



LACROSSE
VICTORIA

Lacrosse Victoria

Teachers' Resource

Intercrosse in Primary and Secondary Schools

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1 AN INTRODUCTION TO TEACHING MODIFIED LACROSSE

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

Lacrosse is a sport that not many students would have experienced, and this provides teachers and schools with a great opportunity to introduce students to a new, exciting and motivating opportunity to be active. This new opportunity can provide something different and a unique way to motivate those that are not enthused by the more traditional sports

Lacrosse is an invasion games and skills learnt are transferrable to all other invasion games such as AFL, soccer, rugby, hockey, basketball etc. The principles of invasion games are:

Keep/regain possession of the ball.

Create space to move into other team's half.

Score more points than other team to win.

The club structure in the sport is a connected and supportive one, and this makes for great opportunities for participation in community sport for those that want to go on, and great opportunities for school clubs' links.

This manual is a wonderful resource for the teaching of Lacrosse, in its' modified for all schools for of SofCrosse.

Teachers do not need any experience in the sport, nor do they need to have experience in teaching PE or sport. It is intended that any teacher can pick up this resource and implement it according to the needs of their students and school. It can be easily modified to cater for students of all abilities and backgrounds. This manual and unit of work in Lacrosse aligns with the Victorian Curriculum and its deliver across Levels 3 to 10.

Lacrosse Victoria would like to acknowledgement the following people in the development of this resource: Alastair Doherty (Lacrosse Victoria) Kathy Tessier- vicsport; Kristen Stone-Lacrosse Victoria; Colleen Hunter – Lacrosse Victoria board; Janet Alexander-Victoria University; Jessie Mackinnon – Altona Lacrosse Club; Australian Lacrosse Association.

2 RELEVANCE TO VICTORIAN CURRICULUM - HEALTH AND PHYSICAL EDUCATION

Lacrosse Victoria recognises that schools have crowded curriculums and teachers need to know the relevance of a unit of Lacrosse to the Victorian Curriculum.

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

This document has been mapped to align with the Victorian Curriculum: Health and Physical Education. The two strands of Personal, Social and Community Health (PSCH) and Movement and Physical Activity (MPA) are addressed through the lesson plans and the suggested modifications to activities for levels 3 to 10.

Using the information to Assess

The information within this resource is designed to help you with your assessments of participants in the school setting. Students should always be given a range of opportunities to demonstrate their learning, as well as a range of activities to develop and practice those skills in various settings, with differentiations in tasks, equipment and opposition. In order to do this a valuable learning experience needs to be provided by the deliverer.

In order to assess a student against the Victorian Curriculum, a variety of assessment methods should be employed. These can take the form of:

- Checklists of skills
- Images or videos of performance
- Targeted questioning
- Rubrics
- Student Reflection tools
- Fundamental Movement Skills (FMS) Checklists

It may be useful to staff, students and parents to use easily identifiable levels that can communally be found. Grades based on A – E scale (as shown in the table below), with C representing the achievement of the curriculum standards, with A and E5 being the extreme outliers.

Grade	Student Description	Grade descriptor
A	Your child is demonstrating excellent achievement of what is expected at this year level	Refining and extending their abilities beyond the expectations
B	Your child is demonstrating good achievement of what is expected at this year level	Refining the techniques and tactics relating to the activities
C	Your child is demonstrating satisfactory achievement of what is expected at this year level	Competent at expected skills and understanding
D	Your child is demonstrating partial achievement of what is expected at this year level	Developing skills and confidence
E	Your child is demonstrating minimal achievement of what is expected at this year level	Experimenting and exploring new skills

3 INCLUDING ALL IN LACROSSE

Lacrosse is a wonderful sport for all abilities and all ages. However, lacrosse can be further modified 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 level of abilities. The STEP acronym is an instant way of remembering HOW to change the activity to better cater for all students.

Space: Where the activity is happening

E.g. modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.

Task: What is happening?

E.g. modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.

Equipment: What is being used?

E.g. modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.

People: Who is involved?

E.g. modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.

4 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

In school the easiest equipment to use are the "Sofcrosse" Sticks that can be found through large school's sports retailers, or hired from Clubs or Lacrosse Victoria.

The Goals are recommended to be as similar as possible to those used in the School Sports Victoria Lacrosse competitions. These are 1.8m diameter pop up goals. The benefit of these types of goals are that they are lightweight, portable and suitable for indoor and outdoor use.

5 LESSON PLANS

Lesson 1

Lesson: 1	Learning Intention: <ul style="list-style-type: none"> • Introduction to Lacrosse • Throw and Catch • Scooping (Ground Ball) 	Equipment needed: 1 Stick per participant 1 ball per pair Pop up Goals Cones
Venue: Suitable indoor or outdoor		
Duration: Up to 1 hour		

Warm-up activities: Lacrosse can use a wide range of warm ups that are suitable for the sport itself – or can be used for a wide range of other sports as well. To help you out – we have included a compendium of activities at the end of these lessons to help you choose what activity will suit you best	Drills and games	Key Teaching Points
	Scooping (ground ball) – 5 minutes <ul style="list-style-type: none"> • Partners – 1 stick each, with 1 ball for the pair • Standing 5m apart (opposite each other) • Roll the ball to partner – partner to scoop ball up and roll back to partner. <p>STEP</p> <p>Space – Increase/decrease the distance between the partners that they are rolling the ball over</p>	<ol style="list-style-type: none"> 1. Hand position – Strong Hand next to the Scoop, Weak Hand in the middle of the stick 2. Bend low and step over the ball 3. Scoop up and towards your chin/face

Teaching Review questions:

How do you hold the stick to?

