Lacrosse Victoria

Teachers' Resource

SofCrosse (Primary Schools)

and

ModCrosse (Secondary Schools)

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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 all its modified forms. 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 VELS philosophy and pedagogy.

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Relevance to VELS and the Victorian education system

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

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

This document maps this resource against the Victorian Essential Learning Standards in the dimensions of Movement and Physical Activity, Building Social Relationships, Working in Teams and Managing Personal Learning at Levels 3&4 (years 3-6).

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

DIMENSION: Movement and Physical Activity

STANDARD	***STANDARD***
At level 3: • Students perform a broad range of complex motor skills and apply them to basic sport specific situations	**At level 4:** • Students perform confidently and efficiently in a range of movement environments (indoor, outdoor and aquatic)
•Students create and perform co-ordinated movement sequences that contain a variety of motor skills and movement patterns	• Students refine basic and complex motor skills and apply these skills in increasingly complex games and activities

• Students participate regularly in physical activities for the purpose of improving skills and health and describe the benefits of health related fitness	• Students maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity. They explain the process for improving health related fitness
• Student begin to use basic games' tactics	• Students effectively use strategic thinking and work with more and less skilled peers to improve game performance
• Students work with others to achieve goals in both co-operative and competitive situations	• Students work independently to improve performance and evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development
• Students explain the concepts of fair play and respect the roles of officials	• Students describe and analyse the various roles required in competitive sports

DIMENSION: Building social relationships

STANDARD	STANDARD
At level 3: • Students demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people	**At level 4:** • Students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups
• Students support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences	• Students describe the impact of bullying
• Students work with others to reduce, avoid and resolve conflict.	• Students accept and display empathy for the points of view and feelings of their peers and others
	• Students identify and use a variety of strategies to manage and resolve conflict

DIMENSION: Working in teams

STANDARD	STANDARD
At level 3: • Students co-operate with others in teams for agreed purposes, taking roles and following guidelines established within the task	**At level 4:** • Students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity

• Students describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals	• Students work co-operatively to allocate tasks and develop timelines
	• Students accept responsibility for their role and tasks
	• Students explain the benefits of working in a team
	• Students provide feedback to others and evaluate their own and the teams' performance

DIMENSION: Managing Personal Learning

STANDARD	***STANDARD***
At Level 3: •Students set short-term, achievable goals in relation to specific tasks.	**At level 4:** •Students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources.
•Students complete short tasks by planning and allocating appropriate time and resources.	•Students undertake some set tasks independently, identifying stages for completion.

•Students undertake some multi-step, extended tasks independently.	•Students describe task progress and achievements, suggesting how outcomes may have been improved.
•Students comment on task progress and achievements.	•Students persist when experiencing difficulty with learning tasks.
•Students manage their feelings in pursuit of goals and demonstrate a positive attitude towards their learning.	•Students seek and use learning support when needed from peers, teachers and other adults.
	•Students practice positive self talk. They demonstrate a positive attitude to learning within and outside the classroom

Including all in Lacrosse

Lacrosse is a wonderful sport for all abilities and all ages. There are two standard modified versions- SofCrosse for primary schools, and ModCrosse for Secondary Schools. However both of these 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 TREE acronym is an instant way of remembering HOW to change the activity to better cater for all students.

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

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

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

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

How to get started

Planning

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

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

The Teaching Games for Understanding (TGfU or GameSense) philosophy where traditional drills and skills are replaced by games and questioning is encouraged throughout this manual. It is well known that it is the development of thinking players, and not just skilled players that is critical to on-going/life-long involvement in sport. This student centred approach to teaching and learning is backed up in many current educational policies and philosophies such as PoLt and e 5.

Equipment

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

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

After this unit

As mentioned before, Lacrosse clubs are great community clubs and welcome anyone that is keen to be involved in any way. It is a great idea to get the local club involved at the start of the unit but also as a way to encourage keen students to participate in club sport after school. Contact Lacrosse Victoria for the contact details of your local club.

Lacrosse Victoria Schools' competition

Lacrosse Victoria runs a competition for primary (5&6) middle secondary (7&8) and junior secondary (9&10) schools. This provides a great way to celebrate what has been learned at school, and provides a pathway to club competition should a student choose to join a local club.

