



Grade 9 Sample Lesson Plan: Unit 7 – Adapted- Lacrosse

Description

Please see attached handout for a lesson submitted by a Virginia teacher

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

High School Lesson Planning Template

Teacher Name: _____ **Subject:** Health and PE 9 & Adapted PE

Date: _____ **SOL(s)/Standards:** 9.1a,b

Lesson Title: Lacrosse Skill - Passing

NOTE:

Disability and Description - This lesson is adapted for a student in a wheelchair from paraplegia due to a spinal cord injury. She has full range of motion in her mid-waist up to her head. Student is on grade level for gross motor skills in her arms and torso, however, she cannot walk, move her legs, or feel anything below her waist. She has average cardiovascular fitness and arm strength. She has no cognitive delay. Student has expressed interest in participating in a Wheelchair Lacrosse league and is highly motivated to improve skill.

Student Goal:

Student will independently, with verbal prompts but without assistance, perform a pass with a long handled object (lacrosse stick) while displaying at least 3 of the following 5 components in 3 out of 5 trials.

Skill - Passing with long handled object (lacrosse stick)

Cues

1. Dominant Hand on Top
2. Pull on Bottom
3. Push on Top
4. Snap Wrist
5. Hit Target

Adaptation for student:

- Equipment: Shorter Lacrosse Stick with larger head, ball choice (easy, medium, hard)
- Environment: Student is given all 3 ball choices to switch out so they are not traveling too far to retrieve and losing practice time. Student buddy will retrieve balls for them.
- Distance: Student can move closer/further away
- Target: Student can choose a small, medium, or large target

Learning Targets to be used to frame the lesson:

- Today I will demonstrate a pass into the target I choose using a lacrosse stick or a modified lacrosse stick, so that I can self-assess and I know I'll have it when I have made changes to either my distance, target or ball to have 5 out of 10 characterized by pulling with the bottom hand, pushing with the top hand, snapping with the top hand on target.

Bloom's Level: (check all that apply)

<input checked="" type="checkbox"/> Remembering	<input checked="" type="checkbox"/> Understanding	<input checked="" type="checkbox"/> Applying
<input checked="" type="checkbox"/> Analyzing	<input type="checkbox"/> Evaluating	<input type="checkbox"/> Creating

Lesson/Academic Vocabulary students will need to be familiar with for this lesson.

- Pass— to continue to move the ball forward, to be more proficient with offensive strategies

Lesson Sequence: (bulleted activities that include the introduction/hook activity)

Introduction/Hook - (5 minutes)

- Video: How to Pass a Lacrosse Ball - <https://www.youtube.com/watch?v=pXRj9PHVWok>
- teacher plays video while students watch - (2 minutes)
- In person demonstration - Teacher demonstrates while students watch and ask questions
- review cues and answer questions - (3 minutes)

Warm-up - (10 minutes)

- General Warm-up (5 minutes) - teacher demonstrates while students watch
 - Chest Expansions x 10 (switch hands after 5)
 - Arm Raises x 10 with stick (both hands)
 - Arm Circles x 10 with stick (switch hands after 5)
 - Twists x 20 with stick (both hands)
 - Tricep Stretch x 30 seconds each side
 - Shoulder Stretch x 30 seconds each side
- Cradle Warm Up (5 minutes) - students demonstrate while teacher gives feedback
 - Setup: Each student gets a lacrosse stick with a ball of their choice
 - Procedure:
 - Student will practice/review cradling movement for 3 sets of 30 seconds with 1 minute breaks
 - Tiered - students choose level they will feel most successful
 - Level 1 - Stationary
 - Level 2 - Walk in lane
 - Level 3 - Light Jog

Lesson - (30 minutes)

Steps

1. Students retrieve 1 stick WITHOUT the ball and huddle around facing the teacher
2. Teacher demonstrates passing movement while saying cues
3. Teacher asks students to mimic passing movement while saying cues with teacher
4. Teacher explains directions for practice and self assessment, including safety procedures
5. Teacher dismisses students to go to their self-selected individual stations that are already set up while on their way, selecting the ball they would like to start with
6. Teacher puts the directions on the projector with the "gif" for passing next to it
7. Students begin practice and self-assessment while teacher walks around for safety and informal skill assessment, while providing feedback to students
8. Teacher informs students to clean up with explanation of where all materials go and where to transition to for concussion

Student Directions

1. Select type of ball you will use
2. Select size target you will try to hit
3. Select distance from target you will start at
4. "Pass to the Target"
5. Decide to repeat the task at current distance/ball/target and make adjustments in order to be successful 5/10 attempts
6. After each shot, circle the distance, ball and target you choose

Student Procedures: Students are expected to listen while the teacher is demonstrating. Students should only mimic teacher when asked to. Students will be expected to self-assess and make adjustments in order to be successful. Students are expected to use the equipment properly and be aware of their surroundings and adhere to safety procedures at all times.

