



Teacher Resource

Primary and Secondary School Lacrosse

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AN INTRODUCTION TO TEACHING SCHOOL LACROSSE

The sport of Lacrosse can be a wonderful inclusion in your school's PE or sport program.

Lacrosse is a sport that many students would not have experienced, and this provides teachers and schools with a fantastic opportunity to introduce students to a new, exciting and motivating opportunity to get active. This new opportunity can provide something different and is a unique way to motivate students that aren't enthused by traditional Australian sports.

Lacrosse is an invasion game and skills learnt are transferrable to all other invasion games (e.g. AFL, soccer, rugby, hockey and basketball). The principles of invasion games are:

- Achieve / Maintain possession of the ball
- Create space to move into the other team's half
- Score more points than your opponent

The Lacrosse Club structure in the sport is connected and supportive, creating great opportunities for participation in community sport for those wanting to continue playing.

This resource is a wonderful resource for teaching Lacrosse, in all of its forms. Teachers do not need any experience in the sport, nor do they need to have experience in teaching PE or sport. The intention of this resource is that a teacher will be able to easily understand and implement a Lacrosse program. This resource can be easily modified to cater for students of all abilities and backgrounds. This resource and unit of work in Lacrosse aligns with VELs' philosophy and pedagogy.

RELEVANCE TO VELs AND THE VICTORIAN EDUCATION SYSTEM

Lacrosse Victoria recognises that schools have crowded curriculums and teachers need to know the relevance of a unit of Lacrosse to the Victorian Essential Learning Standards (VELs).

Lacrosse Victoria recommends that Lacrosse in schools is taught using a Sport Education or SEPEP model where students get to play, officiate, organise and manage the lacrosse environment.

The following table maps this resource against the VELs in the dimensions of Movement and Physical Activity, Building Social Relationships, Working in Teams and Managing Personal Learning at Levels 3 & 4 (years 3 – 6).

The **red text** indicates elements of the standards which are addressed in the resource (using the Sport Education or SEPEP model); the **green text** indicates a link to the standard which needs to be strengthened.

DIMENSION: MOVEMENT AND PHYSICAL ACTIVITY

| STANDARD | STANDARD |
|--|---|
| <p>At level 3:</p> <ul style="list-style-type: none"> Students perform a broad range of complex motor skills and apply them to basic sport specific situations | <p>At level 4:</p> <ul style="list-style-type: none"> Students perform confidently and efficiently in a range of movement environments (indoor, outdoor and aquatic) |
| <ul style="list-style-type: none"> Students create and perform co-ordinated movement sequences that contain a variety of motor skills and movement patterns | <ul style="list-style-type: none"> Students refine basic and complex motor skills and apply these skills in increasingly complex games and activities |
| <ul style="list-style-type: none"> Students participate regularly in physical activities for the purpose of improving skills and health and describe the benefits of health related fitness | <ul style="list-style-type: none"> Students maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity. They explain the process for improving health related fitness |
| <ul style="list-style-type: none"> Students begin to use the games' basic tactics | <ul style="list-style-type: none"> Students effectively use strategic thinking and work with more and less skilled peers to improve game performance |
| <ul style="list-style-type: none"> Students work with others to achieve goals in both co-operative and competitive situations | <ul style="list-style-type: none"> Students work independently to improve performance and provide constructive feedback based on performance criteria to assist skill development |
| <ul style="list-style-type: none"> Students explain the concepts of fair play and respect the roles of officials | <ul style="list-style-type: none"> Students describe and analyse the various roles required in competitive sports |

DIMENSION: BUILDING SOCIAL RELATIONSHIPS

| STANDARD | STANDARD |
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| <p>At level 3:</p> <ul style="list-style-type: none"> • Students demonstrate respect for other and exhibit appropriate behaviour for maintaining friendships with other people | <p>At level 4:</p> <ul style="list-style-type: none"> • Students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups |
| <ul style="list-style-type: none"> • Students support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences | <ul style="list-style-type: none"> • Students describe the impact of bullying |
| <ul style="list-style-type: none"> • Students work with others to reduce, avoid and resolve conflict | <ul style="list-style-type: none"> • Students accept and display empathy for the points of view and feelings of their peers and others |
| | <ul style="list-style-type: none"> • Students identify and use a variety of strategies to manage and resolve conflict |

DIMENSION: WORKING IN TEAMS

| STANDARD | STANDARD |
|---|---|
| <p>At level 3:</p> <ul style="list-style-type: none"> • Students cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task | <p>At level 4:</p> <ul style="list-style-type: none"> • Students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity |
| <ul style="list-style-type: none"> • Students describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals | <ul style="list-style-type: none"> • Students work co-operatively to allocate tasks and develop timelines |

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| | <ul style="list-style-type: none"> • Students accept responsibility for their role and tasks |
| | <ul style="list-style-type: none"> • Students explain the benefits of working in a team |
| | <ul style="list-style-type: none"> • Students provide feedback to others and evaluate their own and the team's performance |

DIMENSION: MANAGING PERSONAL LEARNING

| STANDARD | STANDARD |
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| <p>At level 3:</p> <ul style="list-style-type: none"> • Students set short-term, achievable goals in relation to specific tasks | <p>At level 4:</p> <ul style="list-style-type: none"> • Students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources |
| <ul style="list-style-type: none"> • Students complete short tasks by planning and allocating appropriate time and resources | <ul style="list-style-type: none"> • Students undertake some set tasks independently, identifying stages for completion |
| <ul style="list-style-type: none"> • Students undertake some multi-step, extended tasks independently | <ul style="list-style-type: none"> • Students describe task progress and achievements, suggesting how outcomes may have been improved |
| <ul style="list-style-type: none"> • Students comment on task progress and achievements | <ul style="list-style-type: none"> • Students persist when experiencing difficulty when learning tasks |
| <ul style="list-style-type: none"> • Students manage their feelings in pursuit of goals and demonstrate a positive attitude towards their learning | <ul style="list-style-type: none"> • Students seek and use learning support when needed from peers, teachers and other adults |
| | <ul style="list-style-type: none"> • Students practice positive self-talk. They demonstrate a positive attitude to learning within and outside the classroom |

INCLUDING ALL IN LACROSSE

Lacrosse is a wonderful sport for all abilities and all ages. School Lacrosse is modified to enhance the development opportunities for all players participating. Further modifications can be made to include students of all abilities and backgrounds.