- Scoop?
- Catch?
- Throw?

Task – Create a competition by allowing a time in which they need to get as many passes as possible. Repeat the time challenge immediately to see if they can beat their time (PRO TIP! Give them 5 seconds extra on the second go to encourage them to be able to beat their first score!)

Equipment – If available, use a lacrosse stick that does not have a crossbar across the scoop (Traditional lacrosse sticks do not have this) to increase difficulty

People – Suitable for groups, create a square or triangle. Can introduce a fun game by calling direction changes.

What rules can you remember?

Scoop and Chase – 5 minutes

- Partners – 1 stick each, with 1 ball for the pair
- Stand with one partner 2m behind other facing the same direction
- Partner behind rolls the ball past the partner in front. The Partner in front must run and attempt to scoop the ball on the run. They return with the ball, and swap places and rolls the ball out for the other.
- Repeat.

STEP

Space – Increase/decrease the distance that the ball is rolled over

Task – Change to a “competition”. Can you roll the ball into a goal or target before your partner scoops it?

Equipment – Set a target for a partner to aim for with the ball. Or, use the stick to throw the ball out for the partner

People – groups of 3, with 2 competing to collect the ball

1. Hand position – Strong Hand next to the Scoop, Weak Hand in the middle of the stick
2. Bend low and step over the ball
3. Scoop up and towards your chin/face

Basic Catch – 5 minutes

- Partners – 1 stick each, with 1 ball for the pair
- Standing 5m apart (opposite each other)
- Throw the ball (using hands!) to your partner a short distance away. They use the stick to catch the ball, then use their hands to throw for their partner to catch

STEP

Space – Increase/decrease the distance between the partners that they are throwing the ball over

Task – Create a competition by allowing a time in which they need to get as many passes as possible. Repeat the time challenge immediately to see if they can beat their time (PRO TIP! Give them 5 seconds extra on the second go to encourage them to be able to beat their first score!)

Equipment – If available, use a lacrosse stick that does not have a crossbar across the scoop (Traditional lacrosse sticks do not have this) to increase difficulty

People – Suitable for groups, create a square or triangle. Can introduce a fun game by calling direction changes.

1. Hand Position – Strong hand next to the scoop, Weak hand in the middle of the stick
2. Hold stick out in front of the body, with the scoop just above shoulder height
3. As the ball enters the scoop, cushion its impact in the scoop by bringing it towards your shoulder

Basic Throw – 5 minutes

- Partners – 1 stick each, with 1 ball for the pair
- Standing 5m apart (opposite each other)
- Using the stick to throw the ball to partner, wo uses their stick to catch and return the ball to the partner
- Repeat!

STEP

Space – Increase/decrease the distance between the partners that they are throwing the ball over

Task – Create a competition by allowing a time in which they need to get as many passes as possible. Repeat the time challenge immediately to see if they can beat their time (PRO TIP! Give them 5 seconds extra on the second go to encourage them to be able to beat their first score!)

Equipment – If available, use a lacrosse stick that does not have a crossbar across the scoop (Traditional lacrosse sticks do not have this) to increase difficulty

People – Suitable for groups, create a square or triangle. Can introduce a fun game by calling direction changes.

1. Hand position for throw – Strong hand in the middle of the stick, weak hand at the base of the stick
2. Scoop (with ball in it) held up by the throwers ear
3. Push the strong hand over the top of the weak hand. Weak hand should end up under strong arm.
4. Keep strong arm pointing at the target (partner)

	<p>Game time!! - Remainder of the session</p> <p>Basic Rules!</p> <ul style="list-style-type: none"> • No contact • 1 pass before shooting at goal • No Goalkeepers <p>To maximise participation 3v3 half court games are suggested in the first session.</p> <ul style="list-style-type: none"> • Half Court 3v3 - please see Compendium of games for set up and rules. <p>STEP</p> <p>Space – Increase/decrease the space to give more/less room to run and move</p> <p>Task – Increase/decrease the time that players can have possession</p> <p>Equipment – use cones instead of goals to easily make the goals/target smaller or larger</p> <p>People – more or less people on a team to give more/less opportunities to make a pass.</p>	<ol style="list-style-type: none"> 1. Encourage scooping techniques 2. Hand positions for throw, catch and scoop 3. Short time limit between games
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Lesson 2

Lesson: 2	<p>Learning Intention:</p> <ul style="list-style-type: none"> • Cradling the ball • Dodging with the ball 	<p>Equipment needed:</p> <p>1 Stick per participant</p> <p>1 ball per pair</p> <p>Pop up Goals</p> <p>Cones</p>
Venue: Suitable indoor or outdoor		
Duration: Up to 1 hour		

