



香港棍網球總會  
HONG KONG LACROSSE ASSOCIATION



# HONG KONG LACROSSE ASSOCIATION

## YOUTH LACROSSE RESOURCE PACK

1<sup>st</sup> Edition  
(Oct 2019)

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## Introduction

The Hong Kong Lacrosse Association (HKLA) has the mission to develop lacrosse across the local community, making lacrosse inclusive of all gender and ages. We believe that participation in team sports would enforce a positive impact in the physical, cognitive and social aspects of life, and especially for youngsters and adolescents in Hong Kong. Moreover, from previous local school programmes, students often reflected a higher self-confidence and resilience through playing and competing in lacrosse.

Lacrosse has been developing immensely in Hong Kong for the past few years. It is still a relatively new sport for the public which students might not be familiar with, thus a great inclusion for the school's PE programme. Moreover, it could benefit students with lifelong skills such as team work, communication and perseverance. It offers new opportunities to provide something unique to motivate students, especially those who are not enthused by traditional sports in Hong Kong. Lacrosse is an invasive game which has similar concepts to basketball, football and hockey, the skills learnt are transferrable and applicable across different invasive games. Invasive games have the following principles; (Webb and Pearson, 2004)

- Achieve / maintain possession of the ball
- Create space to move in the other team's half
- Score more points than your opponent

In order to make lacrosse a more safe, fun and inclusive sport, HKLA has developed two adapted games – Little League Lacrosse (3L) for ages 5-11 and Lacrosse Six's (6's) for ages 12-18. These adapted games are an excellent introduction to the sport which encourages youngsters to develop their teamwork, sportsmanship and fair play. (Webb, Pearson & Forrest, 2006)

The HKLA is very supportive and provides a variety of opportunities for participation in community sport as well as elite pathways for youngsters who want to continue playing.

This teaching resource pack aims to provide materials and ideas for PE teachers or sports programme instructors to implement or introduce lacrosse as part of their PE curriculum. It focuses to suit the developmental needs and sports readiness of children and adolescents with the aim to motivate youngsters to stay active for life. Moreover, it has been designed so that it incorporates student-centered and game-based teaching approaches by adopting the Teaching Games for Understanding (TGfU) approach to provide a more holistic and effective learning experience for youngsters. The units and lesson plans in this teaching resource pack also follow the Physical Education Key Learning Area Curriculum Guideline created by The Curriculum Development Council (2017) in Hong Kong.

## Growth and Participation in Physical Activity for Long Term Development

One of the aims of the physical education curriculum is to nurture students to lead on an active and healthy lifestyle, therefore, the resource pack is designed following the progressive development of youngsters. To ensure age-appropriate activities, it adopts concepts on sports readiness and the Long-Term Athlete Development framework.

It has been found that, in order to motivate youngsters to participate and continue to stay active, the activity should match the learner's motor development – sports readiness (Harris, 2000). Researches have shown that enrolling children in sports which are beyond their developmental activity could lead to frustration and early drop out of the activity (Purcell, 2005). Therefore, since the resource pack is tailored for a range of different age groups, the syllabus and sessions are designed in accordance to the sports readiness of each respective age groups as recommended in the following table.

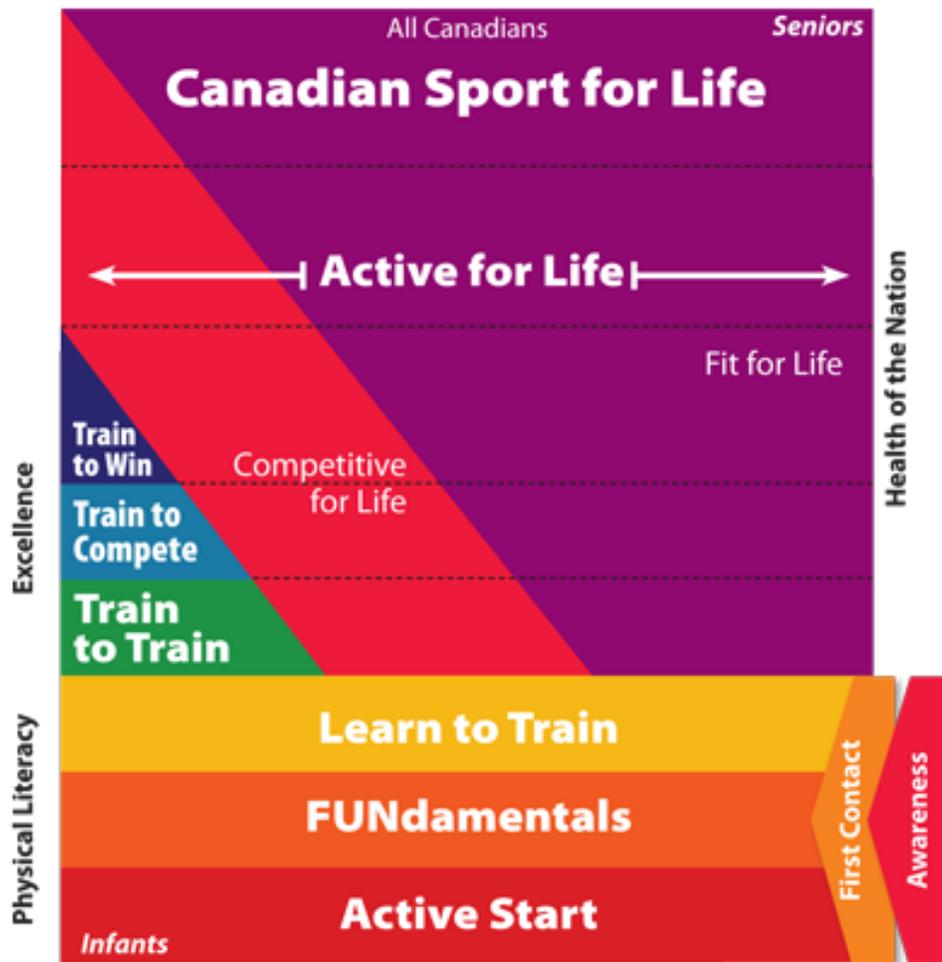
	Motor Skills	Vision	Learning	Skill Emphasis	Suggested Activities
KS1 Middle Childhood 6-9 yrs old	Mature fundamental sport skills Better posture and balance Beginning transitional skills (eg, throwing for distance)	Improved tracking but limited directionality	Short attention span Limited memory and rapid decision-making skills	Emphasize fundamental skills and beginning transitional skills	Entry-level soccer and baseball, swimming, running, gymnastics, skating, dancing, racquet sports (eg, tennis), riding a bicycle and noncontact martial arts
KS2 Late Childhood 10-12 yrs old	Improving transitional skills Mastering complex motor skills (eg, lay-up in basketball)	Mature adult patterns	Selective attention Memory skills improving	Emphasize skill development with increasing emphasis on tactics and strategy	Entry-level football, basketball and ice hockey
KS3 Early Adolescence 13-15 yrs old	Tremendous growth but loss of flexibility Differences with timing of puberty	Adult patterns	Improved attention span Good memory skills; able to memorize plays and strategize	Emphasize individual strengths	Early-maturing boys: track and field, basketball and ice hockey Late-maturing girls: gymnastics and skating
KS4 Late Adolescence 16-18 yrs old	Continued growth into adulthood	Adult patterns	Good attention span and memory skills	Emphasize individual strengths	All sports depending on interest

Developmental skills and sport recommendations during childhood and adolescence (Purcell, 2005)

## Long Term Athlete Development (LTAD)

As mentioned, in order for athlete development, the programme should implement developmentally appropriate activities for specific stages and ages of the participants, this is especially important at the early stages. The Long-Term Athlete Development (LTAD) framework (Sport for Life Society, 2016) states that there are seven developmental stages for specific age groups. It is a long-term pathway for athletes and participants of all ages and level of ability to develop. It is an inclusive and progressive framework which is parallel to the mission of the HKLA. Not only that it prepares athletes for elite training in lacrosse after the age of 12 but also develops physical literacy for young participants to encourage them to stay active for life.

Our programmes are aimed at Key-stages one to four in local schools, which are Fundamental, Learn to Train, Train to Train and Train to Compete stages of the LTAD framework.