Sample lesson plans

Equipment needed: 1 stick per person, 1 ball per person, cones, whistles **Playing Area:** Sports Hall/School Oval **Timing:** 45 minutes	**Lesson One**
Learning Intention: Introduction to lacrosse; throwing and catching and ground balls	
Safety Considerations: • **Safety talk re using sticks before. Consequence of not using safely is to sit out.** • **Spacing between students with sticks (3 m at least)** • **All students facing same way when throwing/catching**	

Lesson outline	**Outcomes**
Warm Up – 5 mins **Toilet tag** – Designate/define running area and choose taggers (at least 3 students). When taggers tag students they must make shape of toilet (down on one knee and alternative hand in air). Tagged students are released when there chain is pulled down. (arm is pulled down). **Ground ball play – 5 mins** Designate a large area (see safety considerations above). One stick and ball per player. Have children drop and pick up the ball using correct hand positioning. Encourage children to bend right down and pick up the ball straight through. No drawbacks are allowed. Any children who can do this before the end of 3 minutes should be encouraged to try their opposite hand. Get children to pair up and encourage peer teaching and encouragement.	All children should be able to by the end of the session: • Hold the stick with the correct grip in both hands Most children may be able to by the end of the session: • Scoop ball up with their preferred hand Some children may be able to by the end of the session: • Throw and catch the ball with a partner using the correct technique • Scoop the ball up with both hands

Questions to ask students:

- *What made it easier to get the ball into the stick?*
- *Was it easier with a partner? Why?*

Competitive Scooping(Extra Activity) – 5 mins

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

Across the river- 15 mins

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

Questions to ask students:

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

TREE modifications:

- Softer ball
- Ball with bell in (ensure that it is safe and not too hard)
- Indoor or different surface
- Score in Across the river by ball hitting stick (doesn't have to be clean catch)

Warm Down - **'Catch The Stick' - 5 mins**

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

Fun Stick Tricks -5 mins

Have each child get a ball and a stick. Practice stick tricks – a fun way to practice stick skills. 1) Put top hand all the way at the top of the stick. Have the ball in the other hand. Throw the ball up with hand and practice catching the ball between their legs with their stick. Then throw the ball back up with their stick and catch the ball in their hand. 2) Throw the ball up with hand and practice catching the ball behind their back wit their stick. Then throw the ball back up with their stick and catch the ball in their hand.

Recap main points of lesson -3 minutes

Key questions to ask:

- *What did you learn about lacrosse today?*
- *What was the most fun?*

Pack up – 2 mins

Have children either place their sticks where they found them or in the lacrosse bag. (2 minutes)

Equipment needed: 1 stick per person, 3 balls per person, 4 goals or similar, Cones, whistle, two different colored balls **Playing Area:** Sports Hall/School Oval **Timing:** 45 minutes	**Lesson Two**
Learning Intention: Introduction to cradling/Introduction to dodging	
Safety Considerations: • **Reminder of the consequence of not using stick safely is to sit out.** • **Spacing between students with sticks (3 m at least)** • **All students facing same way when throwing/catching** • **Consider using grid system so that each student has their own space**	

Tasks	**Outcomes**
Recap first lesson – *key questions to ask:* *What do you remember from the last lesson about playing Lacrosse?* **Warm Up - 5 mins** **Freeze tag -** Designate/define running area and choose taggers (2). Have one tagger carry one colored ball whilst the other tagger has the different ball. One tagger is responsible for freezing people when they tag whilst the other unfreezes them. Change taggers regularly. Modify by... increasing number of taggers. **Demonstrate cradling – 5 mins** Use same designated area from above activity. Get students to find a space of their own within the area and practice cradling. Start with a walk and then graduate to a jog, run. Remind students that they always want to have their body in between their opponent and their stick. No contact allowed.	All children should be able to by the end of the session: • Scoop the ball with their preferred hand • Throw the ball using correct techniques Most children may be able to by the end of the session: • Dodge a player • Catch the ball on their preferred hand • Cradle the ball at a fast walking pace Some children may be able to by the end of the session: • Cradle the ball while running

Dodge tag – 10 mins

Demonstrate Dodging.(See Teaching Points)

Remembering No Body or Stick Contact. Have sticks vertical. There is also an option of playing this game without sticks.

Each student has one ball and one stick. There is a designated tagger who tries to make others drop ball. Each dropped ball is one point. Student with least amount of points wins.

Key questions to ask:

- *How do you keep the ball from falling out of your stick when you run?*

2 vs 1 (Keepings off) – 10 mins

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

- *Where was it best to stand to intercept the ball?*
- *When was it best to throw in order to keep the ball from the middle person?*

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

Define the main rules such as:

- 4 second carry,
- 1 person from each team to the ball,
- no stick or body contact
- designate number of passes

_ TREE modifications:

- Softer ball
- Ball with bell in (ensure that it is safe and not too hard)
- Indoor or different surface
- Scoring different in Dodge tag
- Number of passes before team can shoot

Remember that teachers are encouraged to change rules to suit the needs of the students and the school. Additional points can be scored for things like sportsmanship etc.