How to Modify

A teacher can change any of the following to be able to cater for ALL levels of abilities. The **TREE** acronym is an instant way of remembering HOW to change the activity to better cater for students.

Teaching or Coaching Style - in teaching the various lacrosse skills there are a number of alternative techniques or different types of cues (visual, verbal, tactile) that may be used to cater for different learning styles and preferences. For example: use a questioning approach rather than telling/instruct; get players to pair up and coach each other, or get older students to help out at sessions as mentors.

Rules or the way that you have always done things - the rules of the game or skill/drill can be constantly modified. Rules should be redefined to enhance the chance of participant success in an activity. Remember, if the activity is not engaging the participant, then change the conditions/rules. For example: play many small sided games such as 3 vs. 3 instead of a full match, use a range of challenging games as the lead up rather drill practice in lines.

Equipment - using a range of Lacrosse related equipment is best coaching practice, which enhances participation. For example: possibly use lighter and softer balls (sponge, balloons, beach balls, Tennis balls); use brightly coloured cones to mark out the boundaries of the field or bright bands to distinguish different teams and groups; use low compression balls.

Environment - Lacrosse activities need not be restricted to just a Lacrosse field. For example: vary distance (i.e.: stand closer to the goals/target); vary speed (slower); use part of field only; play on a different surface; play indoors.

HOW TO GET STARTED

Planning

Planning is essential to the success of any new sport or skill being introduced to students and schools. Lacrosse Victoria suggests that Lacrosse is best introduced to students using a SEPEP or Sport Education philosophy where every student gets to play AND umpire or manage the competition. SEPEP or Sport Ed is best planned over at least a 6 week block, so that students can get the full benefit. Appendix One of this manual covers more about taking this approach to teaching and learning.

This format will also lend itself to getting the local club involved to take a clinic or at least begin some links between the school and the club. The school may also need to borrow equipment or use some other expertise (such as coaching or umpiring) from the club. It is best to give the clubs as much lead on time as possible for them to be involved.

The Teaching Games for Understanding (TGfU or GameSense) philosophy where traditional drills and

skills are replaced by games and questioning is encouraged throughout this manual. It is well known that it is the development of thinking players, and not just skilled players that is critical to on-going/life-long involvement in sport. This student centred approach to teaching and learning is backed up in many current educational policies and philosophies such as PoLT and e 5.

Equipment

Although many schools have SofCrosse sticks, more can be obtained through two ways:

- Borrow them from your local club or Lacrosse Victoria (pending availability)
- Buy them from a large sports equipment retailer, such as Hart Sports

After this Unit

As mentioned before, Lacrosse clubs are fantastic community clubs and welcome anyone that is keen to be involved in any way. It is a great idea to get the local club involved at the start of the unit. This also encourages students to participate in organised club sport after school.

A list of clubs in Victoria is available at <http://lacrossevictoria.com.au/about-lacrosse-victoria/list-of-clubs/>.

Lacrosse Victoria Schools Competition

Lacrosse Victoria currently runs five school competitions a year:

- Secondary School Lacrosse
 - Senior Secondary State Finals
 - Years 9 - 12
 - Junior Secondary State Finals
 - Years 7 – 8
- Primary School Lacrosse
 - SSV Western Region Primary Finals
 - Years 5 – 6
 - SSV Southern Region Primary Finals
 - Years 5 – 6
 - SSV Eastern Region Primary Finals
 - Years 5 – 6

More information is available at <http://lacrossevictoria.com.au/schools/school-competitions/>.

SAMPLE LESSON PLANS

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| <p>Equipment Needed: 1 stick per person, 1 ball per person, cones, whistle Playing Area: Sports Hall or School Oval Timing: 45 minutes</p> | <p>Lesson One</p> |
| <p>Learning Intention: Introduction to lacrosse; throwing, catching and ground balls</p> | |
| <p>Safety Considerations:</p> <ul style="list-style-type: none"> • Safety talk re using sticks before. Consequence of not using safely is to sit out • Spacing between students with sticks (3 m at least) • All students facing same way when throwing/catching | |
| <p>Lesson Outline</p> | <p>Outcomes</p> |
| <p>Warm Up – 5 mins</p> <p>Toilet Tag – Designate/define a running area and choose taggers (at least 3 students). When taggers tag students they must make shape of toilet (down on one knee and alternative hand in air). Tagged students are released when their chain is pulled down. (arm is pulled down).</p> <p>Ground ball play – 5 mins</p> <p>Designate a large area (see safety considerations above). One stick and ball per player. Have children drop and pick up the ball using correct hand positioning. Encourage children to bend right down and pick up the ball straight through. No drawbacks are allowed. Any children who can do this before the end of 3 minutes should be encouraged to try their opposite hand. Get children to pair up and encourage peer teaching and encouragement.</p> <p><i>Questions to ask students:</i></p> <ul style="list-style-type: none"> • <i>What made it easier to get the ball into the stick?</i> • <i>Was it easier with a partner? Why?</i> <p>Competitive Scooping (Extra Activity) – 5 mins</p> <p>Make two lines of cones 15 metres apart. One partner</p> | <p>By the end of the session:</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> • Hold the stick with the correct grip in both hands <p>Most children should be able to:</p> <ul style="list-style-type: none"> • Scoop the ball up with their preferred hand <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Throw and catch the ball with a partner using the correct technique • Scoop the ball up using both hands <p>TREE Modifications:</p> <ul style="list-style-type: none"> • Softer ball • Indoor or different surface • Score in ‘Across the River’ by the ball hitting the stick (it doesn’t have to be a clean catch) |

on one line, the other is opposite their partner with a ball on the other line. The partner with the ball rolls it out to other partner. The partner with the stick scoops it up and runs the ball back to the partner and back to their line. Then partner with the ball can roll out the ball again. Scoop up 5 balls. First person back to the stick line wins. Swap positions for other partner's turn.

Across the River – 15 mins

Keep same partner from 'Competitive Scooping' Have children pair up and face their partner with a 5 - 10 m distance between them. Practice the correct throwing and catching techniques. Get students to concentrate on their catching first by throwing the ball underhand to their partner catching with their stick. Build up to throwing the ball with their stick after demonstration of throwing. When students successfully complete a throw and catch without dropping the ball, they both take a step back (away from the river). Give students two different goes at this game with different partners, to see if they can get further away from the river.

