

PARTNER TOSS & CATCH

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate the cues for catching a lacrosse ball.
- ✓ **Cognitive:** I will discuss the challenges of catching with a lacrosse stick.
- ✓ **Fitness:** I will stay actively engaged in all activities.
- ✓ **Personal & Social Responsibility:** I will use positive self-talk while learning lacrosse skills.

TEACHING CUES

Catch

- ✓ Top Hand Just Below Head
- ✓ Bottom Hand in the Center
- ✓ Stick to the Ball
- ✓ Cushion and Cradle the Catch

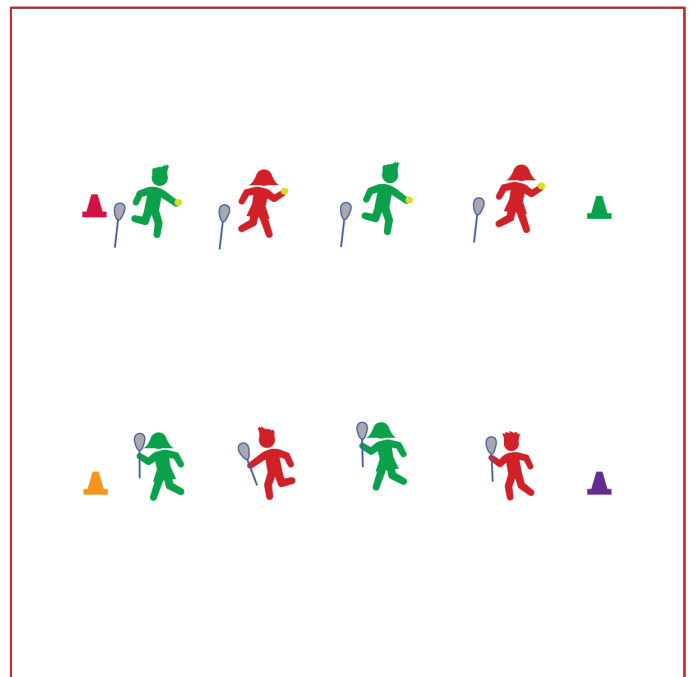
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 lacrosse stick per student
- ✓ 1 soft lacrosse or tennis ball per 2 students
- ✓ 4 cones
- ✓ Lax Skill Cue Chart

Set-Up:

1. Create 2 parallel lines with cones at each end.
2. Pair students, each student with a stick and each pair with a ball.
3. Partners standing across from each other, 1 on each line facing their partners.
4. Begin with all lacrosse balls in the same line.



Activity Procedures:

1. Today we're going to work on 3 levels of tossing and catching.
2. Level 1: The partner with the ball will put her/his stick on the ground and hold the ball in hand. We'll start with 1-handed catches. The catcher will hold the stick with 1 hand right next to the head of the stick. Tossers will toss the ball just above the catcher's shoulder; 5 tosses right, then 5 left, then switch roles.
3. Level 2: Students use a 2-handed catch and cradle. Continue with a tosser and catcher. Now, the catcher will hold the stick with 2 hands (1 at the head, and 1 in the middle of the stick's shaft). After each catch, cradle the ball for 5 seconds, then roll the ball back to the tosser (5 left, 5 right, switch roles).
4. Level 3: Students will pass using their sticks. This level is for advanced players. Stay at levels 1 and 2 until students are ready to move on.

Grade Level Progression:

- 3rd: Focus practice on Levels 1 and 2.
- 4th: Review at Level 1, but focus practice at Level 2. Some students may be ready for Level 3.
- 5th: Focus practice at Level 3.

PARTNER TOSS & CATCH

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Use balls of various sizes, shapes, colors, and textures.
- ✔ Use balls that provide auditory signals.
- ✔ Allow students to roll the ball back and forth, working with lacrosse sticks.

ACADEMIC
LANGUAGE

Accurate, Dominant, Grit, Hand, Stick Head, Stick Shaft

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **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 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:** What are the cues for catching with a lacrosse stick?
- ✔ **DOK 2:** How is catching with a lacrosse stick the same as catching with your hands? How is it different?
- ✔ **DOK 3:** What facts would you select to prove that you've demonstrated grit during Partner Toss & Catch? Why did you choose those facts?

TEACHING
STRATEGY
FOCUS

Help students practice skills and processes. Catching in lacrosse can be a challenging barrier to continued participation and success. This activity is placed in the middle of this module purposefully. The authors wanted students to feel enjoyment and success within their lacrosse experience, leading up to the challenging task of catching a ball. However, once catching is introduced, be sure to allow students to develop slowly and purposefully at a pace appropriate to their skill and developmental level. Moving too quickly into dynamic throw-and-catch gameplay may turn students off to the sport.