The seven stages of the basic LTAD model (Sport for Life Society, 2016)

## Learning Area & Objectives – Key Stage 1&2

Participants of key stage 1 and key stage 2 are at the critical and 'golden age of learning' for specific sport skills. As they are at a physical stage prior to puberty, it is a critical stage to develop their physical literacy especially in fundamental motor movements and sport skills to prepare them for performance pathways or an active life. Moreover, as this pack aims to aid teachers of physical education to introduce an adapted lacrosse game – 3L, it should also follow the key learning areas of physical education in the Curriculum Guideline by The Curriculum Development Council (2007).

### **FUNdamentals – Key Stage 1**

Participants in this age group are going through an important stage of child development physically, mentally and emotionally. Activities designed should aim to develop participants' fundamental motor skills as a foundation block for their physical literacy.

As it is a critical stage for developing physical literacy, the activities should minimize formal competition and instead, focus on being fun. The programme should be composed of well-structured activities that develop basic skills implemented in a safe and challenging environment. Moreover, it should have a strong sense of fair play as well as having the capacity to introduce simple rules and tactics.

With the above specifications, these are the related '3L' skills which could be implemented for the key stage 1 PE Curriculum;

Learning Area	Objectives
Basic Skills:	Fundamental 3L movement skills such as running, jumping and balance as well as coordination – especially hand-eye coordination (passing, catching) and spacial awareness.
Thinking Skills:	Understand basic knowledge and simple rules of 3L and learn about the health benefits of physical activities.
Personal/ Social Skills:	Express self and creativity through sport activity and to develop a positive attitude towards physical activities.

## Learn to Train – Key Stage 2

Participants in this age group are known to be a the ‘golden age of learning’ for sport specific skills. This is the stage where they learn to convert previously learnt fundamental movement skills into fundamental sport skills.

Participants are at a stage prior puberty and body development which would disrupt skills such as coordination and motor control, especially when growth spurts happen it would be difficult for them to pick up new sports skills. To grasp this golden time, the focus should be on developing and refining fundamental movement skills. Activities should aid participants to train and practise skills rather than focus on competition as this is a sensitive period of accelerated adaptation of skills training and fine motor control. Participants tend to enjoy practicing skills and seeing their own improvement. Moreover, sessions should be designed so participants could develop their strength, flexibility and stamina through games and relays.

With the above specifications, these are the related ‘3L’ skills which could be implemented for the key stage 2 PE Curriculum;

Learning Area	Objectives
Basic Skills:	Develop 3L specific skills and complex movement skills building up from fundamental movement skills (i.e. running while passing and catching, dodging etc.)
Thinking Skills:	Demonstrate basic knowledge and the benefits of physical activity for health. Display knowledge of 3L rules.
Personal/ Social Skills:	Communicate and cooperate effectively with others through games and activities as well as understanding fair play.

## Learning Area & Objectives – Key Stage 3&4

Participants of key stage 3 and key stage 4 are at the physical stage during or post puberty where their physical literacy and fundamental movement and sports skills should have established. They are at a stage where they have the capacity to cope with physical and mental challenges of competition. Also, this is the final stage to maximise all the physical, mental cognitive and emotional capacities of participants. At this point, some participants look to pursue excellence in sport while others continue to explore opportunities in different physical activities to stay active for life. Moreover, the physical differences between the genders would play a significant role, this is when the two genders would separate as competition becomes more 'serious'.

As this pack aims to aid teachers of physical education to introduce an adapted lacrosse game – Lacrosse Six's (Girls / Boys), it should also follow the key learning areas of physical education in the Curriculum Guideline by The Curriculum Development Council.

### **Train to Train – Key Stage 3**

Participants at this stage should have established physical literacy and fundamental skills for sports. They are during onset or end of adolescent growth spurts thus developing good physical habits and maintaining physical fitness is key for staying active for life.

The activities for this age group should continue to convert fundamental movement skills to fundamental sports skills as well as getting participants ready to consolidate sport specific skills and tactics for competition. At this stage, athletes should learn to cope with the physical and mental challenges. However, the sessions should allocate more time to training skills and physical capacities than competing in formal settings. Therefore, the use of competition should focus on the learning process of developing strategic and tactical understanding rather than outcome.

With the above specifications, these are the related '6's' skills which could be implemented for the key stage 3 PE Curriculum;

Learning Area	Objectives
Basic Skills:	Transfer and apply previously learnt basic sports skills to 6's (coordination from racket sports, dodging from basketball etc.)
Thinking Skills:	Apply theories of physical activities and principles into fitness programme. Able to understand and apply strategies in a game of 6's.
Personal/ Social Skills:	Display appropriate etiquette and sportsmanship.

## Train to Compete – Key Stage 4

Participants during this stage should have acquired adequate physical literacy and fundamental skills and should have somewhat developed in terms of physical fitness. These skills and capacities are needed to continue to participate in sports and to stay active for life. The participants would have two different pathways they would pursue, some would move on and pursue excellence in the sport of their choice, on the other hand, some would look to keep fit and explore opportunities in other sports and physical activities.

Activities designed should now focus on training to solidify sport specific / position specific skills as well as all areas of physical capacities. As the athletes and participants have reached a more mature stage, the sessions should look to include more formal competitions which would maximise the physical, mental, cognitive and emotional capacities. At this level, competition becomes more serious and the activities should put more focus on strategic athlete development.

With the above specifications, these are the related '6's' skills which could be implemented for the key stage 4 PE Curriculum;

Learning Area	Objectives
Basic Skills:	Demonstrate proficiency in 6's, able to transfer and apply previously learnt sports skills and concepts.
Thinking Skills:	Apply problem solving skills by using appropriate strategies and tactics from their knowledge of 6's
Personal/ Social Skills:	Play the role of sports leader / junior instructor across the community. Show perseverance and sportsmanship as well as the ability to face difficulties in life.

## **Little League Lacrosse (3L) – Key Stage 1 & 2**

Little League Lacrosse (3L) is a modified lacrosse game for key-stage 1 and key-stage 2 students. The 3L programme is especially designed to fit the need of children's growth and development, it takes on a student-centered approach focusing on the FUNdamental and Learn to Train stages of the LTAD.

The 3L programme uses the Key Learning Area of Physical Education Curriculum set by the Curriculum Development Council (2017) as a backbone. There are six main strands of key learning areas which makes up the learning targets for KS1 to KS4; motor and sport skills, health and fitness, sports-related values and attitudes, knowledge and practice of safety, knowledge of movement and aesthetic sensitivity. The learning target of the different key stages are coherent to each other and continuous by nature, working up a spiral curriculum progressively.

With the aim of being an inclusive sport programme to motivate students' participation and boost their confidence, the 3L programme focuses to develop the motor and sport skills for KS1 and KS2 students to build a strong foundation of their physical literacy. More importantly, it aims to influence students to have a positive value and attitude towards 3L. With adequate physical literacy along with positive attitudes, students would be more likely to continue to improve their health and fitness through participation in 3L and more likely to stay active for life. With the above said, the programme learning objectives are as below;

### **Key stage 1 – (P1 – P3 FUNdamentals)**

- Develop fundamental movement skills related to lacrosse such as hand-eye coordination, using equipment, balance and stability using well-structured activities.
- Attain basic knowledge and simple rules of 3L and learn about the health benefits of physical activities.
- To express themselves and creativity through lacrosse activities.
- Develop positive values and attitudes towards lacrosse activities.

### **Key stage 2 – (P4 – P.6 Learn to Train)**

- Using simple games and activities to develop lacrosse specific skills and transitional skills such as passing and catching while running or dodging etc.
- Besides 3L, participate in at least seven other different physical activities from not less than four areas through introductory activities and engage regularly in at least one co-curricular physical activity.
- Demonstrate basic knowledge and the benefits of physical activity for health. Display knowledge of 3L rules.
- Communicate and cooperate effectively with others.
- Understanding fair play and abiding to the rules of 3L.

## **Lacrosse Six's (6's) – Key Stage 3 & 4**

Lacrosse Six's (6's) is a modified lacrosse game for key-stage 3 and key-stage 4 students. The 6's programme is especially designed to fit physical and mental development of adolescents, it takes on a student-centered approach focusing on the Train to Train and Train to Compete stages of the LTAD.

The 6's programme uses the Key Learning Area of Physical Education Curriculum set by the Curriculum Development Council (2017) as a backbone. There are six main strands of key learning areas which makes up the learning targets for KS1 to KS4; motor and sport skills, health and fitness, sports-related values and attitudes, knowledge and practice of safety, knowledge of movement and aesthetic sensitivity. The learning target of the different key stages are coherent to each other and continuous by nature, working up a spiral curriculum progressively.