<p>Warm-up activities:</p> <p>Lacrosse can use a wide range of warm ups that are suitable for the sport itself – or can be used for a wide range of other sports as well. To help you out – we have included a compendium of activities at the end of these lessons to help you choose what activity will suit you best</p>	<p>Drills and games</p>	<p>Key Teaching Points</p>
<p>Teaching Review questions:</p> <p>What can you remember from the 1st session?</p>	<p>Basic Cradling – 5 minutes</p> <ul style="list-style-type: none"> • 1 stick and 1 ball per person • Encourage hand positions to be changed • Move stick across the body, in front of the face. • Refer to saying “Hello” and “Goodbye” to the ball in the scoop as it moves from one side to the other • Practice in a stationary environment 	<ol style="list-style-type: none"> 1. Hand position for cradle – Strong hand in the middle of the stick, weak hand at the base of the stick 2. Scoop (with ball in it) starts up by the throwers ear. 3. Using the strong hand, guide the stick and ball across the front of the body to over by the opposite shoulder (this exaggerates the movement, but builds a foundation) 4. Bring it back across the body to complete the Cradling motion

<p>What is cradling?</p> <p>How do you hold the stick for different actions?</p> <p>How do you avoid opposition (taggers?)</p>	<p>Dodge and Weave – 5 minutes</p> <ul style="list-style-type: none"> • Designated area for players to stay within • 1 stick and 1 ball per person • Aim is to avoid being tagged by the teacher (or designated tagger) • If they are tagged they must give their ball and stick to the person who tagged them (they then become a tagger) • If they drop the ball, they must scoop it up (no hands) and try and avoid taggers – they can be tagged even if they drop the ball! <p>STEP</p> <p>Space – Increase/decrease the space depending upon skill level</p> <p>Task – Change the game – all players with a ball must attempt to run from one side of the field (set out cones to make an area of aprox 20m x 30m) and avoid the taggers without a ball. If tagged, pass the ball over to the tagger. Repeat with participants running the the opposite direction.</p> <p>Equipment – Increase/decrease the number of taggers (those without a ball) to avoid</p> <p>People – Increase/decrease the number of participants in a coned space (create 2 or more areas for them to use).</p>	<ol style="list-style-type: none"> 1. No body contact! 2. Stay within boundaries 3. Keep stick upright!
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2 v 1 "Keep Aways" – 10 minutes

- Groups of 3, 1 stick per person, 1 ball (bib/sash optional)
- Create designated areas for each group of 3 (5x5m squares – marked by cones or lines available)
- After 30's to 1 minute, rotate players between attackers and defenders
- Attackers score points based on number of passes – defenders, once stolen possession must become an attacker

STEP

Space – Increase/Decrease the space

Task – Remove time limit on the possession to decrease difficulty. Shorten the time limit to make it harder.

Equipment – Add a goal in. After 3 passes attackers can attempt to shoot

People – Increase the number of defenders to increase the challenge.
Increase the number of Attackers to make it easier to pass

1. No contact of body or stick
2. 4 seconds possession by attacker max! Must pass or lose possession and become a defender
3. Teacher – rotate players across teams – after 1 minute player with the highest score moves up, lowest down a group (help players find a group of their own ability)

	<p>Game time!! - Remainder of the session</p> <p>Basic Rules!</p> <ul style="list-style-type: none"> • No contact • 1 pass before shooting at goal • No Goalkeepers <p>To maximise participation 3v3 half court games are suggested in the first session.</p> <ul style="list-style-type: none"> • Half Court 3v3 - please see Compendium of games for set up and rules. <p>STEP</p> <p>Space – Increase/decrease for difficulty level</p> <p>Task – Change the object of the activity from attacking a goal, to maintain</p> <p>Equipment – Use foam balls for lower ability groups. Slows the speed of the ball and is easier to pick up in the stick.</p> <p>People – Odd number of players in each team. Make it harder/easier for attack/defence</p>	<ol style="list-style-type: none"> 1. Encourage scooping techniques 2. Hand positions for throw, catch and scoop 3. Short time limit between games
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Lesson 3

Lesson: 3	<p>Learning Intention:</p> <ul style="list-style-type: none"> • Decision making • Attacking and defending 	<p>Equipment needed:</p> <p>1 Stick per participant</p> <p>1 ball per pair</p> <p>Pop up Goals</p> <p>Cones</p>
Venue: Suitable indoor or outdoor		
Duration: Up to 1 hour		

