

MUSICAL LAX

STUDENT TARGETS

- ✓ **Skill:** I will combine the skills of fielding ground balls and cradling with moving in open space.
- ✓ **Cognitive:** I will discuss the enjoyment and importance of participating in challenging activities.
- ✓ **Fitness:** I will stay actively engaged in all activities.
- ✓ **Personal & Social Responsibility:** I will use positive self-talk while learning lacrosse skills.

TEACHING CUES

Scoop Ground Balls

- ✓ Top Hand Below Head
- ✓ Stick Low, Parallel to Ground
- ✓ Bend and Knees, Hips Low
- ✓ Scoop Low, Quick, and Through
- ✓ Bring Up to Cradle

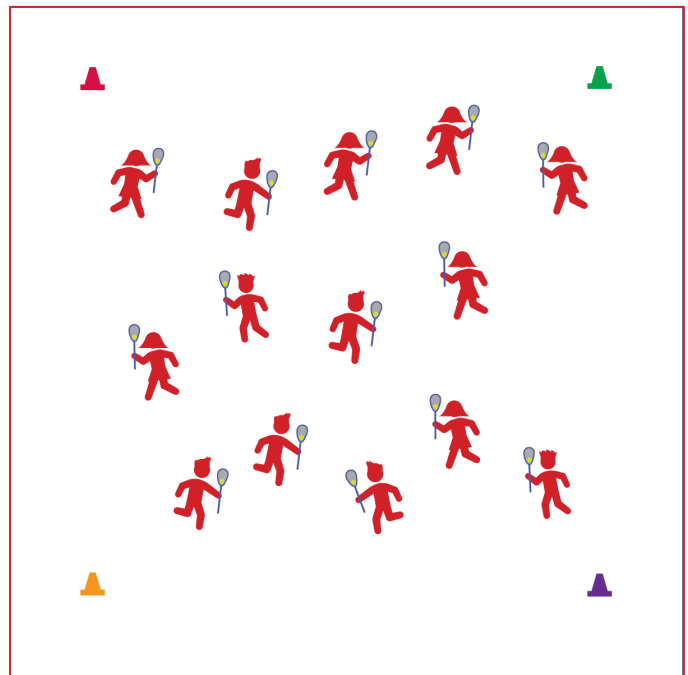
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 lacrosse stick per student
- ✓ 1 ball per student
- ✓ 4 large cones
- ✓ Music player and music
- ✓ Lax Skill Cue Chart

Set-Up:

1. Use cones to create a large activity area.
2. Scatter students throughout the space, each with a lacrosse stick and ball.



Activity Procedures:

1. Today's activity is called Musical Lacrosse.
2. This fun activity will help us practice scooping up ground balls and cradling.
3. When the music starts, begin cradling the ball and moving around the activity area. When you hear the music stop playing, stop moving, and drop your ball, and then quickly find another one and scoop it up.
4. When the music starts again, begin cradling the ball and moving around the activity area again.

Grade Level Progression:

3rd: Play the activity as described above.

4th–5th: Add cones throughout the activity area. When students approach a cone, they practice dodges.

MUSICAL LAX

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Use visual start and stop signals.
- ✔ Use different types and sizes of balls to make scooping ground balls less or more challenging.

ACADEMIC
LANGUAGE

Control, Cradle, Ground Ball, Open Space, Scoop

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **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 (e.g., scoring in soccer, hockey, and basketball) (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 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and 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 (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (5).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How can you recognize a challenging activity?
- ✔ **DOK 2:** What are the similarities and differences between challenging activities and easy activities?
- ✔ **DOK 3:** What is one example from your own life that you can share that demonstrates the importance of trying and sticking with a challenge? Can you provide details on why you chose this example?

TEACHING
STRATEGY
FOCUS

Help students engage in cognitively complex tasks. 3rd through 5th grade students learning lacrosse will most likely find themselves in the cognitive stage of motor learning. They are working to understand the mechanics of the skill while trying to coordinate their movements to make it happen. Positive self-talk and consistent encouragement will be just as important as corrective feedback.