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| **Lacrosse Unit – Phys. Ed. 20/30 and 10** |
| **Date Planned to Teach** | **Lesson Title** | **GLO’s** | **SLO’s** | **Learning Activities** | **Assessment** | **Safety** | **Instructional Strategies** | **Equipment** | **Mot** |
| March. 22 (Tuesday)  | Intro to Lacrosse: Cradling, Scooping, Catching and Throwing(90 mins) | ACD | A30-5C30-3C30-6D30-3 | *Students will…*LO 1 (A30-5): develop the proper cradling techniquesLO 2 (A30-5): develop the proper scooping techniquesLO 3 (A30-5): adapt throwing skills LO 4 (A30-5): adapt catching skills to receive a ball with a lacrosse stick LO 5 (C30-3): demonstrate fair play, follow rules of activity, and shows proper etiquetteLO 6 (C30-6): demonstrate positive behaviour that shows respect for self and othersLO 7 (D30-3): follow routines, rules, and procedures of safety in a variety of activities Warm up: Fitness DodgeballLA1🡪 Knock Out (Inquiry-How are you going to keep the ball in your stick? What techniques are you using? How are you going to pick up the ball if it falls out? What techniques are you using? \*Group discussion (cradling, scooping, ready stance, grip)LA2🡪 Cradling Mr. Wolf LA3🡪 Scooping RelayLA4🡪 Team passing-shuttle passing (Inquiry- what techniques worked best when passing to your teammate? How do you receive the ball, what techniques did you use? How did you adapt throwing/catching skills?)\*Group Discussion (throwing, catching skills)LA5🡪 Triangle Passing, Throw backs LA6🡪 3 person square (<http://www.lacrossefits.ca/media/31360/lesson%203-1.pdf>) (Team counts point, how many times the catch)LA7🡪 3 vs 0 passing chaos (teams passing in order 1, 2, 3)LA8🡪 Trashcan lacrosse gameCool down: Stretch with skipping ropes | Daily (PACE) mark *(C30-3, C30-6, D30-3: of)*Skill Observation *(A30-5: as, for)*Group Discussion *(A30-5: for)* | Do not go on bleachersAdequate spacing for studentsNo hitting with sticks Proper grip on sticks No obstructions on playing areaCheck Equipment | Direct InstructionInquiry LearningCooperative Learning TGFU | Lacrosse sticksBallsConesSkipping Ropes | Inquiry learningEngaging games – switch activities up often Music will play during activities |
| March. 24 (Thursday) | Offensive/Defensive, Shooting(90 mins) | ACD | A30-5C30-3C30-6D30-3 | *Students will…*LO 1 (A30-5): apply shooting skills to lacrosse LO 2 (A30-5): adapt strategies and techniques for offensive and defensive play to lacrosseLO 3 (C30-3): demonstrate fair play, follow rules of activity, and shows proper etiquetteLO 4 (C30-6): demonstrate positive behaviour that shows respect for self and othersLO 5 (D30-3): follow routines, rules, and procedures of safety in a variety of activities Warm up: Monarch LA1🡪 DonkeyLA2🡪 Weave (alone, 3 on 2)\*Teach poke checkingLA3🡪 Group work (2 on 1, piggy in the middle- use poke checks)\*Teach the types of dodges LA 4🡪 Lacrosse Tag (Face dodge, Roll dodge, Bull dodge)\*Teach shooting techniquesLA 5🡪 Target practice LA 6🡪 Lacrosse GolfCool Down: Yoga stretches (Exit slip: What techniques are most effective for offensive and defensive play? For shooting accuracy?)  | Daily (PACE) mark *(C30-3, C30-6, D30-3: of)*Skill Observation *(A30-5: as, for)*Exit Slip *(A30-5: as, for)* | Do not go on bleachersAdequate spacing for studentsNo hitting with sticks No high stickingNo body checkingProper grip on sticks No obstructions on playing areaCheck Equipment  | Direct InstructionTGFU | Lacrosse sticksBallsConesObstacles for golf game | MusicModified gamesGroup work |