Questions to ask students:

- *Was it easier to throw when you are closer or further away from your partner? Does this differ for catching?*
- *What are some tips for throwing and catching?*

Warm Down

Catch the Stick – 5 mins

Children are to start in a large circle with half a metre between each participant. Sticks are held standing up with the pole of the stick on the ground. When the teacher says, "go" children are to let go of their stick and move to the left and catch the stick of the person on their right. If they catch the stick they get a point. To make it more difficult you may say "left" or "right" indicating which way they must catch a stick.

Fun Stick Tricks – 5 mins

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| <p>Have each child get a ball and a stick. Practice stick tricks – a fun way to practice stick skills. 1) Put top hand all the way at the top of the stick. Have the ball in the other hand. Throw the ball up with hand and practice catching the ball between their legs with their stick. Then throw the ball back up with their stick and catch the ball in their hand. 2) Throw the ball up with hand and practice catching the ball behind their back with their stick. Then throw the ball back up with their stick and catch the ball in their hand.</p> <p>Recap Main Points of Lesson – 3 minutes</p> <p>Key questions to ask:</p> <ul style="list-style-type: none"> • What did you learn about lacrosse today? • What was the most fun? <p>Pack Up – 2 mins</p> <p>Have children place their sticks where they found them, or in the lacrosse bag.</p> | |
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| <p>Equipment Needed: 1 stick per person, 3 balls per person, 4 goals or similar, cones, whistle, 2 different coloured balls</p> <p>Playing Area: Sports Hall or School Oval</p> <p>Timing: 45 minutes</p> | Lesson Two |
| <p>Learning Intention: Introduction to cradling/Introduction to dodging</p> | |
| <p>Safety Considerations:</p> <ul style="list-style-type: none"> • Reminder of the consequences of not using stick safely • Spacing between students with sticks (3m) • All students facing same way when throwing and catching • Consider using grid system so that each student has their own space | |
| Lesson Outline | Outcomes |
| <p>Recap first lesson – key questions to ask:</p> <ul style="list-style-type: none"> • What do you remember from the last session about playing lacrosse? | <p>By the end of the session:</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> • Scoop the ball with their |

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| <p>Warm Up – 5 mins</p> <p>Freeze Tag – Designate/define a running area and choose two taggers. Have one tagger carry one coloured ball whilst the other tagger has a different ball. One tagger is responsible for freezing people when they tag while the other unfreezes them. Change taggers regularly</p> <p>Demonstrate Cradling – 5 mins</p> <p>Use the same designated area from the above activity. Have students find their own space within the area and practice cradling. Start with a walk and then graduate to a jog and then run. Remind students that they always want to have their body in between their opponent and their stick. No contact allowed.</p> <p>Dodge Tag – 5 mins</p> <p>Demonstrate dodging (see Teaching Points)</p> <p>Remember no body or stick contact and ensure sticks are vertical. There is also an option of playing this game without sticks.</p> <p>Each student has one ball and one stick. There is a designated tagger who tries to make other drop their ball. Each ball dropped is one point. Students with the least amount of points wins.</p> <p>Key questions to ask:</p> <ul style="list-style-type: none"> • How do you keep the ball from falling out of your stick when you run? <p>2 v 1 (Keepings Off) – 10 mins</p> <p>In groups of three, each student takes turns being in the middle and trying to get the ball off the other two. After the rotation, ask the following questions:</p> <ul style="list-style-type: none"> • Where was it best to stand to intercept the ball | <p>preferred hand</p> <ul style="list-style-type: none"> • Throw the ball using the correct technique <p>Most children should be able to:</p> <ul style="list-style-type: none"> • Dodge a player • Catch the ball with their preferred hand • Cradle the ball at a fast walking pace <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Cradle the ball while running <p>TREE Modification</p> <ul style="list-style-type: none"> • Softer ball • Indoor or different surface • Different scoring system in Dodge Tag • Increase the number of passes required before a team can shoot |
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- **When was it best to throw in order to keep the ball away from the middle person?**

Modified Game – 10 mins (2 x 5 min halves)

Define the match rules, such as:

- 4 second carry
- 1 person from each team to the ball
- No stick or body contact
- Designate the number of passes

Teachers are encouraged to change the rules to suit the needs of the students and the school. Additional points can be scored for things such as sportsmanship etc.

Two games should be conducted at once so that every student can participate. Use half a field to allow this. Students are encouraged to umpire on a rotation basis.

Remember teams for the following week and rotate teams so that all teams get a chance to umpire at least one game in the 6 week season. Teams can receive points for a win/draw, etc.

Recap main points of lesson – 3 mins

Key questions to ask:

- How would you teach someone to cradle the ball?
- What was the most fun?

Pack up – 2 mins

Have children either place their sticks where they found them, or in the lacrosse bag.

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| <p>Equipment Needed: 1 stick per person, 1 ball shared between 3, 1 goal cones, whistle, bibs, 3 different coloured bean bags (10 of each), three different coloured hoops (at least 2 of each)</p> <p>Playing Area: Sports Hall or School Oval</p> | <p>Lesson Three</p> |
| <p>Learning Intention: Introduction to basic decision making/introduction to attack and defensive manoeuvres.</p> | |
| <p>Safety Considerations:</p> <ul style="list-style-type: none"> • Reminder of the consequences of not using stick safely • Spacing between students with sticks (3m) • All students facing same way when throwing and catching • Have one hoop set up per 4 students in warm up game | |
| <p>Lesson Outline</p> | <p>Outcomes</p> |
| <p>Recap last lesson – key question to ask:</p> <ul style="list-style-type: none"> • What do you remember from the last session about playing lacrosse? <p>Warm Up – 5 mins</p> <p>Mix Up Game – Three different coloured bean bags are placed in the designated area in the same, or corresponding, hoops (have one hoop set up per four students). Students in two teams – one must steal bean bags from the hoops and place them in different coloured hoops whilst the other team must keep bean bags in the correct coloured hoops. One bean bag can be moved by one per person at a time and no throwing is allowed.</p> <p>Steal the Bacon – 10 mins</p> <p>Students are to form 4 teams, each numbered 1 – 4 and with different coloured bands on. The teacher throws the ball out to the field and calls two numbers (1 – 4) – this means that at any one time two teams are vying for the ball. The team that gets the ball first can try to shoot a goal through the cones. One goal is one point. Run this a number of teams to get a winning team.</p> | <p>By the end of the session:</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> • Catch the ball with their preferred hand • Dodge a player using correct stick position and footwork • Cradle the ball while running <p>Most children should be able to:</p> <ul style="list-style-type: none"> • Demonstrate basic offensive and defensive positioning • Communicate effectively with teammates <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Create space while attacking • Decide when to slide on defence <p>TREE Modification</p> <ul style="list-style-type: none"> • Softer ball • Indoor or different surface • Different scoring system • Increase the number of passes |