With the aim of being an inclusive sport programme to motivate students' participation and boost their confidence to continue to stay active for life, the 6's programme focuses to continue to develop their physical, mental and cognitive capacities. More importantly, it aims to influence students to have a positive value and attitude towards 6's. With adequate physical literacy along with positive attitudes, students would be more likely to continue to improve their health and fitness through participation in 6's and more likely to stay active for life. With the above said, the programme learning objectives are as below;

### **Key stage 3 – (S.1 – S.3 Train to Train)**

- 
- To transfer and apply previously learnt skills from other invasive games to 6's
  - Focus on sports specific skills and tactics
  - Develop strategic and tactical understanding for 6's
  - Build up training skills and physical capacities
  - Display appropriate etiquette and sportsmanship

### **Key stage 4 – (S.4 – S.6 Train to Compete)**

- Transfer and apply previously learnt sports skills from other invasive games to 6's
- Focus on training to solidify sport specific and position specific skills
- Use formal competitions for strategic athlete development
- Apply problem solving skills by using appropriate strategies
- Play the role of sports leader / junior instructor across the sports community
- Show perseverance and sportsmanship as well as the ability to face difficulties in life

## Teaching Games for Understanding (TGfU)

Teaching Games for Understanding (TGfU) was originally developed as an alternative to the traditional approach by Bunker & Thorpe, 1982. It is a holistic pedagogical approach where tactics, decision making and problem solving are critical for students when they are in a game situation (Webb and Pearson, 2004), moving from decontextualized individual skill performance to a team-based student-centered approach. It is designed to generate greater understanding of all aspects of games by raising physical activity levels, engagement, motivation and enjoyment of the participants (Werner, Thorpe & Bunker, 1996)

Many variations of the model have been developed; 'Game Sense' (ASC, 1999), 'Play Practice' (Lauder 2001), 'The Games Concept' (Wright et al, 2006) and 'Playing for Life' (ASC 2005), all with a central theme of developing 'thinking players'.

Games are categorized tactically into four groups based on the nature of how they are played; invasion, net / wall, striking / fielding and target games. Each category of games is based on similar tactics and strategies used in playing. It aims to provide a consistent framework for physical education teachers and coaches to develop a fundamental understanding of team sports and games within and across categories. Then, using this understanding to develop appropriate modified games and questions to enhance student understanding of these team sports and games.

The original TGfU believes that if teachers can improve students' understanding of game play, then performance improvement is more likely. This approach is therefore more tactical in nature than it is technical, focusing on decision processes and the issue of "what to do" during game play as being essential knowledge prior the question of "how to do it" which is different to traditional games lesson formats of focusing on skill practices.

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With the mission of making lacrosse inclusive to all genders and ages as well as encouraging students to stay active for life, it is crucial to make the lacrosse learning experience holistic and enjoyable. Through the TGfU approach, students would be able to take ownership of their understanding of lacrosse tactically, a factor which grows excitement in student learning (Hopper & Bell, 2011).

Taking the TGfU approach could facilitate the teaching and learning process of lacrosse tactics and strategies. Although lacrosse is unique to other traditional sports students have been exposed to, TGfU can emphasise on the similarities across invasive games, thus provide students and teachers the opportunities to transfer knowledge from traditional invasive sports such as basketball and applying them into lacrosse.

Lastly, not only that TGfU could allow teachers and students to have a deepened knowledge of lacrosse tactics, strategies and rules but also it could engender greater enjoyment, increased engagement, and levels of physical activity in participants (Light & Gerogakis, 2005), a crucial factor in encouraging students to continue and stay active for life.

## Equipment



<b>3L Lacrosse - KS1 &amp; 2</b>	<b>6's Lacrosse – KS3 &amp; 4</b>
Mini Sticks	Adult Sticks (Men / Women) (as shown in picture)
Black Balls	Neon Green Balls (as shown in picture)
Mini Goals x2 (as shown in picture)	Mini Goals x 2 (as shown in picture)
Cones	Cones

## Unit and Lesson Plans

### Key Stage 1

#### Session 1 – Ball Protection

Item	Time	Procedures	Potential questions	Potential Answers
Lead-in	5	How to hold a stick		
	10	Ball Tag	What did you do to help your teammates? How can you help or get to help quicker?	To communicate (talk) more To pay attention to others
Development	5	How to cradle		
	10	Cradle Around Cones and Shoot	How do you keep the ball in the stick when you run around the cones?	To keep cradling to keep the ball in the stick
	5	Shoulder Shoulder Stick		
	10	Cradle in box with commands		
Application	15	Protect the Egg	How can you be successful in protecting your stick? How can you get away from the opponents?	Always keep the stick away (shoulder shoulder position) Keep the feet moving
Consolidation	5			

#### Session Two – Gaining Ball Possession

Item	Time	Procedures	Potential questions	Potential Answers
Lead-in	5	Cone Flip	How can you flip the cones quickly?	To go into a lunge position and get close enough to the cone
	5	Butt to Butt GB		
	5	How to pick up a ground ball		
Development	10	Through the hill race	How do you pick up the GB the first time?	To keep top hand close to stick head and run through
	15	GB Relay		
Application	10	Hungry Hippos (Non-contested)		
	10	Scoop & Protect	How can you beat everyone else in scooping up the ball?	To pay attention and to box out others
Consolidation	5			

### Session Three – Passing & Catching

Item	Time	Procedures	Potential questions	Potential Answers
Lead-in	5	Ball Tag with sticks		
	15	Hand Toss Catching Progression		
	10	Monkey in the Middle	How can you avoid the monkey getting the ball?	To step aside from where the monkey is
Development	10	Underarm Shoelace Race (with Interference)		
Application	10	3v2 Monkey in the Middle	How do you know which teammate to pass to?	To communicate (talk) and tell each other when you are free
	10	Freeze the Passer	How can you let your teammates know that you are open / free person?	To speak up loudly and be in a ready position to catch
Consolidation	5			

### Session Four - Attack & Defence

Item	Time	Procedures	Potential questions	Potential Answers
Lead-in	5	Defend the Cone		
	5	Mirror Drill	How can you tell where your partner is going? / Where do you look to give you clues?	To pay attention to the partner's hip / feet
Development	10	Monkey in the Middle		
	10	How to defend in lacrosse		
	10	Mirror Drill w/ Sticks & Balls		
Application	20	1v1, 2v2,3v3 (to goal)	How can you stop the player from going to goal? How can you help your teammates (both in offense and defense)	Always catch up and be in front To be on the move and always communicating
Consolidation	5			

## Key Stage 2

### Session One – Gaining Ball Possession

Item	Time	Procedures	Potential questions	Potential Answers
Lead-in	5	How to hold a stick		
	5	Cone Flip (one-handed)	How can you flip the cones quickly?	To go into a lunge position and get close enough to the cone
	5	Butt to Butt GB		
Development	5	Free Trial		
	5	How to pick up a GB		
	10	GB Shoelace Race		
Application	5	Hungry Hippo (Non-contested)	How can you scoop up a ball successfully?	To slide top hand near stick head and get low
	10	Hungry Hippo (Contested)	How can you beat everyone else to the ball?	To box out other players
	15	Number GB		
Consolidation	5			

### Session Two – Ball Protection

Item	Time	Procedures	Potential questions	Potential Answers
Lead-in	5	Ball Tag		
Development	10	How to cradle		
	10	Cradle Around Cones and Shoot	How do you keep the ball in the stick when you run around the cones?	To keep cradling to keep the ball in the stick
	5	Shoulder-Shoulder Stick		
Application	15	Protect the Ball		
	15	Scoop and Protect	How did you beat everyone else to the ball? How can you keep possession of the ball?	To pay attention and to box out others To always be on the move
Consolidation	5			

### Session Three – Passing & Catching

Item	Time	Procedures	Potential questions	Potential Answers
Lead-in	5	Ball Tag		
Development	10	Hand Toss Catching Progression		
	5	Overarm Passing and Catching Trial	What are some key points to catching and throwing through the trials? How can you catch? How can you throw?	Student share their ideas after the trials, teachers highlight key points when students mention them
	5	How to catch and pass		
	5	Free trial		
Application	5	Monkey in the Middle	How can you avoid being blocked?	Step aside from the monkey
	10	3v2 Monkey in the Middle	How do you know which teammate to pass to?	To look up straight away
	15	Freeze the Passer	How can you help your teammates out?	To always be moving and communicating
Consolidation	5			

