

UNIT OF WORK: LACROSSE

Introduction of Skills



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The unit of work has been devised to provide opportunities for all pupils to develop and acquire the fundamental skills and tactics to play POP Lacrosse.

As an Introduction to skills, this resource is aimed at both primary and secondary school teachers. The activities, games and progressions have been included to enable teacher to transfer their knowledge of Invasion games and feel confident to teach Lacrosse within their school.

GENERAL SAFETY	EXTENSION AND ENRICHMENT
<ul style="list-style-type: none"> ▪ Comply to risk assessment of the activity and playing area ▪ Locate emergency contact point ▪ Awareness of the first aider ▪ Check the playing area for hazards ▪ Examine the suitability of the players kit for condition ▪ All jewellery must be removed ▪ Long hair must be tied back ▪ anyone who has any significant health/ medical condition, their medication must be kept in a waterproof container and taken out to the playing area. ▪ Explain the relevant safety equipment or procedures to the participants 	<p>Encourage the children to;</p> <ul style="list-style-type: none"> ▪ Take part in activities during playtime and lunchtimes ▪ Take part in out of hours learning activities ▪ Look for other roles within Lacrosse, umpiring, scorer or coach ▪ Keep a diary of their physical activities and participation ▪ Provide the child with information about local lacrosse club (PESSCL). ▪ Be a player for the school lacrosse team, take part in local competitions ▪ Relate the need for health bodies not just for sport but for life.
LACROSSE SPECIFIC	CROSS CURRICULAR LINK
<ul style="list-style-type: none"> ▪ Gum shield are an advised but not compulsory ▪ Passing drills should be done in a line, 10m between partners ▪ No goalkeeper ▪ Maximum area; POP Lacrosse pitch 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> ▪ Speaking and listening, extending the range and quality of the vocabulary, with specific reference to Lacrosse. ▪ Literacy cards, of all the Lacrosse specific terms. ▪ Write newspaper reports about lacrosse training and matches ▪ Conduct interviews, with the school team
RESOURCES	<u>Numeracy</u>
<ul style="list-style-type: none"> ▪ 35 POP Lacrosse sticks ▪ 35 POP Lacrosse balls ▪ 100 marker cones ▪ 10 mini traffic cones ▪ 40 bibs (x20 blue & yellow) ▪ Cue cards ▪ Water bottles ▪ 1st Aid kit ▪ Whistle 	<ul style="list-style-type: none"> ▪ Collect match stats, how many times each team touched the ball, shot. ▪ Recording of match results ▪ Running tournaments
	<p><u>Science</u></p> <ul style="list-style-type: none"> ▪ Explanation at relevant times how the body works and feels ▪ Understand the benefits of exercise and nutrition
	<p><u>ICT</u></p> <ul style="list-style-type: none"> ▪ Performance Analysis: evaluation of performances through a video recorder ▪ Use spreadsheets to record match statistics and work-out performance records
	<p><u>PSHE</u></p> <ul style="list-style-type: none"> ▪ Develop relationships based on trust and honesty ▪ Working effectively with others ▪ Learn to cope with success and failure ▪ Take criticism and act upon it ▪ Develop awareness of strengths and weaknesses

LESSON	1	UNIT OF WORK	POP Lacrosse	THEME	Introduction of basic skills				
LEARNING OUTCOME	SKILL/ ACTIVITY	TEACHING POINTS		YEAR GROUP					