| April. 5 (Tuesday)  | Game Situations(90 mins) | ACD | A30-10C30-3C30-5C30-6D30-3 | *Students will…* LO 1 (A30-10): be able to adapt and improve their lacrosse skills in a variety of games LO 2 (C30-3): demonstrate fair play, follow rules of activity, and shows proper etiquetteLO 3 (C30-5): apply practices that contribute to teamwork LO 4 (C30-6): demonstrate positive behaviour that shows respect for self and othersLO 5 (D30-3): follow routines, rules, and procedures of safety in a variety of activities Warm up: Bump\*Explain students will be assessed on their skills today\*While students are playing games I will take them aside individually and assess their lacrosse skillsLA 1🡪 Possession Lacrosse LA 2🡪 Ultimate lacrosse (King court style) OR trashcan lacrosseCool Down: Station stretching (Why is offensive and defensive play important? Why is teamwork important? How did you effectively adapt throwing and catching techniques?) | Daily (PACE) mark *(C30-3, C30-6, D30-3: of)*Skill Test Checklist *(A30-10, C30-5: of)* | Do not go on bleachersAdequate spacing for studentsNo hitting with sticks No high stickingNo body checkingProper grip on sticks No obstructions on playing areaCheck Equipment  | TGFUCooperative Learning | Lacrosse sticksBallsCones | MusicCompetitive gamesSkill test |
| April. 7 (Thursday) | Student-led Modified games(90 mins) | ACD | A30-11C30-3C30-4C30-5C30-6D30-3 | *Students will…* LO 1 (A30-11): create modified lacrosse games using skills, rules, and strategies LO 2 (C30-3): demonstrate fair play, follow rules of activity, and shows proper etiquetteLO 3 (C30-4): demonstrate and assess leadership skills through teaching of modified gamesLO 4 (C30-5): apply practices that contribute to teamwork LO 5 (C30-6): demonstrate positive behaviour that shows respect for self and othersLO 6 (D30-3): follow routines, rules, and procedures of safety in a variety of activities Warm up: Ship to Shore CardioLA1🡪 Creation of games – students will work in groups to create modified games based around lacrosse applying relationship among skills, rules, and strategiesLA2🡪 Peer teaching – students teach the class their game and we participate \*Students will analyze the other’s gamesCool down: Stretch and Self-assessment  | Daily (PACE) mark *(C30-3, C30-6, D30-3: of)**Rubric for Game Creation (A30-11, C30-4, C30-5: of)*Self-assessment (A30-11, C30-4, C30-5; of) | Do not go on bleachersAdequate spacing for studentsNo hitting with sticks No high stickingNo body checkingProper grip on sticks No obstructions on playing areaCheck Equipment  | Inquiry learningPeer teaching  | Lacrosse sticksBallsConesEquipment for peer teaches | Music for warm upPeer teachingSelf-assessment |
| PE 10 ONLY April. 8 (Friday) | Fitness Friday(60 mins) | BCD | B10-2B10-7C10-3C10-6D10-3 | Students will…LO 1 (B10-2): evaluate their heart rate throughout various physical activities LO 2 (B10-7): understand the consequences of associated with an inactive lifestyleLO 3 (C10-3): demonstrate fair play, follow rules of activity, and shows proper etiquetteLO 4 (C10-6): demonstrate positive behaviour that shows respect for self and othersLO 5 (D10-3): follow routines, rules, and procedures of safety in a variety of activities Warm up: Cigarette chain tag (ask students how smoking effects physical activity)LA1🡪 Fitness station games \*Students will evaluate their heart rate after every activity (is it in the target heart rate zone?)Stations: ACTIVE bingo, human hungry hippos, extreme duck duck goose, rob the nest, lacrosse shuttle pass, flip flopCool Down: Group stretch-think, pair, share (Explain the risks/consequences of an inactive lifestyle) | Daily (PACE) mark *(C30-3, C30-6, D30-3: of)*Group Discussion *(B10-7: as, for)*Heart Rate Sheet *(B10-2: of)* | Do not go on bleachersAdequate spacing for studentsNo obstructions on playing areaKnow maximum heart rate Check Equipment  | TGFU PSI | MusicACTIVE bingo sheetsBallsLacrosse SticksHula HoopsBeanbags  | Music Fitness Games Group discussion |