Two games should be conducted at once so that every student can get a chance to participate. Use half field. Suggest that depending on size if facility, 30-40m x 20-30m Students to umpire on a rotation basis.

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

Recap main points of lesson - 3 mins

Key questions to ask:

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

Pack up – 2 mins

Have children either place their sticks where they found them or in the lacrosse bag. (2 minutes)

Equipment needed: 1 stick per person, 1 ball shared between 3, 1 goal, Cones, whistle, Bibs, three different colored bean bags (10 of each), three different colored hoops (at least 2 of each) **Playing Area:** Sports Hall/School Oval	**Lesson Three**
Learning Intention: Introduction to basic decision making/introduction to attack and defensive manoeuvres	
Safety Considerations: **Safety talk re using sticks before. Consequence of not using safely is to sit out.** **Spacing between students with sticks (3 m at least)** **All students facing same way when throwing/catching** **Have one hoop set up per 4 students in warm up game**	

Tasks	**Outcomes**
Recap last session. K*ey questions to ask:* *What do you remember from the last lesson about playing Lacrosse?* **Warm Up – 5 mins** **Mix up game –** Three different colored bean bags are placed in designated area is same or corresponding hoops (have one hoop set up per 4 students). Students in two teams – one must steal bean bags from the hoops and place in different colored hoops whilst other team must keep bean bags in the correct colored hoop. One bean bag can be moved by one person at a time, no throwing allowed. **Steel the Bacon – 10 mins** Children are to form 4 teams, each numbered 1-4 and with different colored bands on. The teacher throws the ball out to the field and calls two numbers (1-4) – this means that at any one time two	All children should be able to by the end of the session: Catch the ball on their preferred hand Dodge a player using correct stick position and footwork Cradle the ball while running Most children may be able to: Demonstrate basic offensive and defensive stick and body positioning and structure Communicate efficiently with team mates Some children may be able to: Create space while attacking

teams are vying for the ball. The team that gets the ball first can try to shoot a goal through the cones. One goal is one point. Run this a number of times to get a winning team. *Key questions to ask:* *Do you like defending or attacking best? Why?* **'3v2' – 15 mins** Attackers start at the top and defence starts at the side of each goal. Attack brings the ball down and tries to score while defence prevents it. Start with 3 in attack vs. 2 in defence and swap. Swap students so have a go at both attack and defence. *Key questions to ask:* *When is it best to pass and when is it best to dodge?* **Modified game – 10 mins (2 x 5 min halves)** Re-cap the main rules and positions of lacrosse. Remember that teachers are encouraged to change rules to suit the needs of the students and the school. Additional points can be scored for things like sportsmanship etc. Two games should be conducted at once so that every student can get a chance to participate. Use half field. Students to umpire on a rotation basis. Ideally children should remain in the same teams as last week, and rotate teams so that all teams also get a chance to umpire at least one game in the 6 week season. Teams can get points for win/draw etc. **Recap main points of lesson -3 mins** *Key questions to ask:*	□ Decide when to slide in defence **TREE modifications:** □ Softer ball □ Ball with bell in (ensure that it is safe and not too hard) □ Larger/smaller area for each game □ Indoor or different surface □ Scoring different

What did you improve on today? *What made you improve that ?* **Pack up – 2 mins** Have children either place their sticks where they found them or in the lacrosse bag.	

Equipment needed: 1 stick per person, 1 ball shared between 2, 2 goals, cones, colored bands, whistle **Playing Area:** Sports Hall/School Oval	**Lesson Four**
Learning Intention: Attack and defence manoeuvres/ introduction to body positioning	
Safety Considerations: • **Reminder regarding consequence of not using safely.** • **Spacing between students with sticks (3 m at least)** • **All students facing same way when throwing/catching** • **Spacing in numbers game**	

Tasks	**Outcomes**
Recap last lesson K*ey questions to ask:* • *What does cradling mean?* **Warm Up – 5 mins** **Tail tag –** Set area. All students to have tag. (can be tucked into trousers or just held in hand). Each student try to steal as many tails as they can (one at a time) **Sharks And Bait - 10 mins** Children are to cross the field without dropping the ball. If they do, they become a shark. Once a shark they should defend on the bait and without touching them, make them drop the ball. Repeat twice. **Numbers – 10 mins** Children should line up in 2 lines with someone of equal or close skill as their partner at least 30 m apart. Each pair has a different number. The teacher calls out a number (or multiple numbers) and throws the ball into the middle of the two lines and the children are to compete to get the ball.	All children should be able to by the end of the session: • Demonstrate basic offensive and defensive stick and body positioning and structure • Communicate efficiently and effectively with team mates Most children may be able to by the end of the session: • Carrying the ball at a varying speed and direction while in attack • Demonstrate basic footwork and body positioning in defence Some children may be able to by the end of this session • Understand and demonstrate the rules of lacrosse