'3 v 2' – 15 mins

Attackers start at the top and the defence starts at the side of each goal. Attack brings the ball down and tries to score while the defence prevents it. Start with 3 attack v 2 defence and swap. Swap students so they play both defence and offence.

Key questions to ask:

- When is it best to pass and when is it best to dodge?

Modified Game – 10 mins (2 x 5 min halves)

Re-cap the main rules and positions of lacrosse. Remember that teachers are encouraged to adjust the rules to suit the needs of their students and school.

Two games should be conducted at once so that every student can participate. Use half a field to allow this. Students are encouraged to umpire on a rotation basis.

Ideally children should remain in the same teams as last week, and rotate teams so that all teams have a chance to umpire at least one game.

Re-cap main points of the lesson – 3 mins

Key questions to ask:

- What did you improve on today?
- What made you improve that?

required before a team can shoot

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| <p>Equipment Needed: 1 stick per person, 1 ball shared between 2, 2 goals, cones, coloured bands and a whistle</p> <p>Playing Area: Sports Hall or School Oval</p> | <p>Lesson Four</p> |
| <p>Learning Intention: Attack and defence manoeuvres / introduction to body position</p> | |
| <p>Safety Considerations:</p> <ul style="list-style-type: none"> • Reminder of the consequences of not using stick safely • Spacing between students with sticks (3m) • All students facing same way when throwing and catching • Spacing in numbers game | |
| <p>Lesson Outline</p> | <p>Outcomes</p> |
| <p>Recap last lesson – key question to ask:</p> <ul style="list-style-type: none"> • What does cradling mean? <p>Warm Up – 5 mins</p> <p>Tail Tag – Set area. All students have to a tag (can be tucked into trousers or held in hand). Each student tries to steal as many tails as the can (one at a time).</p> <p>Sharks and Bait – 10 mins</p> <p>Students are to cross the field without dropping the ball. If they do, they become a shark. Once a shark they should defend on the bait, and without touching other students, make the drop the ball. Repeat twice.</p> <p>Numbers – 10 mins</p> <p>Children should line up in 2 lines with someone of equal or close skill as their partner at least 30m apart. Each pair has a different number. The teacher calls out a number (or multiple numbers) and throws the ball into the middle of the two lines and children are to compete for the ball.</p> <p>Extension: Teams have to make 3 passes before they can shoot.</p> <p>Modified Game – 10 mins (2 x 5 min halves)</p> <p>Re-cap the main rules and positions of lacrosse.</p> | <p>By the end of the session:</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> • Demonstrate basic offensive and defensive positioning • Communicate effectively with teammates <p>Most children should be able to:</p> <ul style="list-style-type: none"> • Carry the ball at varying speeds and directions while attacking • Demonstrate basic footwork and body position in defence <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Understand and demonstrate the basic rules of lacrosse <p>TREE Modification</p> <ul style="list-style-type: none"> • Softer ball • Indoor or different surface • Different scoring system • Increase the number of passes required before a team can shoot |

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| <p>Remember that teachers are encouraged to adjust the rules to suit the needs of their students and school.</p> <p>Two games should be conducted at once so that every student can participate. Use half a field to allow this. Students are encouraged to umpire on a rotation basis.</p> <p>Ideally children should remain in the same teams as last week, and rotate teams so that all teams have a chance to umpire at least one game.</p> <p>Re-cap main points of the lesson – 3 mins</p> <p>Key questions to ask:</p> <ul style="list-style-type: none"> • What did you improve on today? • What made you improve that? | |
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| Equipment Needed: 1 stick per person, 1 ball shared between 3, 2 goals, cones, coloured bands and a whistle | Lesson Five |
| Playing Area: Sports Hall or School Oval | |
| Learning Intention: Mini Games & Decision Making Skills | |
| Safety Considerations: | |
| <ul style="list-style-type: none"> • Reminder of the consequences of not using stick safely • Spacing between students with sticks (3m) • Adhere to the rules of the game | |
| Lesson Outline | Outcomes |
| <p>Warm Up – 10 mins</p> <p>Clumps – Teacher calls out a way of moving (e.g. walking, jogging, jumping, skipping) and then calls out a number. Students must make groups of that number.</p> <p>Hungry Hippo – 10 mins</p> <p>Scatter 3 times as many balls as players on the ground within a certain area. In teams of 4, children are to collect balls (one per player at a time) and place them in their goal – not throw! The team with the most amount</p> | <p>By the end of the session:</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> • Make decisions and compromise with teammates • Demonstrate basic footwork and body positioning in defence • Understand and demonstrate the rules of lacrosse <p>Most children should be able to:</p> |

of balls at the end wins.

2 v 1 (Keepings Off) – 10 mins

In groups of three, each student takes turns being in the middle and trying to get the ball off the other two. After the rotation, ask the following questions:

- Was this game easier to play now, rather than last time?
- Why do you think so?

Modified Game – 10 mins (2 x 5 min halves)

Re-cap the main rules and positions of lacrosse. Remember that teachers are encouraged to adjust the rules to suit the needs of their students and school.

Two games should be conducted at once so that every student can participate. Use half a field to allow this. Students are encouraged to umpire on a rotation basis.

Ideally children should remain in the same teams as last week, and rotate teams so that all teams have a chance to umpire at least one game.

Re-cap main points of the lesson – 3 mins

Key questions to ask:

- What did you learn from the game?
- What do you want to improve on next week?