### Session Four – Attack & Defence

Item	Time	Procedures	Potential questions	Potential Answers
Lead-in	5	Defend the Cone	How did you protect the cone?	To contact and keep feet moving
Development	5	How to dodge -Face Dodge -Split Dodge		
	10	Little Warrior		
	5	Mirror Drill	How do you determine where your partner want to go? Which part of the body do you look at?	To pay attention to the hips
	10	How to defense		
	5	Mirror Drill w/ sticks & balls		
Application	20	1v1, 2v2, 3v3	How do you get away from the defender? How can you successfully defend the player? How do you help your teammates?	To change speed and explode To keep eyes on their hips and direct them To keep moving and communicating
Consolidation	5			

## Key Stage 3

### Session One – Passing & Catching

Item	Time	Procedures	Potential questions	Potential Answers
Lead-in	5	Across the line relay	How can you succeed quickly in this game?	To use the most appropriate strength and to release ball high up
	5	How to hold a stick		
Development	5	Free trial – passing & catching	What are some key points to catching and throwing through the trials? How can you catch? How can you throw?	Student share their ideas after the trials, teachers highlight key points when students mention them
	10	How to catch and pass		
	10	Monkey in the Middle (2v1, 3v2)	How can you avoid the defenders?	Step aside from the monkey
Application	10	Freeze the Passer (uneven)	How do you spot the free player? How do you get free?	To look up after getting ball To always be moving
	15	3v3, 4v4	How do you keep possession of the ball in your team?	To always be moving and working to get open
Consolidation	5			

### Session Two – Gaining Ball Possession

Item	Time	Procedures	Potential questions	Potential Answers
Lead-in	5	Cone Flip	How did you flip the cones quickly?	To go into a lunge position and get close enough to the cone
	5	Butt to Butt GB		
Development	5	How to pick up a GB		
	10	Hungary Hippo (Non-contested)	How can you successfully scoop a ball up in one attempt?	Move top hand close to stick head To run through
	10	Hungry Hippo (Contested)	How did you get to the ball before your teammates?	To box out others
Application	15	Freeze the Passer GB	How can you pass to your teammates?	Roll the ball to space they are going to
	10	Number GB	How did you help your teammates out?	To box out opponents and to communicate
Consolidation	5			

### Session Three – Fast Break

Item	Time	Procedures	Potential questions	Potential Answers
Lead-in	5	Ball Tag		
	5	Monkey in the Middle (2v1, 3v2)	How do you know which teammate to pass to for 3v2?	To look up and to communicate
Development	5	Fast Break Concepts		
	10	Freeze the Passer (uneven)	What are the cues to tell where the free player is?	Whichever direction the defenders come in, a free player is there
Application	10	GB 3v2		
	10	GB 4v3	How do you successfully score?	To keep the ball and the defenders moving
	15	Jail Break 5v4	How do you make sure you know who is free? How do you make the defenders job more difficult?	To look up and pay attention to how the defenders are moving Move the ball quickly
Consolidation	5			

### Session Four – Attack & Defense

Item	Time	Procedures	Potential questions	Potential Answers
Lead-in	5	Protect the Ball	How did you protect your stick from the opponents?	To stay in the shoulder shoulder ball position
	5	Mirror Drill	What clues told you where your partner is going?	To look at their hips / feet
Development	5	Defensive Concepts		
	5	Mirror Drill with Sticks	Did adding sticks make is more difficult to tell where your partner is going, how?	Easier – they slow down Harder- they can use more deceptive moves
	10	Dodges in Offense		
Application	10	1v1		
	10	2v2	How can you help your teammates?	To use pick and roll
	10	3v3		
Consolidation	5			

## Key Stage 4

### Session One – Gaining Ball Possession

Item	Time	Procedures	Potential questions	Potential Answers
Lead-in	5	How to hold a stick		
	5	Protect the Ball	How did you protect your stick from the opponents?	To stay in the shoulder shoulder ball position
	5	Butt to Butt GB		
	5	How to pick up a GB		
	5	Free Trial	What are some key points to pick up the ball successfully?	Student share their ideas after the trials, teachers highlight key points when students mention them
Development	10	Hungry Hipop (Non-contested)		
	10	Hungry Hippo (Contested)	How did you beat everyone else to the ball?	To box out other players
Application	10	Scoop & Protect		
	10	Number GB	How can you help your teammates?	To help teammates box out the opponents
Consolidation	5			

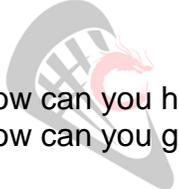
## Session Two – Passing & Catching

Item	Time	Procedures	Potential questions	Potential Answers
Lead-in	10	Across the Line Relay i) Hands only ii) W/ Sticks	How can you successfully and quickly get everyone over?	To use the most appropriate strength and to release ball high up
	5	How to throw and catch		
	5	Free trial	What are some of the key points to throwing and catching from the trial?	Student share their ideas after the trials, teachers highlight key points when students mention them
Development	5	Monkey in the Middle (3v2)	How did you avoid being blocked?	To move the ball quickly and to move feet
	10	Overhand Passing Shoelace Race		
Application	10	Freeze the Passer	How can you help your teammates?	To communicate and move round to get free
	15	3v2, 4v3		
Consolidation	5			

## Session Three – Fast Break

Item	Time	Procedures	Potential questions	Potential Answers
Lead-in	5	Ball Tag		
	5	FB Concepts		
Development	10	Monkey in the Middle (3v2, 4v3)	How can you spot the free player quickly?	To look up and to be aware where the defends are moving
	10	Freeze the Passer (Uneven)	How can you help your teammates?	To communicate and to keep moving
Application	20	GB to goal 2v1 3v2 4v3	How can you make the free player useful? How can you make it more difficult for the defense?	To spot the free player To keep space and move ball quickly
	10	Number GB		
Consolidation	5			

Session Four – Attack & Defense

Item	Time	Procedures	Potential Questions	Potential Answers
Lead-in	5	Shoulder Shoulder Ball		
	5	Protect the Ball	What did you do to make it more difficult for your opponents to get your stick?	To keep the shoulder position and move feet
Development	5	Dodges in Offense		
	5	Mirror Drill	How can you tell where your partner is going quickly?	To pay attention to the hips
	5	Defensive Concepts		
	5	1v1 w/out sticks		
	10	1v1	How did you make sure you could get pass the defense? How did you make it harder for the offenses?	To change speed To change direction To contact to offense
Application	10	2v2 Pick & Roll		
	10	2v1-2v2-3v2- 3v3-4v3-4v4- 5v4-5v5 (Add a player into each team once the ball has been shot)	 How can you help your teammates? How can you get free?  香港棍網球總會 HONG KONG LACROSSE ASSOCIATION	To always be moving To communicate and be aware of what your teammates are doing / want to do
Consolidation	5			

## Drills and Procedures

# Ball Tag

**Skill Level:** Basic

**Skill(s) Practised:** Ball Protection, Cradling

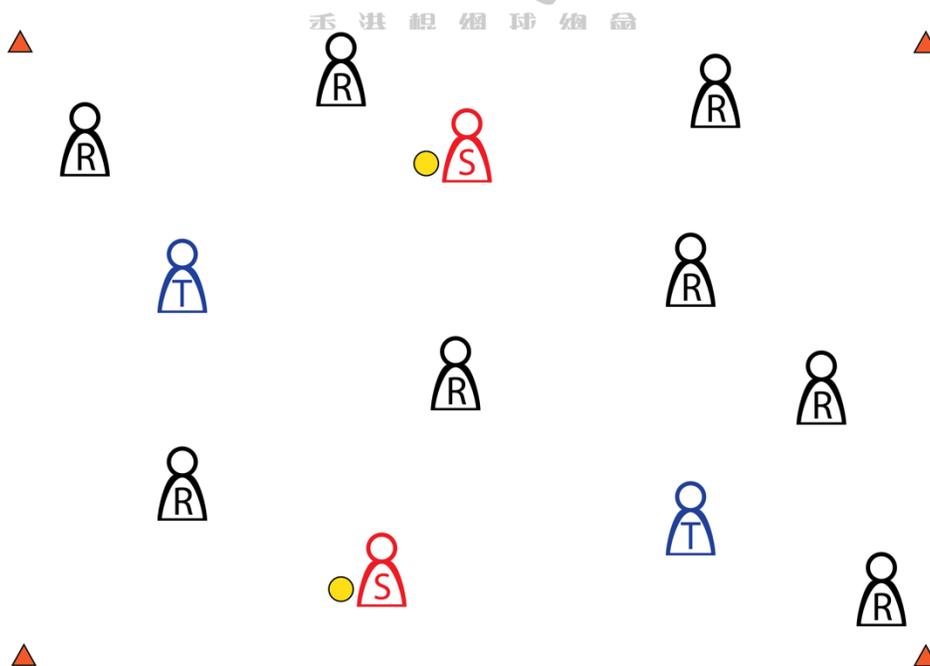
**Drill Duration:** 5 minutes

**Resources:** 2 balls and 4 cones

**Set up:** Set up a 15m x 15m box area. For a group of 12 players, assign 2 players to be 'Taggers' (T), 2 players with balls in their pockets as 'Savers' (S) and the remaining players are 'Runners' (R).