Extension: Have to make 3 passes once team gets the ball OR make 3 passes and then go to goal. **Modified game – 10 mins (2 x 5 min halves)** Re-cap the main rules and positions of lacrosse. Remember that teachers are encouraged to change rules to suit the needs of the students and the school. Additional points can be scored for things like sportsmanship etc. Two games should be conducted at once so that every student can get a chance to participate. Use half field. Students to umpire on a rotation basis. Ideally children should remain in the same teams as last week, and rotate teams so that all teams also get a chance to umpire at least one game in the 6 week season. Teams can get points for win/draw etc . **Recap main points of lesson -3 mins** **Pack up-2 mins** Have children either place their sticks where they found them or in the lacrosse bag.	**TREE modifications:** ☐ Softer/ brighter ball ☐ Ball with bell in (ensure that it is safe and not too hard) ☐ Larger/smaller area for each game ☐ Indoor or different surface ☐ Scoring different

Equipment needed: 1 stick per person, 1 ball shared between 3, 2 lacrosse goals, Cones, whistle **Playing Area:** Sports Hall/School Oval	**Lesson Five**
Learning Intention: Mini games, decision making skills	
Safety Considerations: - **Safety talk re using sticks before. Consequence of not using safely is to sit out.** - **Spacing between students with sticks (3 m at least)** - **Adhere to rules of game**	

Tasks	**Outcomes**
Warm Up – 10 mins **Clumps –** Teacher (or designated student) calls out way of moving (eg walking, jogging, jumping, skipping) and then number and students have to make groups of that number. First group to do so is the winner. **Hungry Hippo – 10 mins** Scatter 3 times as many balls as players on the ground within a certain area. In teams of 4 children are to collect balls (one ball per player at one time) and place them in their goal. Not throw. The team with the most amount of balls at the end wins. **2 vs 1 (Keepings off) – 10 mins** In groups of three, each student takes turn in being in the middle and trying to get the ball off the other two. After the rotation, ask the following questions: - *Was it easier to play this game now (in week 5)?* - *Why do you think so?*	All children should be able to by the end of the session: - Make decisions and compromise with team mates - Demonstrate basic footwork and body positioning in defence - Understand and demonstrate the rules of lacrosse Most children should be able to by the end of the session: - Demonstrate basic attack and defensive set up - Prevent scoring opportunities using body positioning and stick skills in defence Some children may be able to by the end of the session: - Create opportunities and space in attack **TREE modifications:**

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

Re-cap the main rules and positions of lacrosse. Remember that teachers are encouraged to change rules to suit the needs of the students and the school. Additional points can be scored for things like sportsmanship etc.

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

Ideally children should remain in the same teams as last week, and rotate teams so that all teams also get a chance to umpire at least one game in the 6 week season. Teams can get points for win/draw etc .

Recap main points of lesson - 3 mins

Key questions to ask:

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

Pack up – 2 mins

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

- Softer ball
- Larger/smaller area for each game
- Indoor or different surface
- Scoring different

Equipment needed: 1 stick per person, 1 ball shared between 2, 2 lacrosse goals, cones, whistle, awards **Playing Area:** Sports Hall/School Oval	**Lesson Six (Gala Day)**
Learning Intention: Summary/celebration of season	
Safety Considerations: • **Safety talk re using sticks before. Consequence of not using safely is to sit out.** • **Spacing between students with sticks (3 m at least)** • **Adhere to rules of game**	
Tasks	**Outcomes**
Warm Up – 10 mins **Volcanoes and Craters–** Divide class into two teams. Start off with cones placed randomly facing up and down. One team must try to place all cones up whilst the other must try to place them all down. Set a time limit (of 2 x 5 mins) and see which wins. **Across the river- 10 mins** Have children pair up and face their partner with a 5 - 10 m distance between them. Practice the correct throwing and catching techniques. When students successfully complete a throw and catch without dropping the ball, they both take a step back (away from the river). Give students two different goes at this game with different partners, to see if they can get further away from the river. **Modified game – 10 mins (2 x 5 min halves)** Re-cap the main rules and positions of lacrosse. Remember that teachers are encouraged to change rules to suit the needs of the students and the school. Additional points can be scored for things like	All children should be able to by the end of the session: • Demonstrate basic attack and defensive set up • Prevent scoring opportunities using body positioning and stick skills in defence Most children should be able to by the end of the session: • Create opportunities and space in attack Some children may be able to by the end of the session: • Display lacrosse skills learnt by initiative **TREE modifications:** • **Using opposite hand with**