Warm-up activities:	Drills and games	Key Teaching Points
<p>Lacrosse can use a wide range of warm ups that are suitable for the sport itself – or can be used for a wide range of other sports as well. To help you out – we have included a compendium of activities at the end of these lessons to help you choose what activity will suit you best</p>	<p>Team Game – 10mins</p> <ul style="list-style-type: none"> • 4 teams (different colour sashes/bibs) • 2 goals (set up as small lacrosse field (indoor or outdoor)) • Ball is rolled out and 2 team colours are called • First team to scoop/catch the ball is on the attack • No passes required • Shorter possession rule – 2 seconds • Game lasts 30 seconds or 1st goal <p>STEP</p> <p>Space – Increase/decrease for difficulty level</p>	<ol style="list-style-type: none"> 1. Scooping technique? 2. Players at both ends of field to attack and defend 3. Asking players to give their own team players space
<p>Teaching Review questions:</p> <p>How do you avoid defenders?</p> <p>How do you prevent passes?</p>	<p>Task – Increase difficulty by adding a pass in before shooting</p> <p>Equipment – Use foam balls for lower ability groups. Slows the speed of the ball and is easier to pick up in the stick. Increase difficulty and force teams to defend and attack quickly by adding a second ball</p> <p>People – Odd number of players in each team. Make it harder/easier for attack/defence</p>	

3v2 – 10 minutes

- Split class into 4 groups
- Set up 2 half court games
- In each half:
 - Set 2 teams on opposite sides of the field/court
 - On one side have 3 cones, opposite 2 cones
 - Teams line up with one person on each cone
 - Roll ball towards team of 3
 - Team of 2 defend and try to steal possession
 - Team of 3 must make 1 pass before shooting at goal
 - After 30 seconds or goal, rotate players
- After 5 attempts, take one cone from the “3’s” and place it over on the opposite team to allow them to be the attackers.

STEP

Space – Increase/decrease for difficulty level

Task – Change the object of the activity from attacking a goal, to maintain Possession to increase difficulty. Decrease difficulty by removing the need for a pass

Equipment – Use foam balls for lower ability groups. Slows the speed of the ball and is easier to pick up in the stick.

People – Increase/decrease the number of players in each team. Make it harder/easier for attack/defence

1. Attackers – space!! You must spread out across the court to receive a pass!
2. Defenders – prevent the pass by standing next to a player who does not have possession!
3. Player movement – all players should be encouraged to move around to either avoid the opposition, or follow a player

Modified games – Quick Stix (Remainder of session)

- Set the field/court to be basketball/netball court size (15/20m x 25/30m) aprox
- 2 x pop up goals set 5m (aprox) from the end line
- Set 8 cones along one edge of the field
- Divide group into 2 teams (uses sashes or coloured sticks to determine teams)
- Using the cones (4 for one team, 4 for the other) have the players line up behind them.
- The first 4 players on the cones are the “team” playing for each side
- Play for 2 minutes – restart at the center pass after any goals
- Treat each game as adding to the total score for the teams, not just individual game

All rules can be found in index under “Quick Stix”

STEP

Space – Increase/decrease for difficulty level

Task – Increase/decrease difficulty by giving more or less time for player possession of the ball

Equipment – Use foam balls for lower ability groups. Slows the speed of the ball and is easier to pick up in the stick. Use smaller goals for higher ability participants

People – Odd number of players in each team. Make it harder/easier for attack/defence

1. No contact!
2. Players to space out across playing area
3. Move into space if attacking
4. Stay with players if defending

Lesson 4

Lesson: 4	Learning Intention: <ul style="list-style-type: none"> • Movement • Attacking and defending • Intercrosse Rules 	Equipment needed: 1 Stick per participant 1 ball per pair Pop up Goals Cones
Venue: Suitable indoor or outdoor		
Duration: Up to 1 hour		
Warm-up activities: Lacrosse can use a wide range of warm ups that are suitable for the sport itself – or can be used for a wide range of other sports as well. To help you out – we have included a compendium of activities at the end of these lessons to help you choose what activity will suit you best	Drills and games Note to delivers – it is suggested if you have the space that you prepare the teaching area with 2 “lacrosse” fields. A smaller “Quick Stix” court inside of the larger “Intercrosse” field (all dimensions can be found in the “index” of this guide	Key Teaching Points
Teaching Review questions:		

Modified games – Quick Stix (10 minutes)

- Set the field/court to be basketball/netball court size (15/20m x 25/30m) aprox
 - 2 x pop up goals set 5m (aprox) from the end line
 - Set 8 cones along one edge of the field
 - Divide group into 2 teams (uses sashes or coloured sticks to determine teams)
 - Using the cones (4 for one team, 4 for the other) have the players line up behind them.
 - The first 4 players on the cones are the “team” playing for each side
 - Play for 2 minutes – restart at the center pass after any goals
 - Treat each game as adding to the total score for the teams, not just individual game
-
- All rules can be found in index under “Quick Stix”

STEP

Space – Increase/decrease for difficulty level

Task – Increase/decrease difficulty by giving more or less time for player possession of the ball

Equipment – Use foam balls for lower ability groups. Slows the speed of the ball and is easier to pick up in the stick. Use smaller goals for higher ability participants

People – Odd number of players in each team. Make it harder/easier for attack/defence

1. No contact!
2. Players to space out across playing area
3. Move into space if attacking
4. Stay with players if defending

Introduction to Intercrosse

- Explanation of the rules (very similar to “Quick Stix”)
- 6 v 6
- No goalkeeper
- Constantly rotating subs
- 1 pass before scoring
- 2 players must remain in the defending half at all times

If you have the space for more than 1 field the games can be played with the official timings – 7 minute halves with a 1 to 3-minute break.