### How to Play:

1. A tagger's goal is to tag the free runners. Once the runner is being tagged, he/she must stand still at the spot where he/she was tagged.
2. A saver's task is to save a tagged runner by putting the ball into his/her pocket. The tagged runner who has just had the ball will become a saver, whereas the saver will become a free runner.



# Cone Flip

**Skill Level:** Basic

**Skill(s) Practised:** Agility, Body Coordination

**Drill Duration:** 5 minutes

**Resources:** 30 cones

**Set up:** Scatter 30 cones on the ground, 15 facing upwards and 15 facing downwards. Evenly split the players into Team A and Team B.

## How to Play:

1. Within one minute, Team A tries to flip the cones upwards while Team B does the opposite.
2. The team having more cones of their side wins.

## Coaching Point(s):

- Encourage players to do a big lunge to get their body low, which is similar to the motion of picking up a ground ball.



# Shoulder Shoulder Stick

**Skill Level:** Basic

**Skill(s) Practised:** Cradling, Checking, Ball Protection

**Drill Duration:** 5 minutes

**Resources:** 1 ball per pair

**Set up:** Divide players into pairs. One plays offense (**O**) and the other plays defense (**D**).

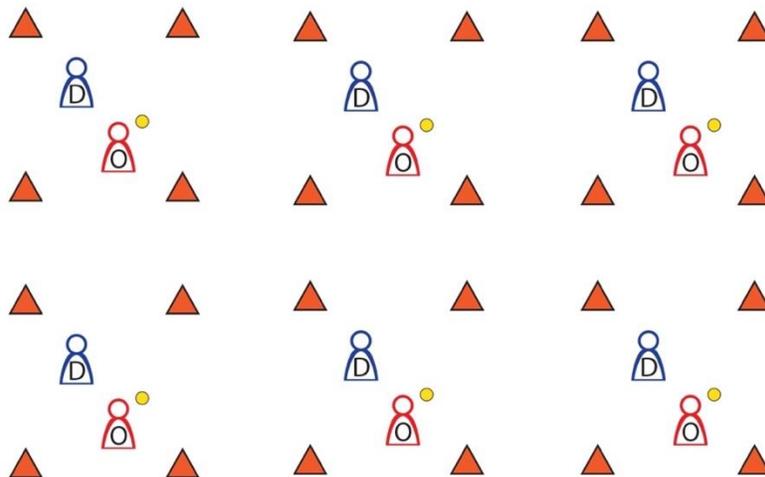
## How to Play:

1. **O** carries a ball and must keep his/her pivot foot to one point of the ground. His/her job is to avoid the ball being dislodged by **D**.
2. Meanwhile, **D** tries to dislodge the ball off **O**'s stick using stick checks.

## Coaching Point(s):

- **O** maintains 'shoulder shoulder stick' protection, which means, if **O** uses right hand as the top hand, players will put their left shoulder towards **D** and the stick next to their right shoulder.

**Variation(s):** Alternate top hands on the stick.



# Defend the Cone

**Skill Level:** Basic

**Skill(s) Practised:** Defensive and Dodging Footwork

**Drill Duration:** 5 mins

**Resources:** 1 cone per pair

**Set up:** Divide players into pairs. One plays offense (**O**) and the other plays defense (**D**). A cone is put behind **D**.

## How to Play:

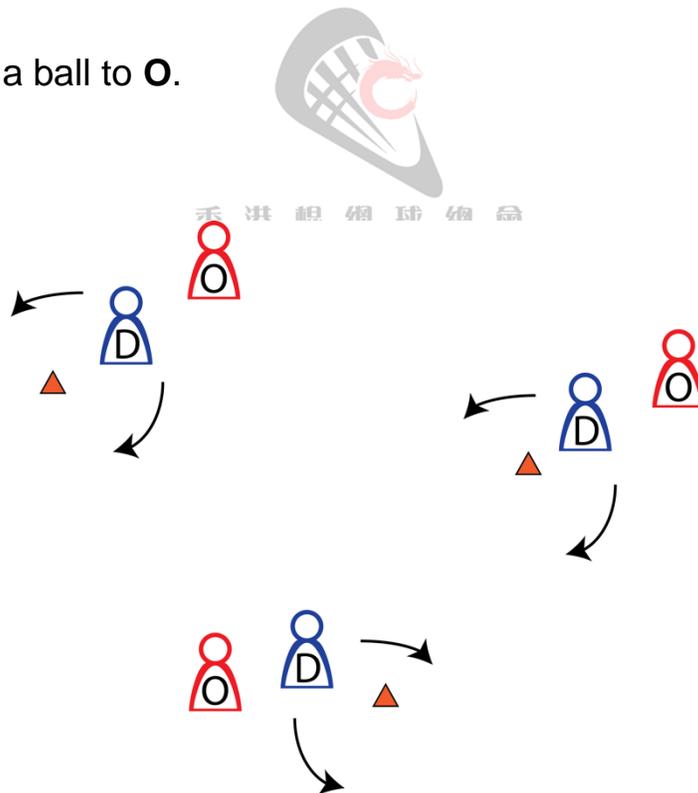
Within 15 seconds, **O** tries to take away the cone. Meanwhile, **D** uses his/her body to block the **O**.

## Coaching Point(s):

- Encourage **D** to stay in an athletic position and contact **O** at his/her hip, which is where the center of gravity is.

## Variation(s):

- Add a stick and a ball to **O**.



# Butt to Butt GB

**Skill Level:** Basic

**Skill(s) Practised:** Box Out, Ground Ball

**Drill Duration:** 5 minutes

**Resources:** 1 ball per pair

**Set up:** Divide players into pairs. Pairs squat and lean their weight against each other's back. A ball is put on the ground in the middle of the two players.

## How to Play:

1. On the whistle, both players push backward while keeping in an athletic position.
2. The players should try to push each other out of position / off balance to gain a position over the ball.
3. The player who manages to gain a position where the ball is in front of him / her, he / she may try to scoop the ball.

## Remark(s):

- Remind players not to step away while their partners are leaning on them, otherwise partners may fall backwards and cause serious injuries.



# Mirror Drill

**Skill Level:** Basic

**Skill(s) Practised:** Defensive Footwork

**Drill Duration:** 5 minutes

**Resources:** 2 cones per pair

**Set up:** Put 2 cones 7 meters apart. Divide players into pairs, namely A and B, facing each other.

**How to Play:**

1. Within 30 seconds, **A** moves between the cones using deceptive steps. He/she can change direction in the middle or touch the cones.
2. **B** tries to mirror **A**'s movements as closely as possible.
3. After 30 seconds, two players switch roles.

**Coaching Point(s):**

- Encourage player to use deceptive steps like jab step, rocker step, sharp change of direction, etc.