AQUIRING & DEVELOPING SKILLS with TACTICS	<p>WARM UP</p> <p>1. Move about the area, looking for new and free spaces. Continuously changing direction on finding a space.</p> <ul style="list-style-type: none"> Introduce the idea of side steps, moving side ways. <p>2. Introduce Traffic Lights or Celebrations. Move about the area listening to the teacher's instruction.</p> <p>3. On Demonstration line with sticks, show carry techniques with 'Lacrosse hands'</p> <ul style="list-style-type: none"> Tell the children parts of the stick and the need to keep the stick at shoulder height. Move about the area like before to get familiar with LAX Hands and looking for space. <p>4. Demonstrate Scooping – Like a 'Shove'. Children find a space and role the ball- chase and scoop it up.</p> <p>5. Sharks & Minnows with a sticks;</p> <ul style="list-style-type: none"> Sharks must try and tag minnows. Once tagged Minnows stand with their feet apart. They are freed when other minnows roll a ball between their legs. <p>6. COOL DOWN: In small groups recreate the Warm UP.</p>	<p>1. The WARM UP should be longer than normal allowing pupils to get accustomed to the 'teacher voice & instructions.</p> <p>2. Traffic lights; RED= stop, AMBER= Get ready (run on the spot, GREEN= Go (Run). Add new colours for dancing, balancing and jumping (add stories to why)</p> <p>Celebration; Name a country and perform a dance/ action associated with that county e.g.) Ireland = Riverdance. Could ask the children to think of countries or actions from a country.</p> <p>3. CARRY</p> <ul style="list-style-type: none"> Hands wide apart on the stick Stick held across the body Stick remains close to the body Stick head, held near to shoulder <p>4. SCOOP (STEP – SQUAT – SCOOP through)</p> <ul style="list-style-type: none"> Hands wide apart on the stick Top hands foot STEP next to the ball SQUAT to get low & over the ball Hands/stick close to the ground SCOOP & push through the ball Return to carrying position <p>5. Sharks & Minnows: Reinforce the 3 S's of the SCOOP Minnows need to look for a space & change direction to get away from the Sharks. Change the sharks every 2- 3 minutes</p> <p>6. Demonstrate the children's understand and knowledge of the activities.</p>		<ul style="list-style-type: none"> 4 seconds in possession No contact allowed (body or stick) Can only score in opponents half No one is allowed in the crease Defenders cannot goal keep, can only mark an attacker with the arc. Any fouls, team gets a free pass. Game starts a centre pass. Every centre pass Alternates (like netball) <p>NB) Players CAN go behind goal</p>	RULES OF POP				
APPLY SKILLS & TACTICS						<ul style="list-style-type: none"> Use effective hand position Keep stick close to body 	Will be able to;		ALL CHILDREN
IMPROVE & EVALUATE							<ul style="list-style-type: none"> Control the ball using the throw, catch, scoop and carry skills Link scoops and carry to keep possession Perform these skills accurately whilst moving slowly 		
KNOWLEDGE & UNDERSTAND HRE				<ul style="list-style-type: none"> Self discovery & reflection Use key points for handling the stick to perform effectively 	Will be able to;		MOST CHILDREN		
SAFETY					<ul style="list-style-type: none"> Perform skills accurately and show improvement Start to carry & scoop whilst moving Change direction and speed when running with or to the ball 				
SET UP/ AREA				<ul style="list-style-type: none"> Appreciate how to use limbs to help performance Explain why heart rate increase during exercise 	Will be able to;		FEW CHILDREN		
RESOURCES					<ul style="list-style-type: none"> Repeat skills accurately, with confidence and consistency Try to perform the carry & scoop using both hands Change direction and speed effectively whilst carrying Demonstrate skills confidently in FUN games. 				
DIFFERENTIATION				PLENARY: Evaluation and discussion of lessons content and themes.					
				<ul style="list-style-type: none"> High ability, reduce size of the area to challenge the control. Lower ability, increase size of area 		<ul style="list-style-type: none"> Discover how to successfully carry and scoop the ball – looking for pupils provide some of the key points used during the lesson. How should you hold the stick whilst carrying the ball? How do you pick up the ball off the ground? 			