STEP

Space – Increase/decrease for difficulty level

Task – Increase/decrease difficulty by giving more or less time for player possession of the ball

Equipment – Use foam balls for lower ability groups. Slows the speed of the ball and is easier to pick up in the stick. Use smaller goals for higher ability participants

People – Odd number of players in each team. Make it harder/easier for attack/defence

1. No contact!
2. Players to space out across playing area
3. Move into space if attacking
4. Stay with players if defending
5. Communicate positively and help your team!

Lesson 5

Lesson: 5	Learning Intention: <ul style="list-style-type: none"> • Movement • Attacking and defending • Intercrosse Rules 	Equipment needed: 1 Stick per participant 1 ball per pair Pop up Goals Cones
Venue: Suitable indoor or outdoor		
Duration: Up to 1 hour		

Warm-up activities:	Drills and games	Key Teaching Points
<p>Lacrosse can use a wide range of warm ups that are suitable for the sport itself – or can be used for a wide range of other sports as well. To help you out – we have included a compendium of activities at the end of these lessons to help you choose what activity will suit you best</p>	<p>Intercrosse Gala/Competition</p> <p>Create teams for the Intercrosse event.</p> <p>Depending upon the time available in the lesson and the number of teams – choose a structure that would best suit the group.</p>	<ol style="list-style-type: none"> 1. No contact! 2. Players to space out across playing area 3. Move into space if attacking 4. Stay with players if defending 5. Communicate positively and help your team!

Teaching Review questions:

Timing examples can include:

- 2 x 7 minute halves
- 5 minute halves
- 10 minute games – no break
- Etc

STEP

Space – Increase/decrease for difficulty level

Task – Increase/decrease difficulty by giving more or less time for player possession of the ball

Equipment – Use foam balls for lower ability groups. Slows the speed of the ball and is easier to pick up in the stick. Use smaller goals for higher ability participants

People – Odd number of players in each team. Make it harder/easier for attack/defence

After the games- reflection on the skills they have learned – how they might transfer across to other sports

Don't forget to check out the Lacrosse Victoria website for all this lacrosse and our schools competitions!

6 SUPPORT FROM LACROSSE VICTORIA INCLUDING SCHOOL/CLUB LINKS

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

- *Lend equipment to the school (depending on availability)*
- *General advice regarding the unit*
- *Links to local clubs*
- *School clinic to kick off the program. This is charged at \$ 80 per hour*
- *Lacrosse Teacher Workshops (PD)*

Lacrosse Victoria

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375 Albert Rd, Albert Park VIC 3206

Ph: (03) 9682 3300

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7 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 include;

Coaching staff (can be with assistance from teacher)

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

Tournament Directors

- Develop and publish draws
- Develop and communicate all rules
- Establish composition of teams (numbers, types etc) Establish and implement a timing system for each round

Results co-ordinators

- 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 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 (eg 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 out all equipment and count it back in. Assign equipment to each player/team and report all damage to equipment.

SAMPLE Timetable:

Week	Activity
1	Introduction to SEPEP, the unit, expectations. Introduce roles, students choose their roles Students organise groups and begin planning. Example practical session (can be conducted by teacher or SDO/club personnel)
2	Clarification of roles/conduct Practical session Round 1
3	Announcements/results Practical session Round 2
4	Announcements/results Practical session Round 3
5	Gala/celebration event

8 APPENDIX TWO: RULES OF INTERCROSSE FOR SCHOOL COMPETITIONS.

Please note that schools are strongly encouraged to modify these rules in school PE and sport classes to better suit the needs of their students and school.

The rules may be liable to revisions – the following are correct as of February 2018. You can check for any updates at <http://lacrossevictoria.com.au/schools/school-lacrosse-rules/>

1. Applicable Age Groups

The rules within this document are to be used for all School Sports Victoria Lacrosse Victoria Primary and Secondary school competitions.

2. The game

Primary School lacrosse is a minimum contact team sport played with Sof-Crosse sticks or standard field lacrosse sticks and a hollow rubber ball. The main object of the game is to outscore the opposing team. Goals are scored by gaining possession of the ball and causing the ball to pass through the face of the goals.

The ball may not be touched with the hand at any time.

School Lacrosse is the first skill level in playing Competitive FIELD LACROSSE. Play should be continuous and players should be coached to scoop the ball in a forward motion, pass and catch and be part of a team. Players should also be encouraged to play with both hands on the stick to prevent dangerous stick swinging. Players should be discouraged from:

- Draw back pickup
- Trapping the ball
- Batting the ball
- Over guarding

3. Teams

A team consists of a maximum of six (6) players on the field at any one time. The 6 on-field players shall be designated as follows:

- Defence players (2)
- Midfield players (2)
- Attack players (2)
- Teams may have more than 10 players
- A minimum of 4 players on the field is allowed before an opposing team may claim a walkover.

Mixed/Boys Teams may consist of both boys and girls.

Girls Teams must consist only of female players.

Each player will wear the teams' or suitable clothing. Bibs/Sashes can be used in the case of clashing uniforms.