sportsmanship etc. Two games should be conducted at once so that every student can get a chance to participate. Use half field . Students to umpire on a rotation basis. Ideally children should remain in the same teams as last week, and rotate teams so that all teams also get a chance to umpire at least one game in the 6 week season. Teams can get points for win/draw etc . **Recap main points of season of lacrosse - 3 mins** *Key questions to ask:* - *What did you improve most in?* **Pack up – 2 mins** Have children either place their sticks where they found them or in the lacrosse bag **Conclusion – 10 mins** Conclude with awards such as most valuable player, best and fairest, most improved, fairest umpire etc. It is good to get students to think of the types of awards that they want and then vote themselves. Hand out information regarding nearest club. (Have local club person at this session if possible)	**Hungry Hippos**

The rules of Lacrosse

Schools are encouraged to modify the exiting rules of SofCrosse and ModCrosse to cater for the needs of their students and school.

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

Support from Lacrosse Victoria including school/club links

Lacrosse Victoria can assist schools 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 $ 60 per hour
- Teacher in-servicing
- Level 1 Coach Education course

Lacrosse Victoria

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Appendix One: More about SEPEP

Background/rationale to SEPEP

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

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

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

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

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

Coaching staff (can be with assistance from teacher)

- Organise pre-game training sessions & 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 a pro-forma to develop player profiles for the tournament program
- Publish a tournament program that includes player profiles and the main draw
- Take digital photos (team photo & action shots)
- Publish a weekly tournament highlights

Social co-ordinators

- Set the dress code theme for each week a week in advance (eg. Matching colours for doubles pairs, or Beach and board shorts theme or Hawaiian theme)
- You may devote one week to a special fundraising event/theme for a charity of the groups choice (approved by your tutor) and tailor the dress code for the theme (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 #	**Content**
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	Announcements/results Practical session Round 4
6	Gala/celebration event

Appendix Two: Rules of SofCrosse and ModCrosse for schools competition.

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.

Primary school lacrosse rules (SofCrosse)

COMPETITION RULES

Primary school lacrosse rules emphasise Non-contact rules which put emphasis on skill development and team play necessary to pass the ball before a shot on goal. Finals for boys/open teams and girl's teams will be conducted. Districts conducting summer or winter sports fixtures or round robin competitions should advise Lacrosse Victoria by November 5th, naming the winning teams who qualify to compete in the finals.

SKILL DEVELOPMENT

Play should be continuous with players throwing, catching or scooping up the ball. Players should be encouraged to have both hands on the stick when playing the ball: Referees should penalise the following practices by awarding a free throw to an opposing player from the position where the offence occurred.

- Touching the ball with their hand
- The "draw back" pick up in a contested situation.
- Trapping the ball
- Batting the ball
- Kicking the ball
- Over-guarding (blocking beyond the vertical position of the defence stick)
- One hand on stick (encourages warding off an opponent)

FIELD DIMENSIONS

A rectangular field of either 50-60 m x 30-35 m or 90-100 m x 60 m, divided by a halfway line and with a goal circle of 3 metres radius approximately 10 metres from each of the end boundary. Each goal should be located centrally within the goal circle.

EQUIPMENT

The Sofcrosse sticks (moulded plastic pockets) should be used. Each team should use sticks of the same colour if possible to assist identification by the referee.

A soft ball is used.

Pop up goals of approximately 1m (Same as Soccer goals). Goals can only be scored from the front of the goal line.

Uniform – players should wear identically coloured tops and shorts/skirts – preferably with tops individually numbered.

GAME DURATION

For afternoon inter-school competition, 4 x 10 minute quarters with 2 minute breaks at each quarter time and a 5 minute break at half time.

Round Robin – each game consists of 10 minute halves with time to change ends at half time. This timing may be varied to suit tournament conditions.

No time outs.

TEAM SIZE

7 players on the field, this consists of 2 attack, 3 midfield and 2 defence. 7 players are played if you are playing on the field dimensions of 50-60m x 30-35m. 9 players on field dimensions 90-100m x 50-60m, which would consist of 3 attack, 3 midfield and 3 defence. There should be no more than 13 players per team. Players can be substituted on and off the field at any time, leaving or entering the field near the junction of the sideline and the centre line on one side of the field.

A team is “off side” if it lacks 2 players in either half of the field (whether in attack or defence). When playing with 9 players you must have 3 players in either half of the field.