- Demonstrate basic attack and defensive set ups
- Prevent scoring opportunities using body positioning and stick skills in defence

Some children will be able to:

- Create opportunities and space in attack

TREE Modification

- Softer ball
- Indoor or different surface
- Different scoring system
- Increase the number of passes required before a team can shoot

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| <p>Equipment Needed: 1 stick per person, 1 ball shared between 2, 2 goals, cones, whistle and awards</p> <p>Playing Area: Sports Hall or School Oval</p> | <p>Lesson Six (Gala Day)</p> |
| <p>Learning Intention: Summary/Celebration of the season</p> | |
| <p>Safety Considerations:</p> <ul style="list-style-type: none"> • Reminder of the consequences of not using stick safely • Spacing between students with sticks (3m) • Adhere to the rules of the game | |
| <p>Lesson Outline</p> | <p>Outcomes</p> |
| <p>Warm Up – 10 mins</p> <p>Volcanoes and Craters – Divide class into two teams. Start with cones placed randomly facing up and down. One team must try to place all cones up while the other must try to place them all down. Set a time limit (2 x 5 mins) and see who wins.</p> <p>Across the River – 10 mins</p> <p>Have children pair up and face their partner with a 5 – 10 m distance between them. Practice the correct throwing and catching techniques. When students successfully complete a throw and catch, without dropping the ball, they both take a step back (away from the river). Give students two different goes at this game with different partners, to see if they can get further away from the river.</p> <p>Modified Game – 10 mins (2 x 5 min halves)</p> <p>Re-cap the main rules and positions of lacrosse. Remember that teachers are encouraged to adjust the rules to suit the needs of their students and school.</p> <p>Two games should be conducted at once so that every student can participate. Use half a field to allow this. Students are encouraged to umpire on a rotation basis.</p> <p>Ideally children should remain in the same teams as last week, and rotate teams so that all teams have a chance</p> | <p>By the end of the session:</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> • Demonstrate basic attack and defensive set ups • Prevent scoring opportunities using body positioning and stick skills in defence <p>Most children should be able to:</p> <ul style="list-style-type: none"> • Create opportunities and space in attack <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Display lacrosse skills learnt by initiative <p>TREE Modification</p> <ul style="list-style-type: none"> • Use opposite hand in Hungry Hippos |

to umpire at least one game.

Re-cap main points of the lesson – 3 mins

Key questions to ask:

- What did you improve most in?

Conclusion

Conclude with awards such as MVP, best and fairest, most improved, best umpire, etc. It is good to have students think of the type of awards they would like and vote themselves.

Hand out information regarding your nearest lacrosse club. (Have a member from this club available if possible).

THE RULES OF LACROSSE

Schools are encouraged to modify the existing rules of lacrosse to cater for the needs of their student and school.

As a reference point, school competition rules can be found in Appendix Two.

SUPPORT FROM LACROSSE VICTORIA, INCLUDING SCHOOL / CLUB LINKS

Lacrosse Victoria can assist schools develop and deliver their lacrosse unit in the following ways:

- Lend equipment (pending availability)
- General Advice
- Links to local clubs
- School clinic to kick off the program (\$60 per hour)
- Lacrosse Teacher Workshops (Professional Development)
- Level 1 Coach Education Course

For more information please contact Lacrosse Victoria at (03) 9682 3300 or development.officer@lacrossevictoria.com.au.

APPENDIX ONE: MORE ABOUT SEPEP

BACKGROUND/RATIONALE TO SEPEP

The Sport Education in Physical Education Program (SEPEP) is an innovative curriculum model that facilitates student centred experiences that mirror community sport. It is true to say that SEPEP provides a valued role for EVERY student in PE. It is most suitable for students from Years 4-10.

The essence of SEPEP is that all students play AND either umpire, organise or manage the competition. It mirrors community sport where there are a varied number of roles that are required to have a successful competition. Students have ownership over every aspect of the games (competition), including rules and awards.

The length of the SEPEP season can vary, anywhere from 6 weeks to a term. The format of each week can vary, but the following can be used as a guide:

- Introduction/ announcements (5 minutes) while the relevant groups set up
- Coaching session including warm up (15 minutes) Competition time (20 minutes)
- Debrief, announcements & pack up (10 minutes)

Roles in SEPEP. These can vary according to the needs and skills of the students. They may include:

Coaching Staff (can be with assistance from teacher)

- Organise pre-game training sessions and warm-ups
- Organise and instruct the groups of students each week

Tournament Directors

- Develop and publish draws
- Develop and communicate all rules
- Establish composition of teams
- Establish and implement a timing system for each round

Results Co-ordinator

- Collate scores during sessions and publish on a wall chart
- Calculate and publish ladders each week
- Work closely with Tournament Directors

Communications Staff

- Make weekly announcements
- Complete a mock media release about the tournament
- Develop a pro-forma to develop player profiles for the tournament program Publish a tournament program that includes player profiles and the main draw Take digital photos (team photo & action shots)
- Publish a weekly tournament highlights

Social Co-ordinators

- Set the dress code theme for each week a week in advance (eg. Matching colours for doubles pairs, or Beach and board shorts theme or Hawaiian theme)
- You may devote one week to a special fundraising event/theme for a charity of the groups choice (approved by your tutor) and tailor the dress code for the theme (e.g. Pink clothes for Breast cancer)
- Collate nominations for Most Valuable Tennis Player (MVP), or other weekly fun awards and certificates
- Organise team & league awards for the season
- Organise gala event, including invitations to VIPs and food

Equipment Manager

- Organise all equipment.
- Count on all equipment and count it back in.
- Assign equipment to each player / team and report all damage to equipment.

Sample Timetable

| Week # | Content |
|--------|---|
| 1 | Introduction to SEPEP, the unit and expectations Introduce roles, students to choose their roles Students organise groups and begin planning Example practical session (can be conducted by teacher or SDO/club personnel) |
| 2 | Announcements/Results Practical Session Round 1 |
| 3 | Announcements/Results Practical Session Round 2 |
| 4 | Announcements/Results Practical Session Round 3 |
| 5 | Announcements/Results Practical Session Round 4 |
| 6 | Gala/Celebration Event |

APPENDIX TWO: RULES OF SCHOOL LACROSSE

Please Note: Schools are strongly encouraged to modify these rules to PE and sport classes to better suit the needs of their students.