Teacher Procedures: Teacher will demonstrate skill as well as verbalize and display cues. Teacher will review safety concerns and explain procedures for safety, practice and self-assessment. Throughout the lesson, the teacher is walking up and down the walkway monitoring/observing for safety and skill while providing feedback to students.

Closure Activity: - (5 minutes)

- Conclusion - Review of cues, informal assessment of success, ask students what changes they made to be successful (2 minutes) - teacher lectures while students sit huddled around teacher in front of the projector
- Wheelchair Lacrosse video: <https://www.youtube.com/watch?v=z6KB9YxS-z4> (3 minutes) - students sit huddled around teacher in front of the projector while teacher presses “play”

Materials:

- Lacrosse Stick - 1 for each student
 - Modified stick for student in wheelchair
- 6 buckets of balls of 3 different sizes (bean bag ball, tennis ball, lacrosse ball)
- Poly Spots - 3 for each student (5ft, 10ft, 15ft)
- Targets - 3 for each student pasted on the wall (paper target, hula hoop, speed/agility ring)
- Large orange cones - to designate lane for students to exit and enter their area safely
- Self Assessments - 1 copy for each student
- Pencil/Pen - 1 for each student

Technology Materials

- Projector
- Computer with internet access
- Speakers
- “GIF” of lacrosse passing

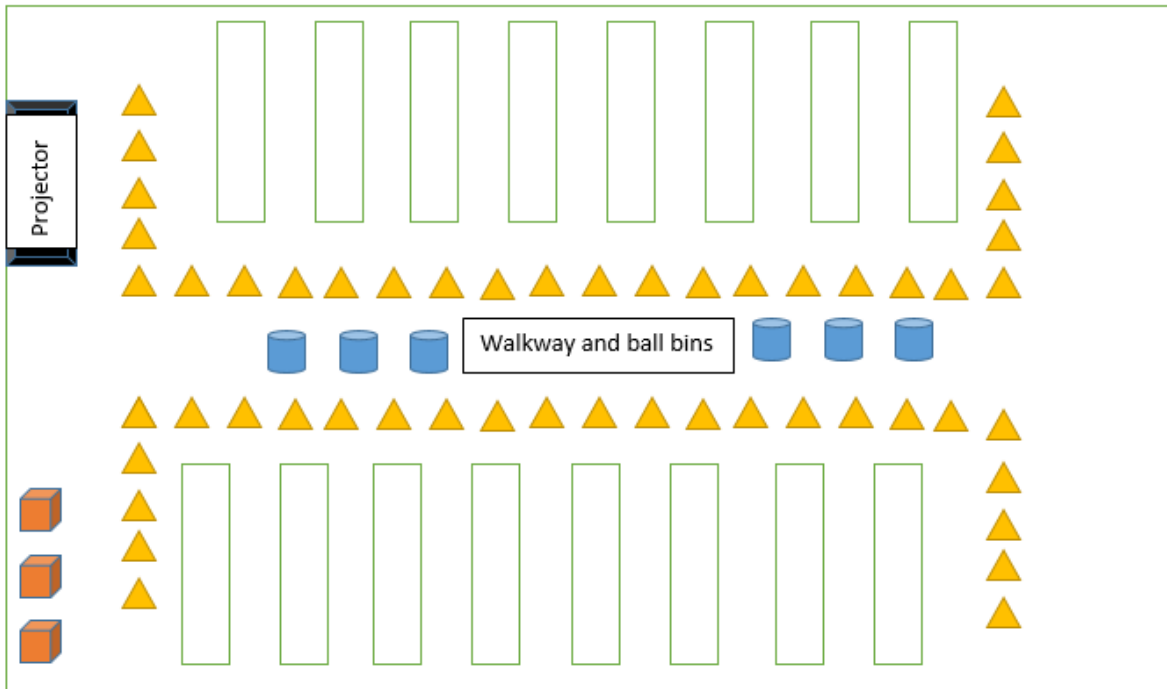
Space: Gym

Set Up:


Please see attached diagrams below






Gym Set Up – Top View





Key

 = orange cones for safety

   = ball bins

   = bins for lacrosse sticks

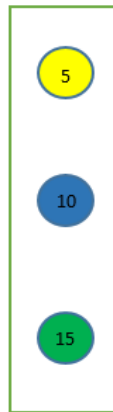
 = individual student stations

 (any color) = poly spot

***Each student station - see next page

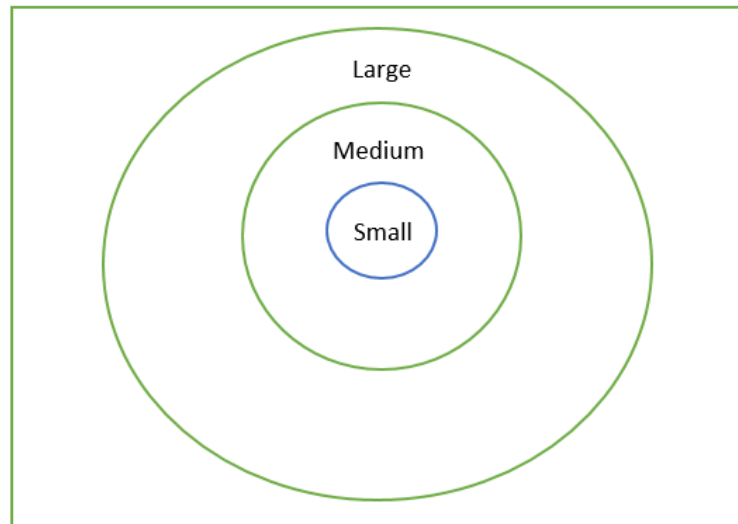
Student Station - Floor View

3 poly spots – 5ft, 10ft, 15ft



Student station – Wall View

3 targets – Paper Target (small) speed agility ring (medium), hula hoop (large)



Differentiation:

- Closer/Further Distance
- Size of Target - Small, Medium, Large
- Composition of the Ball - Whiffle, Fleece, Lacrosse Ball

Accommodations and adapted equipment:

- Goalie Stick (larger scoop)
- Shorter Lacrosse Sticks with larger head
- McWhip-it balls with Velcro attachments (thenewpe.com)
- Velcro target with Velcro Ball
- Automated stick (<https://www.uslaxmagazine.com/fuel/industry/automated-stick-allows-athletes-with-cerebral-palsy-to-play-lacrosse>)

Safety:

Space

- Student stations must be at least 5 feet away from the next student, facing the wall where their target is. AT NO time should students turn toward the middle of the gym with a stick/ball. Teacher will set up stations prior to student arrival and review rules.
- Students must only walk in the middle of the gym marked by orange cones when retrieving equipment
- Student stations must not be near the entrance to the gym or bathroom and should be marked off with large orange cones

Equipment

- Check equipment before distribution to the students for any damage - look for sharp pieces or long straps and remove them

Safety Concerns for student in wheelchair

- Student who this lesson is adapted for should ensure that waistband is latched properly across their hips and the wheels to chair are locked

Formative Assessment Strategies: Self Assessment - attempt to hit the target at least 5 out of 10 times, while making manipulations to ball size, distance from target, compositions of the ball to be successful.

Summative Assessment: 10 feet away with large sized target with lacrosse ball, 3 out of 5 components, 3 out of 5 attempts.

Student Self Assessment

Mrs. White

Worksheet: Day 2 - Passing/Shooting on the Wall (Inclusion)

These tasks are designed for your practice and improvement of performance.

TASKS:

- Select type of ball you will use
- Select size target you will try to throw into
- Select distance from target you will stand at
- Do the task
- Decide to repeat the task at the same level or move to a different level for any of them in order to be successful
- For each shot, circle the distance, target

CUES/STEPS:

- 1) 90 degree angle with arm you are using
- 2) Turn side to target
- 3) Step with opposite foot
- 4) Bring bottom hand down and across
- 5) Turn with hip and shoulder
- 6) Pull with bottom hand
- 7) Push with top hand
- 8) Snap with top hand
- 9) Followthrough

	1	2	3	4	5	6	7	8	9	10
Distance	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Target	S M L	S M L	S M L	S M L	S M L	S M L	S M L	S M L	S M L	S M L
Ball	B T L	B T L	B T L	B T L	B T L	B T L	B T L	B T L	B T L	B T L
Success	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N

Key = Distance – 1 = 5ft. 2 = 10ft. 3 = 15ft.

Target – S = small M = medium L = large

Ball – B = bean bag T = tennis ball L = lacrosse ball

Success – Y = Yes N = Need More Time