If the team in possession of the ball goes off side, the offending team loses possession. If the offending team is on defence, the player is put back 'on sides' and a free throw is given to the team with the ball.

STARTING THE GAME

Decide ends and award possession to one team. Commence play with a stationary pass from the centre line. Alternate the teams at the start of each quarter. After each goal, the non-scoring team commences play from the centre line.

POSSESSION

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

A team in possession needs to complete 3 passes over the whole field before a shot on goal is called. If the ball is deflected by an opposition player, the counting of passes continues, as long as the offensive team remains in possession of the ball.

NO CONTACT

Intentional body or stick contact is not permitted. Deliberate contact, over guarding, aggressive or non-sporting play should be penalised by dismissal from the field. Vertical stick block is permitted.

OUT OF BOUNDS

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

BALL UP

When the referee is uncertain about the player to be awarded a throw-in or when play becomes too congested, the referee can take a player from each team, place those players side by side facing the referee at a distance of 4-5 metres, throw the ball underarm between the players (preferably at head height for catching - a safer procedure). All other players should be 4 metres clear of this play.

ONE ON ONE PLAY

When competing for a ground ball or a pass, only one player from each team should be involved. Where 2 players from the same team compete simultaneously for a ball, possession is awarded to the opposing team.

NO GOAL TENDING

There is no goalie in Primary school/Sofcrosse; no player is allowed in the goal circle during play. If the ball lies in the goal circle, the referee will direct the closest defender to collect the ball for play to recommence.

If, to block a shot on goal, defenders fall back and line the circle, a free throw is awarded the attacking team (approximately 10m wide from the goal mouth) with 1 extra pass before shooting on goal.

CENTRE PASS AND FREE THROW

When a player is commencing play from the centre of boundary line or after being awarded a free-throw, opponents must be at least 4 metres distance from the player.

ADVANTAGE

If the non-offending team would be penalised by stopping play to award a penalty free throw, “Advantage” will be called by the referee.

Secondary school lacrosse rules (ModCrosse)

COMPETITION RULES

Secondary school lacrosse rules emphasise Non-contact rules which put emphasis on skill development and team play necessary to pass the ball before a shot on goal

SKILL DEVELOPMENT

Play should be continuous with players throwing, catching or scooping up the ball. Players should be encouraged to have both hands on the stick when playing the ball: Referees should penalise the following practices by awarding a free throw to an opposing player from the position where the offence occurred.

- Touching the ball with their hand
- The “draw back” pick up in a contested situation.

- Trapping the ball
- Batting the ball
- Kicking the ball
- Over-guarding (blocking beyond the vertical position of the defence stick)
- One hand on stick (encourages warding off an opponent)

FIELD DIMENSIONS

A rectangular field of either 50-60 m x 30-35 m or 90-100 m x 60 m, divided by a halfway line and with a goal circle of 3 metres radius approximately 10 metres from each of the end boundary. Each goal should be located centrally within the goal circle.

EQUIPMENT

Normal field lacrosse sticks and modified lacrosse sticks (moulded plastic pockets) can be used. Each team should use sticks of the same colour if possible to assist identification by the referee.

A soft ball is used.

Goals of approximately 2m x 2m are used if playing with a goalie (ie. Indoor Soccer Goals). If no goalie, goals of approximately 1m square-mouthed goal. Goals can only be scored from the front of the goal line.

Uniform – players should wear identically coloured tops and shorts/skirts – preferably with tops individually numbered.

GAME DURATION

For afternoon inter-school competition, 4 x 10 minute quarters with 2 minute breaks at each quarter time and a 5 minute break at half time.

Round Robin – each game consists of 10 minute halves with time to change ends at half time. This timing may be varied to suit tournament conditions.

No time outs.

TEAM SIZE

8 players on the field, this consists of 2 attack, 3 midfield, 2 defence and a goalie (optional). 8 players are played if you are playing on the field dimensions of 50-60m x 30-35m. If no goalie, 7 players on the field, this consists of 2 attack, 3 midfield, 2 defence.

10 players on field dimensions 90-100m x 50-60m, which would consist of 3 attack, 3 midfield, 3 defence and a goalie. If no goalie, 9 players on the field, which would consist of 3 attack, 3 midfield, 3 defence. There should be no more than 16 players per team.

Players can be substituted on and off the field at any time, leaving or entering the field near the junction of the sideline and the centre line on one side of the field.

OFF SIDE

A team of 8 players must have 2 players in the forward half of the field and 3 players in the defensive half.

When playing with 10 players you must have 3 players in the forward half of the field and 4 players in the defensive half.

If the team in possession of the ball goes off side, the offending team loses possession. If the offending team is on defence, the player is put back 'on sides' and a free throw is given to the team with the ball.