PRIMARY SCHOOL COMPETITION RULES

The below rules are to be applied to all Primary school lacrosse competitions. In school PE lessons the rules can be adjusted to allow for differing abilities and maximum participation. We recommend you read these rules in conjunction with our Lacrosse Teachers' Resource.

FIELD DIMENSIONS

A rectangular field of either 50-60 m x 30-35 m, divided by a halfway line and with a goal circle of 3 metres radius approximately 10 metres from each of the end boundary. Each goal should be located centrally within the goal circle.

EQUIPMENT

The Sofcrosse sticks (moulded plastic pockets) must be used with a soft ball. Each team should use sticks of the same colour. Pop up goals of 1.8m are recommended (same as soccer goals).

GAME DURATION

For a Round Robin – each game consists of 15 minutes. This timing may be varied to suit competition conditions. For a weekly inter-school competition, 4 x 10 minute quarters with 2 minute breaks at each quarter time and a 5 minute break at half time. There are no time outs.

TEAM SIZE

There are 7 players on the field, 2 attack, 3 midfield and 2 defence. 10 players per team are recommended for competition. Players can be substituted on and off the field at any time, leaving or entering the field near the junction of the sideline and the centre line.

OFFSIDES

A team is “off side” if it lacks 2 players in either half of the field (whether in attack or defence). If the team in possession of the ball goes off side, the offending team loses possession. If the offending team is on defence, the player is put back 'on side' and a free throw is given to the team with the ball.

STARTING THE GAME

Commence play with a stationary pass from the centre line. After each goal, the non-scoring team commences play from the centre line.

START AND STOP PLAY

All play is started and stopped by the sound of a whistle.

OUT OF BOUNDS & AFTER A SHOT

Possession is awarded to the opponent of the team who last touched the ball except after a shot on goal when possession is awarded to the closest player to the ball when it crossed the boundary. The player taking possession for a boundary throw-in can commence play with a pass or by running.

POSSESSION

A player should not retain possession of the ball longer than 4 seconds. Call 1, 2, 3, 4, then whistle.

ONE PASS RULE

A team in possession must complete 1 pass over the whole field before a shot on goal is called. If the ball is deflected by an opposition player, the counting of passes continues, as long as the offensive team remains in possession of the ball.

THROW

If simultaneous fouls occur, play becomes too congested, or the referee is uncertain who the ball last touched before going out of bounds, a throw is given. 2 opponents are placed 1 m apart facing the referee. The referee tosses a short underarm throw at shoulder height between the players. Play then continues.

ONE ON ONE PLAY

When competing for a groundball, only one player from each team is allowed to play the ball. Where 2 players from the same team compete for a ball, possession is awarded to the opposing team.

GOAL CIRCLE

No player is allowed in the goal circle. If the ball lies in the goal circle, the referee will direct the closest defender to collect the ball for play to recommence.

FOULS

- No stick or body contact
- No intentional ball off body
- No entry into goal circle
- No trapping/guarding ball
- No goaltending
- One hand on stick
- Carrying the ball for more than 4 seconds
- No over-guarding (beyond the vertical position of the defence stick)
- Offside
- More than from each team on a groundball

IF A FOUL IS CALLED:

Possession is awarded to the player fouled. The offender is placed 3m behind the ball. All other players must be at least 3m away. The fouled player can choose to run, pass or shoot the ball. If a foul is called within 5m of the goal, a free throw is awarded to the attacking team (approximately 5m wide from the goal mouth) who can run, pass or shoot.

SECONDARY LACROSSE COMPETITION RULES

The below rules are to be applied to all Secondary school lacrosse competitions. In school PE lessons the rules can be adjusted to allow for differing abilities and maximum participation. We recommend you read these rules in conjunction with our Lacrosse Teachers' Resource.

FIELD DIMENSIONS

A rectangular field of either 50-60 m x 30-35 m, divided by a halfway line and with a goal circle of 3 metres radius approximately 10 metres from each of the end boundary. Each goal should be located centrally within the goal circle.

EQUIPMENT

The Sofcrosse sticks (moulded plastic pockets) must be used with a soft ball. Each team should use sticks of the same colour. Pop up goals of 1.8m are recommended (same as soccer goals).

GAME DURATION

For a Round Robin – each game consists of 15 minutes. This timing may be varied to suit competition conditions. For a weekly inter-school competition, 4 x 10 minute quarters with 2 minute breaks at each quarter time and a 5 minute break at half time. There are no time outs.

TEAM SIZE

There are 7 players on the field, 2 attack, 3 midfield and 2 defence. 10 players per team are recommended for competition. Players can be substituted on and off the field at any time, leaving or entering the field near the junction of the sideline and the centre line.

OFFSIDES

A team is “off side” if it lacks 2 players in either half of the field (whether in attack or defence). If the team in possession of the ball goes off side, the offending team loses possession. If the offending team is on defence, the player is put back 'on side' and a free throw is given to the team with the ball.

STARTING THE GAME

Commence play with a stationary pass from the centre line. After each goal, the non-scoring team commences play from the centre line.

START AND STOP PLAY

All play is started and stopped by the sound of a whistle.

OUT OF BOUNDS & AFTER A SHOT

Possession is awarded to the opponent of the team who last touched the ball except after a shot on goal when possession is awarded to the closest player to the ball when it crossed the boundary. The player taking possession for a boundary throw-in can commence play with a pass or by running.

POSSESSION

A player should not retain possession of the ball longer than 4 seconds. Call 1, 2, 3, 4, then whistle.

ONE PASS RULE

A team in possession must complete 1 pass over the whole field before a shot on goal is called. If the ball is deflected by an opposition player, the counting of passes continues, as long as the offensive team remains in possession of the ball.

THROW

If simultaneous fouls occur, play becomes too congested, or the referee is uncertain who the ball last touched before going out of bounds, a throw is given. 2 opponents are placed 1 m apart facing the referee. The referee tosses a short underarm throw at shoulder height between the players. Play then continues.

ONE ON ONE PLAY

When competing for a groundball, only one player from each team is allowed to play the ball. Where 2 players from the same team compete for a ball, possession is awarded to the opposing team.

GOAL CIRCLE

No player is allowed in the goal circle. If the ball lies in the goal circle, the referee will direct the closest defender to collect the ball for play to recommence.