LESSON	2	UNIT OF WORK	POP Lacrosse	THEME	Basic Skills and moving with the ball	
LEARNING OUTCOME	SKILL/ ACTIVITY		TEACHING POINTS		YEAR GROUP	
AQUIRING & DEVELOPING SKILLS with TACTICS	WARM UP 1. Sharks & Minnows with a sticks;		1. Sharks & Minnows: Reinforce the 3 S's of the SCOOP. Minnows need to look for a space & change direction to evade the Sharks. Change the sharks every 2- 3 minutes		<ul style="list-style-type: none"> ▪ 4 seconds in possession ▪ No contact allowed (body or stick) ▪ Can only score in opponents half ▪ No one is allowed in the crease Defenders cannot goal keep, can only mark an attacker with the arc. ▪ Any fouls, team gets a free pass. ▪ Game starts a centre pass. Every centre pass Alternates (like netball) NB) Players CAN go behind goal	RULES OF POP
<ul style="list-style-type: none"> ▪ Scooping ▪ Carry/Run with the ball ▪ ABC's 	<ul style="list-style-type: none"> ▪ Sharks must try and tag minnows. Once tagged Minnows stand with their feet apart. (change to making gap between 1 foot and the stick) They are freed when other minnows roll a ball between their legs. 		2. Demonstrations must be done in silence, make two key points, demonstrate for a second time.			
APPLY SKILLS & TACTICS			CARRY (used to hold the ball whilst moving)		Will be able to; <ul style="list-style-type: none"> • Control the ball using the throw, catch, scoop and carry skills • Link scoops and carry to keep possession • Perform these skills accurately whilst moving slowly 	ALL CHILDREN
<ul style="list-style-type: none"> ▪ Use effective hand position ▪ Keep stick close to body 	2. Review/Demo of the SCOOP & CARRY		<ul style="list-style-type: none"> • Hands wide apart on the stick • Stick held across the body • Stick remains close to the body • Stick head, held near to shoulder 			
IMPROVE & EVALUATE	<ul style="list-style-type: none"> ▪ Self discovery & reflection ▪ Use key points for handling the stick to perform effectively 		SCOOP (used to pick the ball up effectively) (STEP – SQUAT – SCOOP through) <ul style="list-style-type: none"> • Hands wide apart on the stick • STEP next to the ball • SQUAT to get low & over the ball • Hands/stick close to the ground • SCOOP & push through the ball • Return to carrying position 			
KNOWLEDGE & UNDERSTAND HRE	<ul style="list-style-type: none"> ▪ Appreciate how to use limbs to help performance ▪ Explain why heart rate increase during exercise 		3. Robbing the Nest		Will be able to; <ul style="list-style-type: none"> • Perform skills accurately and show improvement • Start to carry & scoop whilst moving • Change direction and speed when running with or to the ball 	MOST CHILDREN
SAFETY	<ul style="list-style-type: none"> ▪ Appreciation of person safety ▪ Follow basic safety rules ▪ Wear appropriate clothing ▪ No jewellery, hair tied back 		<ul style="list-style-type: none"> ▪ Split the class into 4 - 5 teams. ▪ Position each team in a corner with a coloured hoop; place all the balls in the middle of the playing area. ▪ 1 person from each team runs to 'rob' a ball & carry back. ▪ The team with the most balls wins. 			
SET UP/ AREA	<ul style="list-style-type: none"> ▪ Use playground/field/ hall ▪ Use an area 20m x 40m ▪ Mark a line to use for demo's ▪ Layout equipment in 5's 		4. CRADLING (used to keep the ball in stick)			
RESOURCES	<ul style="list-style-type: none"> ▪ 35 POP Lacrosse Sticks ▪ 35 POP Lacrosse balls ▪ Marker Cones ▪ 8 mini traffic cones ▪ 16 bibs (x8 two colours) 		<ul style="list-style-type: none"> • Stick held in the Carry position • TOP HAND moves the stick head • From SHOULDER • To CHIN • Back to SHOULDER 			
DIFFERENTIATION	<ul style="list-style-type: none"> ▪ High ability, reduce size of the area to challenge the control. ▪ Increase the size of the area if ability is low. 		<ul style="list-style-type: none"> ▪ All pupils should have a ball. ▪ Practice cradling action with the area used for Robbing the Nest 		Will be able to; <ul style="list-style-type: none"> • Repeat skills accurately, with confidence and consistency • Try to perform the carry & scoop using both hands • Change direction and speed effectively whilst carrying • Demonstrate skills confidently in FUN games. 	FEW CHILDREN
	<ul style="list-style-type: none"> ▪ Same game, instead of carry children must try to Cradle. 		3. Scoop & Carry can be worked on with several rounds of this activity. The important concept is to keep low during the scoop and once upright carry the ball at pace to team.			
