stick Head, Stick Shaft, Actively Engage, Control, Cradle, Cues, Ground Ball, Safety, Scoop
2	Clean Your Yard, Musical Lax	Control, Cradle, Ground Ball, Open Space, Scoop
3	Yum Yum Yum, Musical Lax, and Target Practice	Accuracy, Control, Cues, Safety, Stick Head, Stick Shaft, Target
4	Musical Lax, Lax Tag	Chase, Dodge, Flee, Independent, Safety, Strategy, Tactic
5	Lax Tag, Sharks in the Sea	Close Space, Face Dodge, Split Dodge
6	Sharks in the Sea, Partner Toss & Catch	Accurate, Dominant, Grit, Hand, Stick Head, Stick Shaft
7	Musical Lax, Lax Tag, and Partner Toss & Catch	Accurate, Dominant, Grit, Hand, Stick Head, Stick Shaft
8	Partner Toss & Catch, Lacrosse Basketball	Combine, Cradle, Close Space, Direction, Goal, Open Space, Pass, Skill, Speed
9	Station Day	Academic Language Review