FOULS

- No stick or body contact
- No intentional ball off body
- No entry into goal circle
- No trapping/guarding ball
- No goaltending

- One hand on stick
- Carrying the ball for more than 4 seconds
- No over-guarding (beyond the vertical position of the defence stick)
- Offsides
- More than from each team on a groundball

IF A FOUL IS CALLED:

Possession is awarded to the player fouled. The offender is placed 3m behind the ball. All other players must be at least 3m away. The fouled player can choose to run, pass or shoot the ball. If a foul is called within 5m of the goal, a free throw is awarded to the attacking team (approximately 5m wide from the goal mouth) who can run, pass or shoot.

APPENDIX THREE: ORIGINS OF LACROSSE

Lacrosse has its origins in a tribal game played by all eastern Woodlands Native Americans and by some Plains Indians tribes in what is now Canada. The game has been modernized extensively by European immigrants to create its current form.

Codes of Lacrosse

Lacrosse is played in a variety of forms. The essential technique and tactical skills required in all codes are similar. The rules of each code determine the different type of play that is permitted. Men's and Women's Lacrosse were played under virtually the same rules, with no protective equipment, until the mid-1930s. At that time, men's lacrosse began evolving dramatically, while women's lacrosse continued with the game's original rules.

Non-Contact Lacrosse

This code of lacrosse is based on non-contact play. Body and stick contact is not permitted. The game is played with a softer ball and a four second carry limit is used to ensure a safe, free flowing and exciting game. These games are suitable for all ages and it is recommended for all school competitions and as a lead up to men's and women's lacrosse. Small sided (five-a-side) competition encourages involvement and the game can easily be organised using an indoor or outdoor area the size of a basketball court. With a larger area, additional players could be used.

Women's Lacrosse (stick contact)

This code of lacrosse is played with up to 18 players per team (up to 12 actively playing), and on a field approximately 100m x 55m. The rules do not permit body contact, but controlled stick contact, called checking, is allowed. The game is skilful and features quick transition play.

Men's Lacrosse (stick and body contact)

Featuring 16 players per team (10 actively playing), this code is played on a field 100m x 55m. The rules permit both body and stick contact, which creates a highly skilled and vigorous game.

Indoor Lacrosse (stick and body contact in an enclosed area)

Played with six-a-side in an enclosed area, this fast and skilful game features continuous play off the walls.

APPENDIX FOUR: EXPLANATION OF BASIC SKILLS AND TEACHING POINTS

HOLDING A STICK

- Hold the stick lightly in your finger tips.
- Have 'the face' of stick, which is the open part of the stick, facing forward.
- Top hand: palm facing forward.
- Bottom hand: palm facing back towards you.

CRADLING

- Rotate the stick in your finger tips.
- Say 'Hello' to the face of the stick, say 'Goodbye.'
- Teach the 4 cradling spots: top right, top left, low right, and low left. Remember to always practice both Right and Left hands.
- Want to cradle away from the defender to protect the stick.
- Stick Position with a defender: stick, shoulder, shoulder, defender.

GROUNDBALLS

- Think of the stick as an ice cream scoop, and the ball as ice cream.
- Two hands on the stick: top hand at the very top, bottom hand at the very bottom.
- Place the same foot as the top hand next to the "ice cream" and bend knees to lower the body towards the "ice cream".
- Aim the head of the "ice cream scoop" just before the "ice cream" and quickly scoop underneath it.
- Bring the "ice cream scoop" up towards your face like you are ready to eat it and begin cradling.

CATCHING

- Low catch: Stick facing forward at hip height, same foot as top hand is forward
- High catch: Stick facing forward in front of your shoulders in order to see the stick.
- Two hands on the stick: top hand at the very top, bottom hand towards the bottom.
- Think of catching in Lacrosse like catching in Cricket. Here are 3 key tips:
- Keep your eye on the ball at all times just like in cricket.
- Position the stick so the ball goes into the top of the stick.
- Bring the stick back towards your body like in Cricket to 'Cushion' the ball so it doesn't bounce back out of the stick.

THROWING

- Compare throwing in Lacrosse to a catapult (or a lever for older students)
- Position stick flat behind the head, face of the stick facing the sky.

- Two hands on the stick: top hand in the middle of the stick, bottom hand at the bottom.
- Aim the bottom of the stick at your target
- Step forward with the opposite foot of the top hand.
- Push your top hand over the top, and pull your bottom hand in towards your body
- Follow through and finish with the stick pointing at your target

1 V1 DEFENCE

- Get into an Athletic Stance: Bend your knees, be on the balls of your feet, and have your bottom back like you are sitting in a chair.
- Staying in the Athletic stance, the defender slides with the attacker to stay within 1 meter.
- (Sliding: Same as basketball defence.)
- Position the stick so that it is on the same side as the opponent's stick. Make sure the stick is vertical. Stick to stick positioning allows for an easy block without losing body position.

SHOOTING

- Stick and hands in throwing position.
Think of shooting as a harder throw.
- Aim for the goal, and remember to fake before shooting.
- A Fake: Misdirect the defender. If you want to shoot low, pretend to shoot high first. Then shoot low.

APPENDIX FIVE: ADDITIONAL LEARNING ACTIVITIES

Contact the Lacrosse Victoria Development Officer if you have any questions or need more activities!

development.officer@lacrossevictoria.com.au

(03) 9682 3300

CRADLING ACTIVITIES

4 Spots Activity

- Practice the 4 spots:
 1. Top Right
 2. Top Left
 3. Bottom Right
 4. Bottom Left

- Using the numbers of the spots, call out 1 – 4 in random order.
- For a bit of fun, practice to music!

Tunnel of Terror

- Make two lines about 1m apart. Stagger the players
- Player with the ball starts at the beginning of the tunnel and must cradle though the tunnel of players, protecting the stick from the defenders (i.e. all others in the tunnel)
- Remind players of the position of their stick (stick, shoulder, shoulder, defender)
- After going through the tunnel, add onto the end of the tunnel. Player at the beginning of the tunnel becomes the next to go through the tunnel.

GROUNDBALL ACTIVITIES

Individual Scooping

- Each player has a stick and a ball
- Ball on the ground and practice scooping up the ball 5 – 10 times
- Roll the ball out and practice scooping a moving ball 5 – 10 times

Competitive Scooping

- Make two lines of cones 15m apart
- One partner with stick on line, the other is opposite their partner with a ball on the other line
- The partner with the ball rolls it out to the other partner. The partner with the stick scoops it up and runs back to the partner and back to their line
- Then partner with the ball rolls it back out again
- The partner with the ball can roll out the ball again
- Scoop up 5 balls. First person back to the stick line wins.