# 2v1 Monkey in the Middle

**Skill Level:** Basic/Intermediate

**Skill(s) Practised:** Pass, Catch, Off Ball Movement, Interception

**Drill Duration:** 5 minutes

**Resources:** 1 ball per group of 3

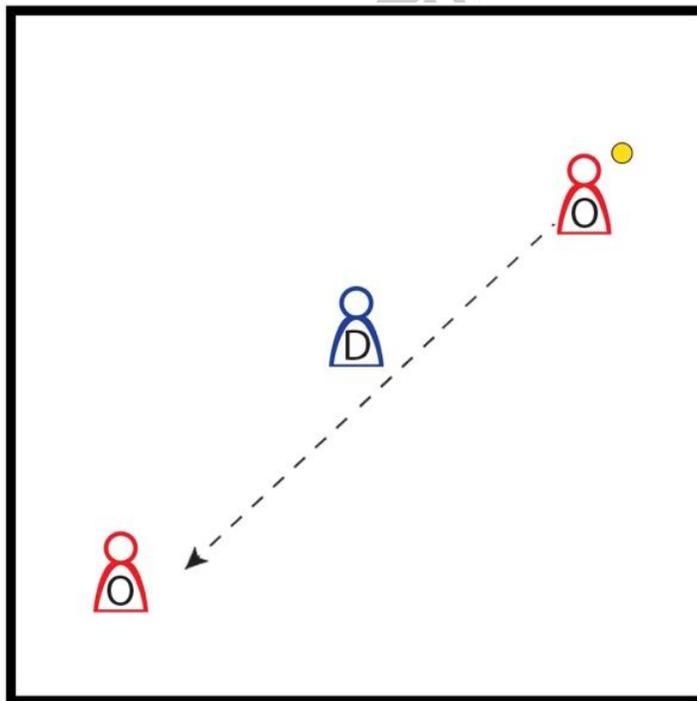
**Set Up:** In groups of 3, two play offense (**O**) and one plays defense (**D**). **O**<sub>1</sub> and **O**<sub>2</sub> stand 7-10m apart, while **D** stands in between the two.

## How to Play:

1. **O**<sub>1</sub> and **O**<sub>2</sub> 's job is to make as many passes as possible.
2. **D** puts up his/her stick to try to intercept the passes.
3. The **O** who fails to make a successful pass or catch switches role with **D**.

## Variation(s):

- 3v2, 4v2, 5v3, etc.



# Across the Line Relay

**Skill Level:** Basic

**Skill(s) Practised:** Throwing

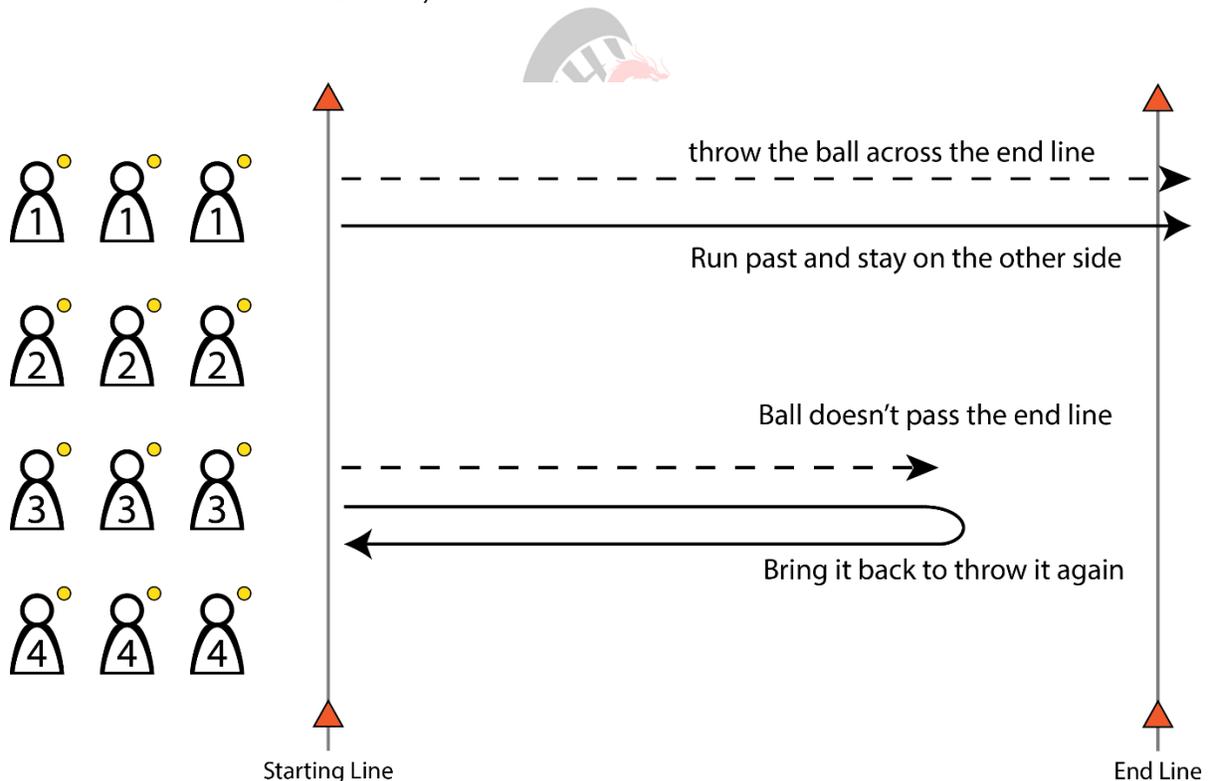
**Drill Duration:** 5 mins

**Resources:** 1 ball per player

**Set up:** Set up a starting line and an end line, 15m apart. Players are evenly divided into teams, and they line up behind the starting line.

## How to Play:

1. The first player of the line tries to throw the ball across the end line.
  - a. If the ball passes the end line, he/she runs to scoop it and stays in the other end.
  - b. If the ball touches the ground before the end line, he/she has to get the ball back and throw again from the starting line.
2. The second player goes when the first player has ran past the end line.
3. The team that finishes first, wins.



# Little Warriors

**Skill Level:** Basic

**Skill(s) Practised:** All Skills

**Drill Duration:** 5 mins

**Resources:** Material for obstacles - cones, hurdles, etc.

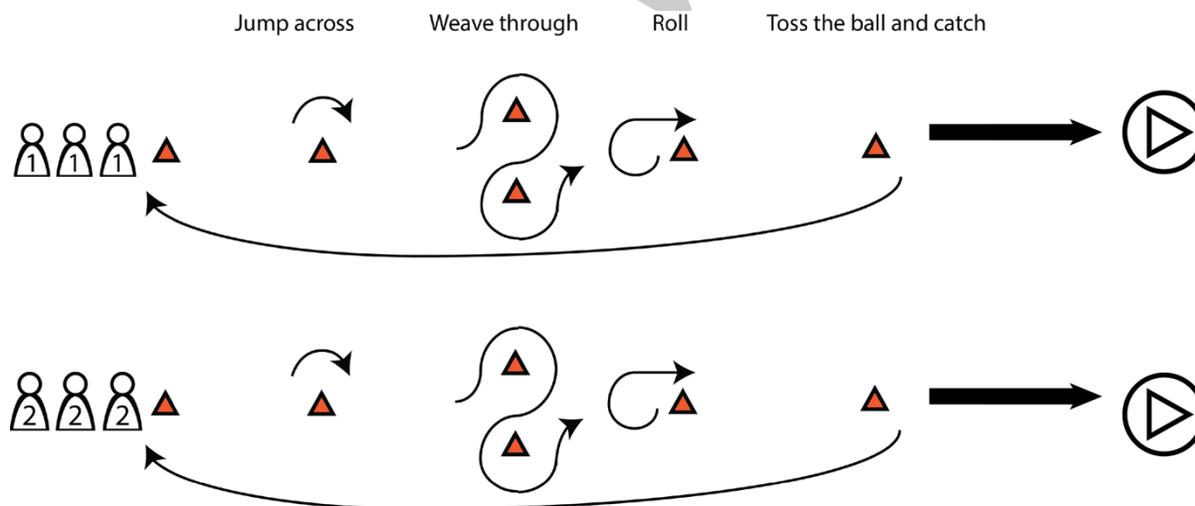
**Set up:** Set up identical obstacle paths using cones, hurdles etc. Players are divided evenly into teams, lining up behind each obstacle path.

## How to Play:

1. The first person of the line goes through the obstacle path, tries to complete different tasks at different points along the path, then tries to score at the end, then runs back to give a high five to the next person.
2. The next person repeats, and so on.
3. The team that finishes first, wins.

## Variation(s):

- Add a defender in the middle of the path to apply pressure. The player is to start again if the ball is dropped.



# Through the Hill Race

**Skill Level:** Basic

**Skill(s) Practised:** Ground Ball – Stay Low

**Drill Duration:** 5 minutes

**Resources:** A few balls and cones

**Set up:** Players are evenly divided into teams. Set up a starting line and an end line. Divide players into two teams. The players should line up behind the starting line.