4. Game duration

The duration of the game consists of two (2) periods of 7 minutes for a total game time of 14 minutes. There will be a break of a minimum of one (1) minute and a maximum of three (3) minutes. The difference in breaks is at the timekeepers distraction depending upon playing conditions (i.e. hot weather would necessitate a longer break to allow for water breaks etc)

5. Equipment

The Crosse must be an approved Sof-crosse stick or a standard approved field lacrosse crosse (stick). The ball must be an LV approved Sof-crosse ball or hollow soft-rubber ball.

Mouthguards are recommended to be worn

The length of a normal field Crosse (stick) in this competition must be between 0.91 and 1.07 metres (36 to 42 inches). Coaches, teachers and officials are to exercise common sense

6. Field of Play

Field size is recommended to be between 50-60m x 30-35m. Cone markers should be placed at the four corners of the field and at a point where the center line crosses the sideline.

The following markers should be provided:

Centre Line (which acts as an offside line) that can be marked with cones.

Goal Circle – 3 meters' radius that can be marked with cones. This should be placed approximately 10m from the end boundary line.

7. The goals

The goals are recommended to be 1.8 meters pop up goals placed securely fastened to the ground, at either end of the playing area, inside of the Goal Circle.

8. Match officials

There is to be a minimum of one (1) official per match, with two (2) being recommended where available.

The official is encouraged to talk to the player's explaining any rule infringements and generally be positive about their efforts. On field coaching is also allowed by the official. They are encouraged to assist both teams indiscriminately for the benefit of the game.

9. Initial possession and choice of ends

Prior to the start of the game the two captains shall call the toss of a coin (or another alternative decision making process – Rock, paper, scissors). The team winning the toss will have the choice of possession of the ball or the choice of ends and the team losing the toss will have the choice which the other team doesn't take. Possession for the start of the second half shall switch.

Possession is to be taken in the defensive half of the field at the centre line. Play will start on the whistle. Players are allowed to start in any area of the field. The starting player must pass the ball before moving from the centre spot. During open play the ball may be carried across the centre line.

10. Possession change after a goal score

After the scoring of a goal, possession of the ball will go to the team against which the goal was scored and shall be taken as described in the Initial Possession and Choice of Ends.

11. One pass

A team must make at least one (1) pass in its attack half of the field before a goal can be scored. Passes may be thrown, bounced or, rolled to a teammate and the count is to continue for as long as the opposition does not intercept or touch the ball. Merely dropping the ball does not count as a pass. If an attacking team

regains possession of the ball after a missed shot at goal, they retain the one pass credit provided the opposition has not touched the ball.

The first pass from the centre putting the ball into play does not count as the one pass.

12. Substitution

Substitution of players may take place at any time during the game subject to the following:

- Substitution must take place off the field, i.e. the player entering the field must wait for the departing player to vacate the field,
- Substitution is to take place through the designated substitution area (between 2 cones).

13. Ball out of Bounds – general play

When the ball goes out of bounds in general play the ball is awarded to the team opposing that team whose player last touched the ball before it went out of bounds. A ball is out of bounds when it or any player in possession touches the boundary line or any part of the field outside the boundary line.

14. Ball out of bounds – goal shot or deflected goal shot

A ball going out of bounds as the result of a goal shot (called 'shot' by the referee), regardless of whether the ball has been touched by any player, will be awarded to the team with the nearest **inbounds** player to the point where the ball crossed the boundary.

15. Congested or potentially dangerous play

Referees are to stop the game if play becomes congested and to have a runoff (Ball up) between two opponents, i.e. keep the game flowing. Chopping, trapping the ball, batting the ball and wild hockey hits and other negative actions are to be discouraged and repetition penalised.

16. Five metre clearance

No player may be within five (5) metres of an opposing player who has a free throw either as a result of a change in possession, bringing a ball back into play from boundary, restarting play after a quarter break or restarting play after a goal has been scored. On the whistle the player with the ball may pass or run.

17. Advantage play

If after an infringement on the field the non-offending team retains possession of the ball with the potential to score or move into a scoring position, the referee shall delay sounding the whistle until either:

- A goal is scored on the original play, or
- The attacking team loses possession of the ball, or
- The attacking team has lost the opportunity to score on the original play, or

The referee shall indicate that such an infringement has occurred by calling "Advantage".

The "Advantage" period is at the discretion of the official. If no advantage is gained, the penalty will be awarded to the non-offending team.

18. Runoff

Used for restarting play after stoppage where no clear possession can be determined by the Referee, e.g. on a goal shot, two opponents dead heat to the boundary or scrimmage, mired in mud etc.

Two opposing players stand side by side with their sticks on the ground facing the referee who stands 3 metres away. Play starts when the Referee drops the ball and blows the whistle. All other players must be at least 10 metres away.

19. Penalties

There are a number of incidents or infringements of the rules that a penalty can be applied for.

Most of them are addressed below.

Officials can:

- Award a penalty for an infringement
- Produce a Yellow card (or similar) to indicate a player is to leave the field for 2 minutes). This will result in the team having only 5 players allowed on field during this time period.
- Produce a Red card (or similar) to indicate that the player is to leave the field for the remainder of the game. This will result in the team having only 5 players allowed on field during the remainder of the game.