	PLENARY: Evaluation and discussion of lessons content and themes.		4 & 5. If the class is struggling to cradle, allow the ground to practice individually, or return to Sharks & Minnows.			
	<ul style="list-style-type: none"> ➢ Pupils provide all of the key points for the SCOOP & CARRY. ➢ How many of you have struggled to Scoop, Carry or Cradle. ➢ What improvements can we make? 					

LESSON	3	UNIT OF WORK	POP Lacrosse	THEME	Passing & Receiving (throwing & catching)	
LEARNING OUTCOME	SKILL/ ACTIVITY		TEACHING POINTS		YEAR GROUP	
AQUIRING & DEVELOPING SKILLS with TACTICS	WARM UP		1. Stretches and joint rotation whilst the performer moves.		<ul style="list-style-type: none"> ▪ 4 seconds in possession ▪ No contact allowed (body or stick) ▪ Can only score in opponents half ▪ No one is allowed in the crease Defenders cannot goal keep, can only mark an attacker with the arc. ▪ Any fouls, team gets a free pass. ▪ Game starts a centre pass. Every centre pass Alternates (like netball) NB) Players CAN go behind goal	RULES OF POP
<ul style="list-style-type: none"> ▪ Choke UP- ‘Catch Hands’ ▪ Throw ▪ Scooping ▪ Carrying/run with the ball 	1. Basic pulse raiser and dynamic stretches. <ul style="list-style-type: none"> ▪ Explain the learning outcomes of the lesson, and an outline of performance expectations. 		<ul style="list-style-type: none"> • Empowers the pupils to set a goal for their own achievement. 			
APPLY SKILLS & TACTICS	2. Demonstration & Review <ul style="list-style-type: none"> ▪ Run, Scoop & carry/cradle (2 silent demo’s) ▪ Ask 1 child to demonstrate- as the teacher explanation (if poor demo- repeats) 		2. Involve the pupils and highlight good techniques within the class. <ul style="list-style-type: none"> • Ask the demonstrator if they are confident to perform in front of the class. If they decline, accept their decision. 			
IMPROVE & EVALUATE	3. Run & Scoop in pairs. Partners stand 10 - 15m apart. Roll to partner who meets the ball with a scoop		3. Whole class can practice <ul style="list-style-type: none"> • STEP – SQUAT – SCOOP (scoop) • stick head at shoulder height, stick close to body (Carry) • Shoulder – Chin – Shoulder (Cradle) 		Will be able to; <ul style="list-style-type: none"> • Control the ball using the throw, catch, scoop and carry skills • Link all skills to keep possession • Perform these skills accurately whilst moving slowly 	ALL CHILDREN
<ul style="list-style-type: none"> ▪ Self discovery & reflection ▪ Use key points for handling the stick to perform effectively 	4. Discovery: Find the most effective way to throw & catch the ball. <ul style="list-style-type: none"> ▪ Work with a partner to discover how to pass & catch. ▪ Evaluate class success: What is the most effective way to throw & catch? 		4. Use guided questions to initiate ‘technique discovery’ <ul style="list-style-type: none"> ?) How do cricketers throw the ball? ?) How can you make the throw flat? • Those who struggle will be comfortable throwing & catching underarm (flicks to a frying pan) 			
KNOWLEDGE & UNDERSTAND HRE	<ul style="list-style-type: none"> ▪ Appreciate how to use limbs to help performance ▪ Explain why heart rate increase during exercise 		5. THROW (Used to pass the ball effectively) <ul style="list-style-type: none"> • Top hand at sticks middle • Side on stance • High front elbow (helps to aim) • Pull stick down with bottom hand • Push forward with top hand • Swing through to point at target 		Will be able to; <ul style="list-style-type: none"> • Perform skills accurately and show improvement • Start to pass, catch, scoop, cradle whilst moving • Change direction and speed when running with or to the ball 	MOST CHILDREN
SAFETY	<ul style="list-style-type: none"> ▪ Appreciation of person safety ▪ Follow basic safety rules ▪ Wear appropriate clothing ▪ No jewellery, hair tied back 		CATCH (Used to receive a pass) <ul style="list-style-type: none"> • Hands wide apart - CHOKE UP • Front/ Face on stance • Point stick-head forward - HIGH 5 • Follow flight of the ball • Drop top hands elbow to cushion ball • Bottom hand is static throughout 			
SET UP/ AREA	<ul style="list-style-type: none"> ▪ Use playground/field/ hall ▪ Use an area 20m x 40m ▪ Mark a line to use for demo’s ▪ Layout equipment in 5’s 		6. Steal the Bacon <ul style="list-style-type: none"> ▪ Split the class into 2 or more even teams. Give each player a number and send teams to opposite sides of the pitch. ▪ Roll the ball out and call out a number. Those players run out, complete to return the ball to the teacher. The winner is awarded points for their team. 			