Scooping Relay

- Playing area is half a field
- Divide players up into equal teams. Set up cones for each team about 15m apart with a ball in the middle of the playing area for each team.
- Each player must run, scoop up the ball, run around the opposite cone, drop the ball back in the middle, and then tag the next player in line. Each player goes through once.
- First team to finish wins.

Competitive Groundballs

- Two equal lines on either side of coach
- Coach rolls out a ball and the first two players in line compete for the ground ball
- Emphasise the need for the players to 'box out' (same as basketball).
- To Extend:
 - Have the player who comes up with the ball make a pass to the coach while the other player plays defence.
 - Add a 3rd player in (the drill becomes a 1v2).

CATCHING ACTIVITIES

Partner Passing

- One partner has a ball, the other has a stick about 5m away
- Partner with the ball gives a soft, underarm pass to the partner with the stick
- After 'cushioning' the ball, throw it back with your hand
- Practice with both left and right hands
- Competitive games:
 - How many catches can you get in a minute?
 - Who can get to 10/20 catches first?

Circle Activity

- Half of the team forms a circle with only a ball, the remaining players spread out in the middle of the circle with sticks.
- Practice catching on the move. Players in the middle must find a person with the ball to cut and receive a pass.
- Swap circle people with the inside people. Make sure to do a round of right and left hand.
- To extend:
 - Players on the circle throw the ball with a stick.
 - Add defenders on each of the players in the middle of the circle

THROWING ACTIVITIES

Longest Throw

- Line the team up and give each player a ball
- Players throw the ball as far as they can. Coach marks where the longest throw went

- Repeat 3 – 5 times.
- Make sure players are practicing the proper technique
- Extend:
 - Use a target (e.g. a bin, coach, or something large) for the players to aim at.

Partner Passing

- Each partner has a stick, each pair has a ball. Partners are 5 – 10m apart
- Partners practice throwing and catching. Practice on both right and left hands.
- To Extend:
 - Quick Sticks (no cradling)
 - Switch hands after catching the ball and before throwing it back
 - Side arm passes
 - One hand throws.
 - Freestyle (e.g. behind the back, between the legs!)

Dr. Long Ball

- Each player has a partner. One partner on the line with a ball, and the other is about 5m away.
- On the whistle the pair must make 2 passes.
- All of the pairs that do not drop the ball move backwards three steps.
- If a pair drops a ball, they remain in the same spot until they complete 2 passes.
- Repeat 5 – 10 times

Wall Ball

- Each player has a ball and a smooth wall to throw against. Players should have a few metres between each other.
- Practice throwing the ball against the wall and catching it.
- Make sure to practice both left and right hands.
- To Extend:
 - Give players 1 minute to see how many catches they can get on their left and right hands.
 - Make a small square for the players to aim at.
 - Practice other types of passes.

DEFENCE ACTIVITIES

Box Game

- Use cones to set up a small box (about 1m x 1m)
- Put players in pairs. One attacker and one defender.
- The attacker starts outside the box. Their goal is to dislodge their defender and get to opposite side of the box.
- Dummy attack (the attack plays at 50%)
- The defender starts inside the box. Their goal is to force the attacker to the sides of the box (East and West).

1 v 1s

- Make 3 equal lines up top, starting 15m from the goal.
- First 2 players in each line step out, 1 is the attacker and 1 is the defender. The defender steps between the attacker and the goal.
- On the whistle one pair plays at a time. The attacker tries to dodge the defender and go to the goal. The defender tries to prevent the attacker from scoring a goal by forcing the attacker to the lowest angle possible.
- To Extend:
 - Attackers must receive a free pass from a nearby line and then try to dodge the defender.
 - Build up by focussing on the 1 v 1, but have them play with 3 pairs (3 v 3).

Keepings Off

- Make a boundary that players must stay in (e.g. a 15 x 15m box)
- Divide players into 2 equal teams. Have each player find a person to guard.
- 3 consecutive passes equals one point. Most points wins.
- To Extend:
 - Limit the space the players can use.
 - Make a time limit for players with the ball.
 - Increase the number of passes required before they score a point.

Section Activity

- Divide a box into 3 equal sections. Each section should be at least 10 x 15m, depending on the skill of players. (more space is easier)
- 3 pairs of players in each section.

- The goal is to pass the ball from one end of the box to the other. The ball must go through each of the three sections.
- Give a team a point if they successfully pass the ball from one end to the other. The team with the most points wins.
- To Extend:
 - Set a number of passes that must be completed in each section before moving onto the next section.

SHOOTING ACTIVITIES

Shooting Shuttles

- Make 4 equal lines. 2 behind the goal and 2 above the goal (about 15m away).
- Have balls in each line. Make sure only one person is shooting at a time, and the lines behind the goal are out wide to prevent players from being hit.
- Option 1: Make passes from top to bottom and bottom to top. Alternate sides after each shot.
- Option 2: Make passes from left to right and right to left. Alternate top and bottom after each shot.
- Option 3: Make passes diagonally from top to bottom and bottom to top. Alternate sides after each shot.
- To Extend:
 - Add a defender to put pressure on the shooter.

Star Game

- Make 5 lines around the goal. 3 above the goal and 2 behind the goal.
- All balls start at the line behind the goal on the right.
- The first player in each line is a group. Within the group they must make 4 passes (each player should have the ball once).
- The player who receives the 4th pass shoots at the goal.
- The next player in each line is the next group. Repeat.
- To Extend:
 - All passes and shots must be made with a players' non-dominant hand.
 - Add defenders into the middle to pressure the passes and shot.

TIPS FOR ACTIVITIES

How to Extend Activities

- Increase or decrease the size of the area
- Add or take away attackers and defenders
- Increase or decrease the time allowed
- Make rules or restrictions on the drill or game

How to Help Explain Situations

- 'Freeze Play': Use a code word or whistle to stop play and highlight specific points.
- 'Action Replay': Use to show what to do or not to do in a situation.
- Make sure you do not stop play too often and keep explanations short, otherwise players will get frustrated and overloaded with too much information.