## How to Play:

1. The first player of each line holds their stick down, with their arm out straight on the side. Their hands should be holding the butt end of the stick and the stick head should have contact to the ground, forming a tunnel shape. A ball is placed in the middle of the tunnel.
2. The second person in line scoops the ball up while running through the tunnel. After he/she has run through the tunnel, he/she places the ball in the middle of the tunnel, then stands at the front of the tunnel.
3. Then the third person in line runs through the first tunnel and scoops up the ball at the second tunnel. He / She places the ball onto the floor. The pattern continues.
4. The team with all their players passing the end line first, wins.

# GB Relay

**Skill Level:** Basic

**Skill(s) Practised:** Ground Ball – (run through)

**Drill Duration:** 5 minutes

**Resources:** A few balls and cones

**Set up:** Set up a starting line and an end line 10m apart. Players are evenly divided into teams, and they should line up behind the starting line. Place a ball in front of each team, about 4m from the starting line.

## How to Play:

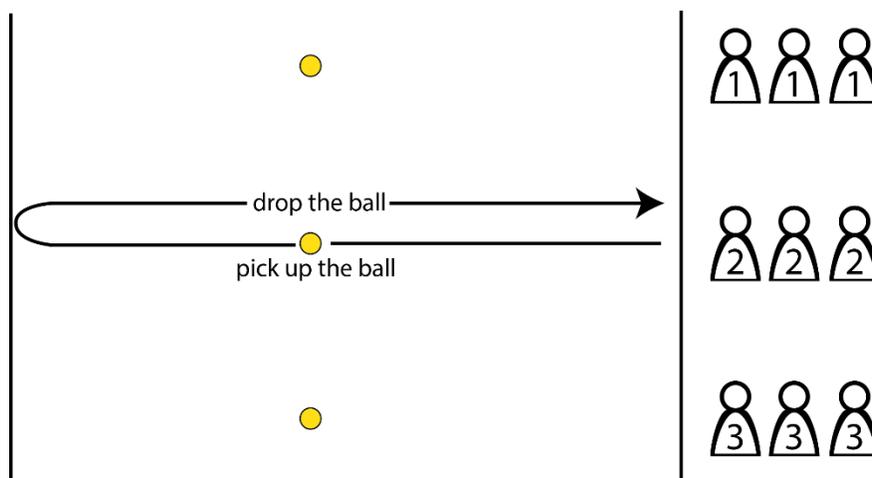
1. First person of each line runs out and scoops the ball, carries it around the end line, puts the ball down in the middle and runs back to the starting line.
2. Player gives a high five to the next player and he/she can go.
3. The team that finishes first, wins.

## Coaching Point(s):

- Place the inside of the dominant foot next to the ball to help locate it.
- Do not slow down or jump steps when picking up the ground ball.

## Variation(s):

- **Second Player Rolls GB Away** – After running across the end line, pass the ball to the second player of the line. He/she then rolls the ball forward for the front player to scoop.



# GB Shoelace Race

**Skill Level:** Basic

**Skill(s) Practised:** Ground Ball

**Drill Duration:** 5 minutes

**Resources:** A few balls and cones

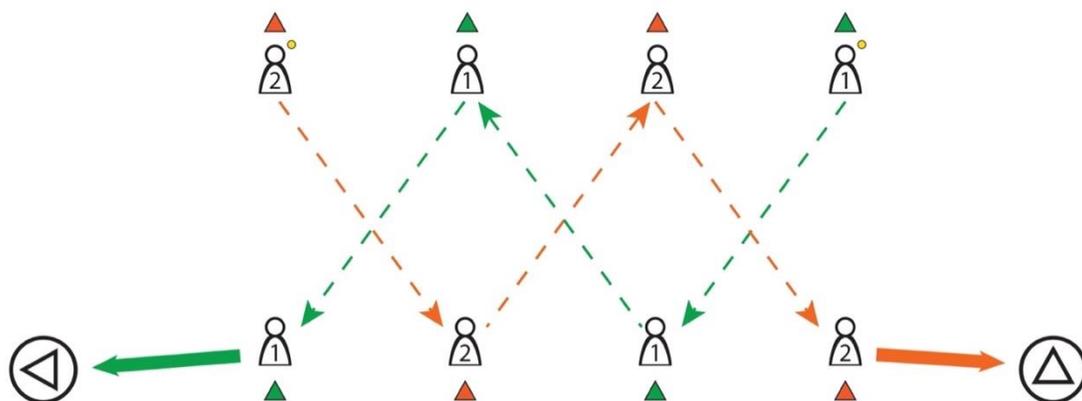
**Set up:** Set up two zig-zag lines. Split the players into two teams. Each team takes up one line.

## How to Play:

1. The first person of each team rolls the ball to the second person. Then he/she runs to replace the second person's spot.
2. The second person scoops the ball and rolls it to the next person. Then he/she runs to replace the next person's spot, and so on.
3. The last person picks up the ball and shoots at the net to score. Then he/she runs back to the first cone to start a new ball.
4. The drill repeats for two minutes.
5. The team who scores the most within the given time wins.

## Variation(s)

- Coaches be in the middle of the lines to interfere the ground ball.
- Do passing and catching instead of rolling and scooping.



# Number GB (called by coach)

**Skill Level:** Basic

**Skill(s) Practised:** Ground Ball

**Drill Duration:** 5 minutes

**Resources:** A few balls

**Set up:** Split the players into two groups. Have the groups lining up next to the coach.

## How to Play:

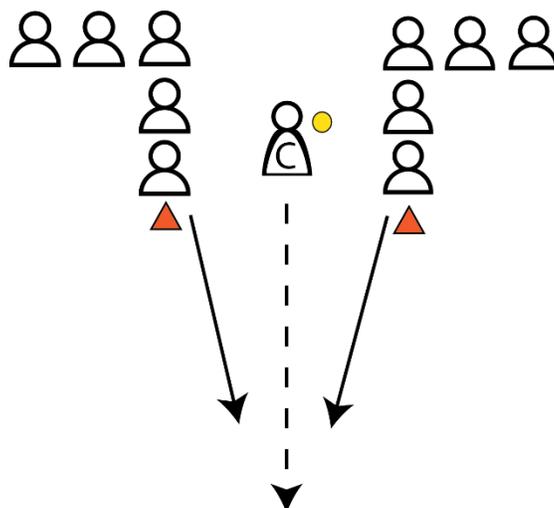
1. At each round, the coach rolls out a ball and calls 1v1, 2v1, 2v2, etc.
2. Then according to the coach's call, the groups send a given number of player(s) to compete for the loose ball.

## Coaching Point(s):

- Encourage players to box out for the ground ball.
- Encourage players to communicate when fighting for the ground ball with teammates - who's getting ball and who's getting boxing out or getting man?

## Variation(s):

- Add tasks for after getting the ground ball. For example: the team with possession of the ball must make five passes while the other team defends them.



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# Number GB (freestyle)

**Skill Level:** Basic

**Skill(s) Practised:** Ground Ball

**Drill Duration:** 5 minutes

**Resources:** A few balls

**Set up:** Split the players into two groups, say 4 players in each group. Have the groups lining up next to the coach.

## How to Play:

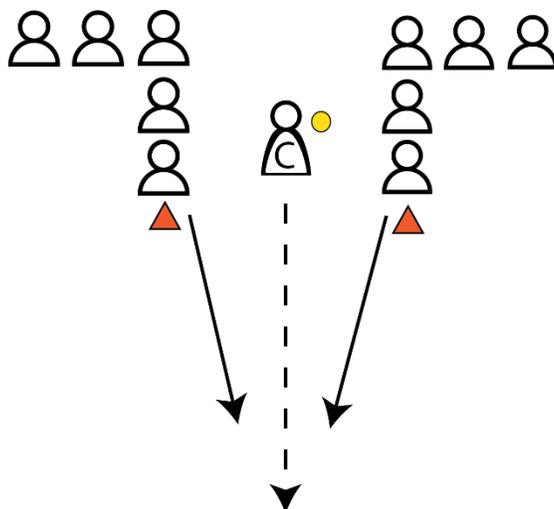
1. Each round, Coach rolls the ball out, two groups compete for the ground ball.
2. Each group randomly decides the **number** of teammates to go for each round. The designated **number** used cannot be used again. For example, if team A sent 4 players out for the first round, in the second round they can only send 3, 2 or 1 players.
3. Therefore, it can be a 4v1 or 2v3 set, etc.