RESOURCES	<ul style="list-style-type: none"> ▪ 35 POP Lacrosse Sticks ▪ 35 POP Lacrosse balls ▪ Marker Cones ▪ 8 mini traffic cones ▪ 16 bibs (x8 two colours) 		6. Combine skills in a game setting. This allows for self & reflective evaluation		Will be able to; <ul style="list-style-type: none"> • Repeat skills accurately, with confidence and consistency • Try to perform the throw & catch using both hands • Change direction and speed effectively whilst cradling • Demonstrate skills confidently in FUN games. 	FEW CHILDREN
DIFFERENTIATION	PLENARY: Evaluation and discussion of lessons content and themes. <ul style="list-style-type: none"> ➢ Why do we use the carry/cradle and scoop? ➢ What is the best/ most effective way to pass the ball in lacrosse? ➢ What improvements have we made? 					

LESSON	4	UNIT OF WORK	POP Lacrosse	THEME	Passing on the move with attack and defence		
LEARNING OUTCOME	SKILL/ ACTIVITY		TEACHING POINTS		YEAR GROUP		
AQUIRING & DEVELOPING SKILLS with TACTICS	WARM UP		1. It maybe required to nominate group leaders. • Emphasise Pulse raising & dynamic stretches.		<ul style="list-style-type: none"> ▪ 4 seconds in possession ▪ No contact allowed (body or stick) ▪ Can only score in opponents half ▪ No one is allowed in the crease Defenders cannot goal keep, can only mark an attacker with the arc. ▪ Any fouls, team gets a free pass. ▪ Game starts a centre pass. Every centre pass Alternates (like netball) NB) Players CAN go behind goal	RULES OF POP	
<ul style="list-style-type: none"> ▪ Move: Good Useable Space ▪ Passing & Receiving on the move. ▪ Exploring how & when to attack/ defend. 	1. In small groups children recreate warm- up and cool down from the last few weeks. 2. Partner Passing <ul style="list-style-type: none"> ▪ Recap throwing & catching ▪ 4 Pass Race. Pairs start on one side of pitch. On completing 4 passes, 1 partner moves back 2 paces. Winner is the pair to be on opposite sides of the pitch.		2. Competition will challenge the children’s skills as they strive to win the activity. • Passing over longer distances require more rotation of the body, not just faster swing through with the arms.				