If a player is given a Red card, they will be required to meet with the Competition supervisor to discuss the nature of the Red card offence, their suitability to be involved in further games and, or further sanctions.

A Penalty or Free Pass allows the non-offending player to pass or run with the ball, and is to be taken from where the infringement took place, or if the infringement took place within 15m of the goal, 15m in front of the goal.

The offending player is required to stand 3 meters behind the player taking the Penalty, and cannot become active in play until the player passes or runs with the ball.

20. Possession after a penalty

When a penalty is awarded the non-offending team shall take possession where the infringement occurred, except that no free throw may be taken within 15 metres of the goal circle. Where an infringement has occurred within 15 metres of the goal circle, possession shall be taken laterally across the field from the point of the infringement and at least 15 metres from the goal circle.

21. Four second carry

A player must dispose of the ball to another player within four (4) seconds of gaining possession (i.e. Referee is to count aloud "one", "two", "three", "four", then blow the whistle). Count should be as follows: one thousand and one, one thousand and two, etc.

If a player deliberately bounces, drops or rolls the ball in front of them and picks it up again they are considered to have control of the ball so therefore the count continues and doesn't restart.

Penalty: Loss of possession

22. Drawback pickup/Trapping

The drawback is permitted, however coaches and officials are strongly recommended to encourage correct pickup techniques. Officials are encouraged to use the phrase "straight through for the ball" where a loose ball situation exists to encourage players to use correct pickup techniques.

A player is deemed to have "trapped" the ball if they have completely covered the ball and prevented the opposing team's players from accessing the ball.

Penalty: Loss of possession

23. Hand contact with the ball

No player may touch the ball with the hand.

Penalty: Possession to the non-offending team.

24. Goal circle restriction

No player from either team shall enter the goal circle when the ball is in play.

A player in the defence with the ball in their possession is not permitted to enter the goal circle.

Penalty: Loss of possession for the offending team.

If Offensive team offend, penalty to be taken from top of the goal circle.

If Defensive team offends, penalty to be taken 15m directly in front of goal.

25. Maximum on field players

Each team may have no more than six (6) players on the field at any one time. A team infringing will incur a penalty depending on which team had possession of the ball at that time.

Penalty: Team in possession - loss of possession

Team not in possession – advantage played to Team in possession. If none – Penalty 15m in front of goal

26. Offside

Each team shall retain 2 players in the defensive half of the field and 1 player in the offensive half of the field at all times to remain onside. The number of players is more important than the positions those players adopted. The team going offside will incur a penalty depending on which team had possession of the ball at the time of the offside.

Penalty: Team not in possession – advantage played to Team in possession. If none – Penalty 15m in front of goal

Team in possession - loss of possession

27. No follow through

A player in possession and passing the ball or shooting on goal shall not follow through onto an opposing player.

Penalty: loss of possession and the goal is not counted.

Excessive force may be considered a personal foul and attract a Yellow Card.

28. No body contact

There shall be no body contact although unavoidable contact is allowed at the discretion of the Referee. The offending player shall be the player who initiates the contact by movement into another player.

Penalty: Team not in possession – advantage played to Team in possession. If none – Penalty 15m in front of goal

Team in possession - loss of possession

Excessive force should be considered a personal foul and attract a Yellow Card.

29. No Stick contact

There shall be no stick contact although unavoidable contact is allowed at the discretion of the Referee. The offending player shall be the player who initiates the contact.

Penalty: Team not in possession – advantage played to Team in possession. If none – Penalty 15m in front of goal

Team in possession - loss of possession

Excessive force should be considered a personal foul and attract a Yellow Card.

30. Encroaching

Players are not permitted to over guard or encroach. In other words, the stick cannot be past the vertical position when defending against a player.

Penalty: Team not in possession – advantage played to Team in possession.

If no advantage – Penalty 15m in front of goal

31. Unsportsmanlike conduct

No player, substitute, non-playing squad member, coach or anyone connected with a competing team shall act in an unsportsmanlike manner. The definition of unsportsmanlike conduct shall be left to the discretion of the Referee.

In addition, players are not allowed to threaten, frighten or intimidate other player by yelling or other means, including foul or inappropriate language.

Penalty: Yellow Card (2 minutes off-field) and Penalty awarded to non-offending team

Red Card (Complete Removal from game) and Penalty awarded to non-offending team

32. One player from each team to a loose ball

When there is a loose ball either on the ground or in the air, only one (1) player from each team is to contest the ball.

If a third (or more) player(s) enters the contest, it is up to the referee to keep reminding them only one player from each team and if a player or players continue to do so it is up to the referee's discretion to apply the penalty. If too many players from each team contest the ground ball at once and a pack does form, then a RUN OFF (as described in Rule 18) shall take place.

Reasoning:

This stops a pack of players forming and allows two players to battle for the ball, helps develop ground ball skills and keeps the flow of the game going.