STARTING THE GAME

Decide ends and award possession to one team. Commence play with a stationary pass from the centre line. Alternate the teams at the start of each quarter. After each goal, the non-scoring team commences play from the centre line.

POSSESSION

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

A team in possession needs to complete 3 passes over the whole field before a shot on goal is called.

If the ball is deflected by an opposition player, the counting of passes continues, as long as the offensive team remains in possession of the ball.

If a player throws the ball to themself, loss of possession, must pass to a team mate.

NO CONTACT

Intentional body or stick contact is not permitted. Deliberate contact, over guarding, aggressive or non-sporting play should be penalised by dismissal from the field. Vertical stick block is permitted.

OUT OF BOUNDS

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

BALL UP

When the referee is uncertain about the player to be awarded a throw-in or when play becomes too congested, the referee can take a player from each team, place those players side by side facing the referee at a distance of 4-5 metres, throw the ball underarm between the players (preferably at head height for catching - a safer procedure). All other players should be 4 metres clear of this play.

ONE ON ONE PLAY

When competing for a ground ball or a pass, only one player from each team should be involved. Where 2 players from the same team compete simultaneously for a ball, possession is awarded to the opposing team.

GOAL TENDING

If a goalkeeper is used (optional) they should be provided with a baseball type chest pad and face guard and protector for safety.

The goal keeper is the only player to tend the goal.

If a goalkeeper is not used, a defensive player may enter the goal circle to retrieve the ball.

No attacking player is allowed into the goal circle.

CENTRE PASS AND FREE THROW

When a player is commencing play from the centre, from boundary line or after being awarded a free-throw, opponents must be at least 4 metres distance from the player.

ADVANTAGE

If the non-offending team would be penalised by stopping play to award a penalty free throw, “Advantage” will be called by the referee.

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 (previously known as sofcrosse or modcrosse)

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 is an enclosed area, this fast and skilful game features continuous play off the walls.

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Appendix Four: Explanation of basic skills and teaching points

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Holding a Stick

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

Cradling

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

Groundballs

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

Catching

- 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 at the very bottom.
- Think of the balls as an egg. Like in an Egg Toss, 'CUSHION' the egg.
- Position the stick so the "egg" goes into the top of the stick.
- Keep your eye on the "egg" at all times.

Throwing

- 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.
- Step forward with the opposite foot of the top hand.
- Drag your bottom hand forward until create an 'L' shape with bottom arm.
- Imagine there is a beach ball attached to stomach, and bring both hands over the top of the beach ball, keeping the 'L' shape with the bottom arm.
- Bottom hand pulls, top hand pushes.
- Follow through and finish with the stick pointing at your target and the bottom hand at the bottom hand hip.

1 v 1 Defence

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

Shooting

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

Appendix Five: Additional learning activities

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Cradling Activities:

4 Spots Activity

- Practice the 4 spots: 1. top right, 2. top left, 3. low right, and 4. low left.

- Using the numbers of the spots, call out 1 – 4 in random order.

- For a bit of fun, practice to music!

Tunnel of Terror

- Make two lines about 1 metre apart. Stagger the players.

- Player with the ball starts at the beginning of the tunnel and must cradle through the tunnel of players, protecting the stick from the defenders (ie all others in tunnel)

-Remind players of the position of their stick: stick, shoulder, shoulder, defender.

- After going through the tunnel, add onto the end of the tunnel. Player at the beginning of the tunnel becomes the next to go through the tunnel.

Groundball Activities:

Individual Scooping

- Each player has a stick and a ball.

- Ball on the ground and practice scooping up the ball 5-10 times.

- Roll the ball out and practice scooping a moving ball 5-10 times.

Competitive Scooping

- Make two lines of cones 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.

Scooping Relay

- Playing area is half field.

Divide the players up into equal teams. Set up cones for each team about 15 metres apart with a ball in the middle of the playing area for each team.

- Each player must run, scoop up the ball, run around the opposite cone, drop the ball back in the middle, and then tag the next player in line. Each player goes once.

- First team to finish wins.

Competitive Groundballs

-Two equal lines on either side of the coach.

- Coach rolls out a ball and first 2 players in line compete for the groundball.

- Emphasize the need for players to 'box out' (same as basketball).

- To Extend: 1) Have the player who comes up with the ball make a pass to the coach while the other player plays defence. 2) Add a 3rd player (it becomes a 1 v 2). 3) Add another pair to teach players to communicate.

Catching Activities:

Partner Passing

- One partner has a ball, the other has a stick about 5 metres away.

- Partner with the ball gives a soft, underarm pass to the partner with the stick.