APPLY SKILLS & TACTICS	<ul style="list-style-type: none"> ▪ Learning true game skills ▪ Adapt their skills 		Key Points (Throw & Catch) <ul style="list-style-type: none"> • Side on stance to throw • Top hand on mid of stick • Front on stance to catch • Hands spread to catch 				
IMPROVE & EVALUATE	3. Steal the Bacon: Match <ul style="list-style-type: none"> ▪ Steal the Bacon set up but with 2 goals. ▪ Start the game with a scoop, team mates must make one pass before they shoot. Players only have 4 seconds on the ball. 		3. Use of skills in a more formal match will illustrate. <ul style="list-style-type: none"> • Good techniques, allows for quick attacks - defenders won’t slowdown. • Teams should support by finding space where they can see the ball carriers chest. 		Will be able to; <ul style="list-style-type: none"> • Control the ball using the throw, catch, scoop and carry skills • Link throws, catches, scoops and carry to keep possession • Perform these skills accurately whilst moving slowly 	ALL CHILDREN	
KNOWLEDGE & UNDERSTAND HRE	4. Square Pass (10x 10metres) <ul style="list-style-type: none"> ▪ Split class into groups of 6. Set up a square 10x 10m. 4 players start on the corners and pass the ball around the square. The other two swap after 3 circuits. 		4. Activity helps to refine throwing & catching skills, whilst developing an understanding of how to keep possession. <ul style="list-style-type: none"> • Stick held close to body • Turn outwards, keep stick on the outside as players try to change hands • Move to a pass or get into a free space 		Will be able to; <ul style="list-style-type: none"> • Show improved accuracy in performing all skills • Consistently pass, catch, cradle and scoop whilst on the move • Change direction and speed when running with or to the ball • Confidently undertake leadership roles during activities 		
SAFETY	5. Group Discussion/Demo: The most effective group demo, passing on the square and how to create their own space.		5. The group discussion, will allow for teacher assessment of the classes knowledge, understanding and abilities.		Will be able to; <ul style="list-style-type: none"> • Repeat skills accurately, with confidence and consistency • Perform most skills using both hands with noticeable accuracy • Change direction and speed effectively whilst cradling • Demonstrate all skills confidently in small sided games 		MOST CHILDREN
SET UP/ AREA	6. Square Pass with a defender. <ul style="list-style-type: none"> ▪ Same set up. The two spare players, 1 becomes a defender, and the other becomes a coach. Swap on every miss pass. 4 attackers can move along the line. 		6. The introduction of defender, put pressure on the ball carrier. Team mates should look to move along the line to provide an easy pass and maintain possession.			FEW CHILDREN	
RESOURCES	7. 3 v 2: Match (20x 25 metres) <ul style="list-style-type: none"> ▪ Split class into groups of 6. The 6th person is the referee. ▪ Why should the team with 3 score more goals than the team with 2? 		7. The match will highlight the need for accuracy, but more so how teams with more players can force defenders away from goal and allow scoring opportunities.				
DIFFERENTIATION	PLENARY: Evaluation and discussion of lessons content and themes. <ul style="list-style-type: none"> ➢ How would I know that I’m in a good space to support the ball carrier? ➢ Why is it an advantage to have more attackers than defenders? 						
<ul style="list-style-type: none"> ▪ High ability, reduce area size ▪ Increase the size of the area if ability is low. 							

LESSON	5	UNIT OF WORK	POP Lacrosse	THEME	ATTACKING - DEFENDING (1 ON 1)										
LEARNING OUTCOME	SKILL/ ACTIVITY		TEACHING POINTS		YEAR GROUP										