**SLO’s**

*Activity:*

A30-5 analyze, evaluate and adapt performance of manipulative skills and concepts—effort, space and relationships—to perform and create a variety of activities to improve personal performance

A30-10 develop and further refine activity-specific skills in a variety of games

A30-11 apply and analyze the relationship among skills, rules and strategies in the creation and playing of games

*Benefits Health: (PE 10)*

B10-2 appraise different activities and their effects on a personal function level of fitness

B10-7 understand the consequences and risks associated with an inactive lifestyle

*Cooperation:*

C30-3 demonstrate etiquette and fair play

\*\*C30-4 apply, monitor and assess leadership and followership skills related to physical activities, and demonstrate an understanding of leadership skills related to implementing physical activity events or programs in the school and/or community (students facilitate an intermurals for lacrosse during this unit???)

C30-6 identify and demonstrate positive behaviours that show respect for self and others

*Do it Daily…for Life:*

D30-3 develop and apply safety standards and rules in a variety of activities

**Assessments:**

AS, FOR

* Skill Observation
* Group Discussion
* Exit slip

OF

* Daily PACE mark rubric
* Skill test checklist
* Creation of Games Rubric (teacher and self-assessment)
* Heart Rate Sheet

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| **Student Names** | Activity  | Cooperation |

**Lacrosse Skills Test Checklist**

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| Scale **Yes (Y):** Demonstrates skills properly most of the time. **No (N):** Rarely demonstrates proper skills.  | Cradles/control ball  | Demonstrates proper scooping techniques | Pass the ball accurately | Successfully receive various passes from teammates | Successfully plays offensive position (demonstrates face dodge, roll dodge, bull dodge) | Successfully plays defensive positions (btw the goal and opponent, poke checks) | Shoots the ball with target accuracy  | Demonstrates teamwork (communicates with teammates, collaborates) |
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**Fitness Friday: Target Heart Rate Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Fill out the following chart after each station.

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| --- | --- | --- | --- |
| **Station:**  | My heart rate is:  | Did I reach the target heart rate? (Y-yes, N-No) | How did the activity affect my heart rate? |
| ACTIVE Bingo |  |  |  |
| Human Hungry Hippos |  |  |  |
| Extreme Duck Duck Goose |  |  |  |
| Rob the Nest |  |  |  |
| Lacrosse shuttle pass |  |  |  |
| Flip Flop |  |  |  |

**Game Creation Rubric (Teacher and self-assessment)**

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| --- | --- | --- | --- | --- |
|  | EXCEEDS | MEETS | APPROACHES | DOES NOT MEET |
| Game Creation: 4 points | 4 | 3.5 | 3 | 2.5 |
|  | The game created uses three or more lacrosse skills, includes 3 or more rules, and equipment is utilized appropriately all of the time. | The game created uses two lacrosse skills, includes two rules, and equipment is utilized appropriately most of the time. | The game created uses one lacrosse skill, includes only one rule and equipment is utilized appropriately some of the time. | The game created uses other skills not discussed in lacrosse, includes no rules and equipment is rarely utilized appropriately. |
| Modification: 4 points | 4 | 3.5 | 3 | 2.5 |
|  | Students created a game that modifies equipment, space, task, and people.  | Students created a game that modifies three of the elements. | Students created a game that modifies only two of the elements.  | Students did not modify the game in any way.  |
| Teamwork: 4 points | 4 | 3.5 | 3 | 2.5 |
|  | Students work as a cooperative team, demonstrating leadership skills, tolerance, and compromise to achieve the desired outcomes.  | Students work as a cooperative team, demonstrating tolerance, and compromise to achieve the desired outcomes. | Students work as a cooperative team and achieve the desired outcomes. | Students do not work together as a cooperative team.  |
| Teaching: 4 points | 4 | 3.5 | 3 | 2.5 |
|  | Teaching of the created game maximizes student learning. Class is able to effectively participate and play game incorporating all of the elements. | Teaching of the created game effectively communicates elements, allowing class to participate and play game incorporating most of the elements. | Presentation of the created game is moderately effective, allowing students to learn most of the elements and attempt to play the created game successfully. | Presentation of the created game is ineffective and hard to follow, forcing students to improvise during game play. |

**Resources:**

http://fewellpeandhealth.weebly.com/uploads/1/5/3/5/1535991/lacrosse.pdf

<http://www.lacrossefits.ca/media/31040/skills.pdf>

Toss Across Lacrosse

Lacrosse Tag

Identify one person as a tagger. The tagger does not have a lacrosse stick. On the start signal, everyone begins fleeing the tagger. We suggest that you have everyone start off walking. Half of the class has sticks and balls and are "safe" from being tagged, as long as they are cradling their ball. The other half with sticks, but no balls, is fair game to be tagged. When students that have a ball drop them, they can be scooped up by anyone without a ball. The person that picks up the ball is now safe from being tagged. Students may not pick up their own balls. If tagged, students must lay their sticks on the ground and jump over them ten times back and forth before rejoining the activity.

Possession Lacrosse

Object of the game is to pass, catch or scoop the ball more times then the other team. Each pass or scoop counts for 1 point (students call out the points as a team)

Rules: player with ball only has 10 seconds, defensive players just knock down or poke check

**Fitness Friday:**

* **Cigarette Chain Tag 🡪** You can use this game in your warm-up or fitness development section; it improves cardiorespiratory endurance and is a fun way to reinforce the concept that smoking is harmful to cardiovascular endurance and general health. Select three students to be “its” (smokers). A child who is tagged by an “it” must join the smoker’s chain and continue to chase the children. Only “its” can tag. Thus the cigarette chain grows longer and longer, making it harder and harder to move quickly. The message is, therefore, that smoking slows you down.
* ACTIVE bingo: <http://www.phecanada.ca/sites/default/files/fun_fitness_activities_for_kids.pdf>
* <http://bootcampideas.com/9-awesome-bootcamp-games/>
	+ Human hungry hungry hippos
	+ Extreme duck duck goose
* Rob the nest