Penalty: Loss of possession

33. One coach allowed on the field during play

As Primary School lacrosse is about participation and education in the basics of the sport, each team will be permitted to have one coach at a time enter the field of play for the purposes of education. They shall not "generally coach their team" while on the field, rather they are permitted to assist the development of individuals on specific aspects of the game. An example may be to encourage a player to go straight through for the ball rather than drawback. At all times coaches must remain out of the play and must remove themselves from the field of play and retire to the sideline immediately if asked to do so by a referee.

9 APPENDIX THREE: ORIGINS AND FORMS OF LACROSSE



Origins of Lacrosse

Lacrosse originated with the indigenous tribes of North America where it had recreational and religious significance in their culture. Initially called "baggataway", the game was played by the Indians with a netted hooked stick and a leather ball in an open field. The athleticism and skills displayed in the game were celebrated as 'gifts from the gods.' With a history that spans centuries, lacrosse was often played to resolve conflicts, heal the sick, and develop strong, virile men. Ironically, lacrosse also served as a preparation for war. Legend tells of as many as 1,000 players per side, from the same or different tribes, who took turns engaging in a violent contest. Contestants played on a field from one to 15 miles in length, and games sometimes lasted for days. Some tribes used a single pole, tree or rock for a goal, while other tribes had two goalposts through which the ball had to pass. Balls were made out of wood, deerskin, baked clay or stone.

French settlers in Canada named the game after the sticks which resembled the crosier (la crosse) carried by bishops as a symbol of their religious office. In 1867, the game was proclaimed as Canada's national sport and came to Australia in 1874. Lacrosse is played across the country and is enjoyed by participants in more than 45 countries worldwide.

An exhilarating sport, lacrosse is fast-paced and full of action. Long sprints up and down the field with abrupt starts and stops, precision passes and dodges are routine in men's and women's lacrosse.

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 (Quick Stix, Intercrosse and junior club competitions)

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 can 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.

10 APPENDIX FOUR: EXPLANATION OF BASIC SKILLS AND TEACHING POINTS

Holding a Stick

- Hold the stick lightly in your fingertips.
- 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 fingertips.
- Say 'Hello' to the face of the stick, say 'Goodbye.'
- 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

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.

11 APPENDIX FIVE: ADDITIONAL LEARNING ACTIVITIES

Partner Throw and Catch

In pairs – 2 sticks, 1 ball
Throw and catch the ball between each other
Every successful catch, take a step back
Every drop, step closer

Stick Game

Form a circle with 1m between each student
Hold the stick upright on the ground with both hands
Teacher calls “Left” or “Right”
Students move in that direction and catch the next stick before it falls
Can add “penalties” for dropped sticks

Stick Trick 1

Flick the ball in the air
Hit the ball back in the air with the back of the net
Catch the ball in the net

Stick Trick 2

Flick the ball in the air
Catch the ball in the net between the legs
Flick the ball back in the air and catch in the net

Stick Trick 3

Canadian Pick Up
Ball on the floor
Scoop the ball by rolling the net around the ball

Relays – Carry the Stick

Teams of 3 to 4
Each has a stick
Must carry the stick laid across both arms
Each “relay” you must add your stick to the next persons load

Relay – Flick the ball

Teams of 3 to 4
Each has a stick, 1 ball per team
Must run with the ball
To “pass” must “flick” the ball up to be caught by next runner

Relay – Scoop and Run

Teams of 3 to 4
1 stick, number of balls per team
Place balls in a line 10m in front of teams
Runners must scoop ball, run back, drop ball and swap stick to next runner

Hungry Hippos

3 to 4 teams
Balls scattered in middle of the field
One runner at a time
Scoop and bring balls back to teams
Variants – switch hands, can pass back to team mates, scoop 2 balls

Piggy in the Middle

Groups of 3 to 4
Large coned area
1 person is “piggy”
Others must pass without interceptions
Rotate “piggy”
Variations – no running with ball, time limit, equal numbers

3 on 3 and 4 on 4 Continuous Games

Set up playing area (see Quick Stix Rules)
Create even teams of 3
Only 6 sticks
2 groups of 3 plays
Team that scores a goal stays on
Team off, swaps stick with new team
Rotate every goal

Round Robin Games (Gala Day)

Set up playing areas dependent upon space and student numbers (see Playing the Game)
Create even teams of 4
Games are 8 minutes (2 x 4 min halves)
You can use a “fixture making” app or website to create an even competition depending on how many teams and fields you have

Competitive Scooping

Make two lines of cones 15 metres apart
One partner with a stick 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 it 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

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 to and receive a pass
Swap circle people with the inside people. Make sure to do a round of right and left hand
To Extend: 1) Players on the circle throw ball with stick. 2) Add defenders on each of the players in the middle of the circle

1v1s

Make 3 equal lines up top, starting 15 metres from the goal
First 2 players in each line step out, 1 is the attacker and 1 is the defender who sets up 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

Star Game

Make 5 lines around the goal. 3 above the goal (about 15m away), 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.)

goal. The defender tries to prevent the attacker from scoring a goal

The player who received the 4th pass shoots at the goal

The next player in each line is the next group.

Then repeat

To Extend: 1) All passes and shots must be made with Non-Dominate hand. 2) Add 2 defenders into the middle to pressure the passes and the shot