AQUIRING & DEVELOPING SKILLS with TACTICS	WARM UP		<p>1. It maybe required to nominate group leaders. Emphasise Pulse raising & dynamic stretches.</p> <p>2. Emphasis all key points and communication to tell partner where they would like the pass.</p> <p>3. STICK PROTECTION</p> <ul style="list-style-type: none"> • Side on stance • Hands wide apart on the stick • Stick held on the outside • Pivot/ move around to keep stick away from defenders <p>4. What is an effective way to beat a defender?</p> <ul style="list-style-type: none"> • Stick protection • Use speed to be direct • Dodge to change direction <p>How can a defender prevent attackers getting past?</p> <ul style="list-style-type: none"> • Slowing the attacker allows defenders to get back. • Channelling stops an easy run in at goal. • Try to make the attacker run to the sideline. <p>5. Demonstrate skills & knowledge within small sided game</p>		<ul style="list-style-type: none"> ▪ 4 seconds in possession ▪ No contact allowed (body or stick) ▪ Can only score in opponents half ▪ No one is allowed in the crease Defenders cannot goal keep, can only mark an attacker with the arc. ▪ Any fouls, team gets a free pass. ▪ Game starts a centre pass. Every centre pass Alternates (like netball) <p>NB) Players CAN go behind goal</p>		RULES OF POP								
<ul style="list-style-type: none"> ▪ Passing & Receiving ▪ Move: Good Useable Space ▪ Explore attack/ defend. ▪ Keeping possession 	<p>1. In small groups children recreate warm- up and cool down from the last few weeks.</p> <p>2. Partner Passing (10x 10 metres)</p> <ul style="list-style-type: none"> ▪ Pass 1 on 1 in pairs, facing each other. ▪ Pass & catch whilst moving about the area. ▪ Practice right with both hands. 				<p>Will be able to;</p> <ul style="list-style-type: none"> • Control the ball using the throw, catch, scoop and carry skills • Link throws, catches, scoops and carry to keep possession • Perform these skills accurately whilst moving slowly 			ALL CHILDREN							
APPLY SKILLS & TACTICS	<p>3. How can you shield/ protect the ball?</p> <p>▪ 1 v 1: Get past Defender (10x10 metre)</p> <ul style="list-style-type: none"> ▪ 1 on 1 take turns to try and beat opponent and reach their starting line. ▪ Decision making: discover when to try and beat opponent and when to protect the stick & ball. 				<p>Will be able to;</p> <ul style="list-style-type: none"> • Show improved accuracy in performing all skills • Consistently pass, catch, cradle and scoop whilst on the move • Change direction and speed when running with or to the ball • Confidently undertake leadership roles during activities 				MOST CHILDREN						
IMPROVE & EVALUATE	<p>4. Group Discussion:</p> <ul style="list-style-type: none"> ▪ What is an effective way to beat a defender? ▪ How can a defender prevent their man from reaching the line? ▪ Practice the illustrated methods in the 1 on 1 area. 				<p>Will be able to;</p> <ul style="list-style-type: none"> • Repeat skills accurately, with confidence and consistency • Perform most skills using both hands with noticeable accuracy • Change direction and speed effectively whilst cradling • Demonstrate all skills confidently in small sided games 					FEW CHILDREN					
KNOWLEDGE & UNDERSTAND HRE	<p>5. 5 v 5: POP Lacrosse match - Rules</p> <ul style="list-style-type: none"> ▪ 4 seconds in possession ▪ No contact allowed (body or stick) ▪ Can only score in opponents half ▪ No one is allowed in the crease (goal circle) ▪ Defenders cannot goal keep, can only mark an attacker with the arc. ▪ Any fouls, team gets a free pass. ▪ Game starts a centre pass. Every centre pass Alternates (like netball) 										FEW CHILDREN				
SAFETY	<p>▪ Appreciate how to use limbs to help performance</p> <p>▪ Explain why heart rate increase during exercise</p>											FEW CHILDREN			
SET UP/ AREA	<p>NB) Players are allowed to go behind goal</p>												FEW CHILDREN		
RESOURCES	<p>▪ Use playground/field/ hall</p> <p>▪ Use an area 20m x 40m</p> <p>▪ Mark a line to use for demo's</p> <p>▪ Layout equipment in 5's</p>													FEW CHILDREN	
DIFFERENTIATION	<p>PLENARY: Evaluation and discussion of lessons content and themes.</p>														FEW CHILDREN
	<ul style="list-style-type: none"> o High ability, reduce size of the area to challenge the control. ▪ Increase the size of the area if ability is low. 				<ul style="list-style-type: none"> ➢ How can attackers beat a defender? ➢ What can defenders do to slow or prevent an attacker? ➢ Explain a POP Lacrosse rule? 										