- After ‘cushioning’ the ball, throw it back with your hand.

- Practice with both right and left hands.

-Competitive games: 1) How many catches can you get in a minute? 2) Who can get to 10/20 catches first?

Circle Activity

- Half of the team forms a circle with only a ball, the remaining players spread out in the middle of the circle with sticks.

- Practice catching on the move. Players in the middle must find a person with the ball to cut 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.

Throwing Activities:

Longest Throw

- Line the team up and give each player a ball.

- Players throw the ball as far as they can. Coach marks where the longest throw went.

- Repeat 3-5 times.

- Make sure players are practicing the proper technique.

- Extend: Use a target (a bin, the coach, or something large) for the players to aim at. Split the team into 2 groups and each player gets 3 throws. Give a point for each time someone hits the target.

Partner Passing

- Each partner has a stick, each pair has a ball. Partners are about 5 to 10 metres apart.

- Partners practice throwing and catching. Practice both right and left hands.

- To Extend: 1) Quick Sticks (No Cradling in between catching and throwing) 2) Switch Hands after catching and before throwing 3) Side Arm Passes (Same motion at regular throw, but with the stick dropped down parallel to the ground at hip level) 4) Reverse Side (Throw and Catch on the opposite shoulder of the top hand) 5) One Hand Throws (Only top hand on the stick to strengthen wrists) 6) Free Style (Players make up their own kind of throws. eg: Between the Legs, Behind the Back, etc.)

Dr. Long Ball

- Each player has a partner One partner on the line with a ball, and the other about 5 metres away.

- On the whistle the pair must make 2 passes. (The ball ends up on the line side.)

- All of the pairs that do not drop the ball move backwards 3 steps.

- If a pair drops the ball, they remain in the same spot until they complete 2 passes.

- Repeat 5-10 times.

Wall Ball

- Each player has a ball and a smooth wall to throw against. Players should have a couple metres in between each of them.

- Practice throwing the ball against the wall and catching it.

- Make sure to practice both the right and left hands.

- To Extend: 1) Give players 1 minute to see how many catches they can get on their right and left hands. Keep track of their progress. 2) Make a small square for players to aim for. 3) Practice other types of passes: Reverse side, one hand, and side arm passes.

Defence Activities:

Box Game

- Use cones to set up small boxes. (About 1 metre by 1 metre)

- Put players in pairs. One attacker and one defender.

- The attacker starts outside of the box. Their goal is to dodge their defender and get to the opposite side of the box.

- Dummy Attack: Attack plays at 50%. The drill is for the defence.

- The defender starts just inside the box. The goal is to force the attacker to the sides of the box. (East and West)

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 goal. The defender tries to prevent the attacker from scoring a goal by forcing the attacker to the lowest angle possible.

-To Extend: 1) Attackers must receive a pass from a nearby line and then try to dodge the defender. 2) Build up by focusing on the 1v1, but have them play with 3 pairs (3v3).

Keepings Off

- Make a boundary that the players must stay in. (eg: 15m x 15m box)

- Divide players into 2 equal teams. Have each player find a person to guard.

- 3 consecutive passes equals 1 point. Most amount of points wins.

- To Extend: 1) Limit the space the players can use. 2) Make a time limit for the player with the ball. 3) Increase the number of passes they must complete to earn a point.

Section Activity

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

- 3 pairs of players in each section. (Number of pairs can vary depending on number of players and space provided.)

- The goal is to pass the ball from one end of the box to the other. The ball must go through each of the 3 sections.

- Give the team a point if they successfully pass the ball from one end to the other. The team with the most points at the end wins.

- To Extend: Set a number of passes that must be completed within each section before moving onto the next section. (2 or 3 passes)

Shooting Activities:

Shooting Shuttles

- Make 4 equal lines. 2 behind the goal and 2 above the goal (about 15 metres away).

- Have balls in each line. Make sure only one person is shooting at a time, and the lines behind the goal are out wide to prevent players from getting hit with a wide shot.

- **Option 1**: Make passes from top to bottom and bottom to top. Alternate sides after each shot. (The passer will stay and be the next shooter in that line.)

- **Option 2**: Make passes from right to left and left to right. Alternate top and bottom after each shot. (The passer will stay and be the next shooter in that line.)

- **Option 3**: Make passes diagonally from top to bottom and bottom to top. Alternate sides after each shot. (The passer will stay and be the next shooter in that line.)

- To Extend: Add a defender to put pressure on the shooter.

Star Game

- Make 5 lines around the goal. 3 above the goal (about 15 metres 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.)

- The player who received the 4^{th} 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.

Tips for Activities

How to Extend Activities

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

How to Help Explain Situations

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