LESSON	6	UNIT OF WORK	POP Lacrosse	THEME	World Cup/ Tournament	
LEARNING OUTCOME	SKILL/ ACTIVITY		TEACHING POINTS		YEAR GROUP	
AQUIRING & DEVELOPING SKILLS with TACTICS	1. Recap all the skills and principles covered throughout the unit of work. Asking questions constantly to assess the children's knowledge.		All of the activities are child lead.		<ul style="list-style-type: none"> ▪ 4 seconds in possession ▪ No contact allowed (body or stick) ▪ Can only score in opponents half ▪ No one is allowed in the crease Defenders cannot goal keep, can only mark an attacker with the arc. ▪ Any fouls, team gets a free pass. ▪ Game starts a centre pass. Every centre pass Alternates (like netball) NB) Players CAN go behind goal	RULES OF POP
<ul style="list-style-type: none"> ▪ Basic skills ▪ Simple tactics ▪ Attack & defence 1 on 1 ▪ Skills in competition 	<p>WARM UP</p> 2. Split group into teams and in those teams organise their own warm up.		Questions should be guided as to get the maximum of participants being able to answer correctly.			
APPLY SKILLS & TACTICS	3. 6 players per team. 5 players and 1 rests or does their job (changes every game).		3. Matches will allow all children to		<p>Will be able to;</p> <ul style="list-style-type: none"> • Control the ball using the throw, catch, scoop and carry skills • Link throws, catches, scoops and carry to keep possession • Perform these skills accurately whilst moving slowly 	ALL CHILDREN
IMPROVE & EVALUATE	<ul style="list-style-type: none"> ▪ Games are played with no goalkeeper ▪ 4 seconds in possession ▪ No contact allowed (body or stick) ▪ Can only score in opponents half ▪ No one is allowed in the crease (goal circle) ▪ Defenders cannot goal keep, can only mark an attacker with the arc. ▪ Any fouls, team gets a free pass. ▪ Game starts a centre pass. Every centre pass Alternates (like netball) 		<ul style="list-style-type: none"> • Show improved accuracy in performing all skills • Consistently pass, catch, cradle and scoop whilst moving • Change direction and speed when running with/to the ball • Confidently undertake leadership roles during activities 			
KNOWLEDGE & UNDERSTAND HRE	<ul style="list-style-type: none"> ▪ Self discovery & reflection ▪ Use key points for handling the stick to perform effectively 					
KNOWLEDGE & UNDERSTAND HRE	<ul style="list-style-type: none"> ▪ Appreciate how to use limbs to help performance ▪ Explain why heart rate increase during exercise 				<p>Will be able to;</p> <ul style="list-style-type: none"> • Show improved accuracy in performing all skills • Consistently pass, catch, cradle and scoop whilst on the move • Change direction and speed when running with or to the ball • Confidently undertake leadership roles during activities 	MOST CHILDREN
SAFETY	<ul style="list-style-type: none"> ▪ Appreciation of person safety ▪ Follow basic safety rules ▪ Wear appropriate clothing ▪ No jewellery, hair tied back 					
SET UP/ AREA	<ul style="list-style-type: none"> ▪ Use playground/field/ hall ▪ Use an area 20m x 40m ▪ Mark a line to use for demo's ▪ Layout equipment in 5's 		Specific jobs should be allocated <ul style="list-style-type: none"> • Referee • Team Coach • Time Keeper • Media officer • Statistician 		<p>Will be able to;</p> <ul style="list-style-type: none"> • Repeat skills accurately, with confidence and consistency • Perform most skills using both hands with noticeable accuracy • Change direction and speed effectively whilst cradling • Demonstrate all skills with confidence in small sided games 	FEW CHILDREN
RESOURCES	<ul style="list-style-type: none"> ▪ 35 POP Lacrosse Sticks ▪ 35 POP Lacrosse balls ▪ Marker Cones ▪ 8 mini traffic cones ▪ 16 bibs (x8 two colours) 		4. 6 minute games. Move teams in accordance to fixtures.			
DIFFERENTIATION	<ul style="list-style-type: none"> ▪ High ability, reduce area size ▪ Increase the size of the area if ability is low. 		<p>PLENARY: Evaluation and discussion of lessons content and themes.</p> <ul style="list-style-type: none"> ➤ Gained the knowledge and skills to play a POP Lacrosse match ➤ What are the Fundamental skills needed to play Lacrosse 			
	5. Instead of mini games, finish by playing all the 'fun games' from the UNIT OF WORK, give scores for finishing 1 st , 2 nd etc.					