## Coaching Point(s):

- Encourage players to box out for the ground ball
- Encourage players to communicate when fighting for the ground ball with teammates - who's getting ball and who's getting boxing out or getting man?

## Variation(s):

- Add tasks for after getting the ground ball. For example: the team with possession of the ball must make five passes while the other team defends them.



# Jailbreak (4v3 from Top)

**Skill Level:** Intermediate

**Skill(s) Practised:** Broken Play Situations

**Drill Duration:** 5-7 minutes

**Resources:** A few balls and a net

**Set up:** Have the players form 4 lines of offense (O) and 3 lines of defense (D) along the midline.

## How to Play:

1. Os get an entry pass from the coach and start the offence.
2. Ds crash into area to defend the man down situation.

## Coaching Point(s):

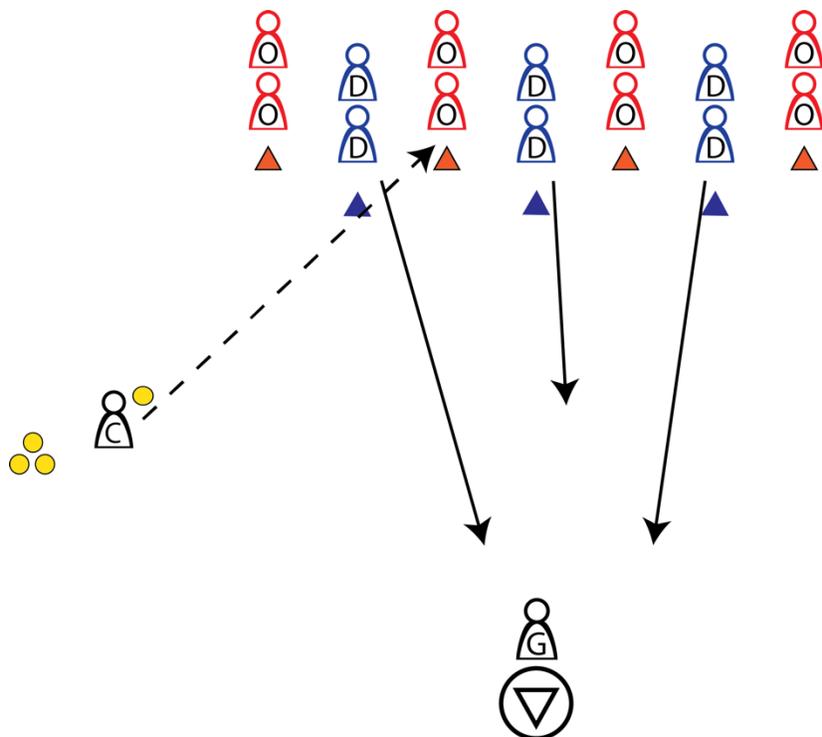
- Ball carrier keeps his/her head up to search for an open look.
- Advance the ball to the front as early as possible to look for early offense.

## Variation(s):

- 3v2
- Start from the side



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# Freeze the Passer

**Skill Level:** Intermediate

**Skill(s) Practised:** Passing, Catching, Off Ball Movement

**Drill Duration:** 5 minutes

**Resources:** 1 ball and 4 cones

**Set up:** Set a 20m x 20m box. Evenly divide the players into two teams, while one team plays offense (O), the other team plays defense (D).

## How to Play:

1. Os' goal is to make 5 passes in a row while Ds try to intercept the passes.
2. The passer (the O who has the ball) is not allowed to move his/her feet.
3. Switch possession when the ball goes out of bounds or when the defense gets the ball.

## Coaching Point(s):

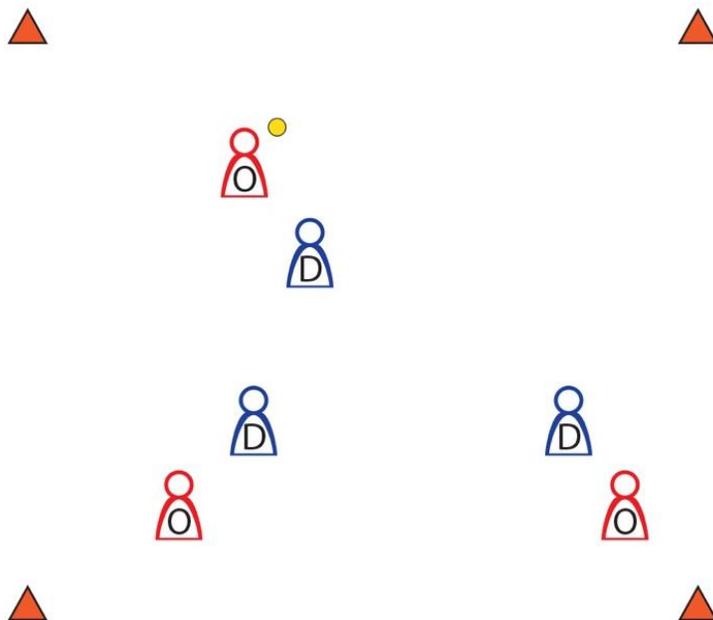
- Off ball offensive players work hard to get open, using v-cut, sharp change of directions, etc.

## Variation(s):

- Switch the top hand on the stick.



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# Hungry Hippos (contested)

**Skill Level:** Basic

**Skill(s) Practised:** Ground Ball

**Drill Duration:** 5 minutes

**Resources:** 3-4 balls per player and 4 cones

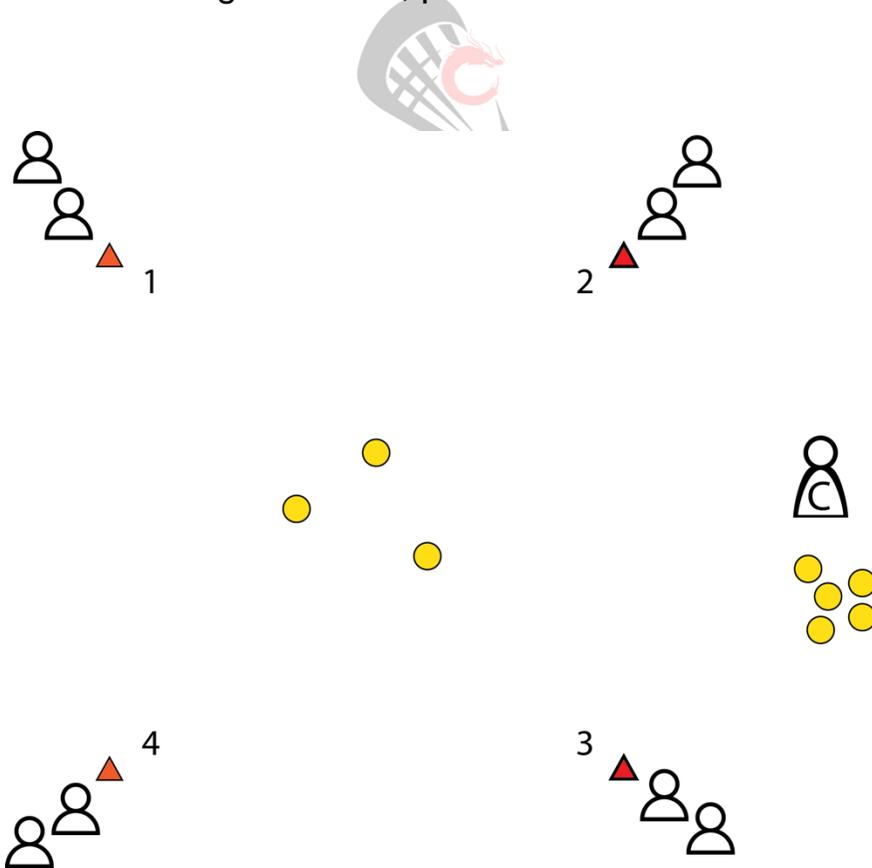
**Set up:** Set a box area. Divide players into four groups, they should line up behind each corner of the box.

## How to Play:

1. The coach rolls 1 to 3 balls to the middle of the box.
2. On the whistle, each team sends the first person of the line to scoop one ball and carry it back to their corner.
3. Repeat several rounds. The team with the most balls wins.

## Variation(s):

- Skills Combo - after the ground ball, pass/roll the ball back to the line.



# Hungry Hippos (non contested)

**Skill Level:** Basic

**Skill(s) Practised:** Ground Ball

**Drill Duration:** 5 minutes

**Resources:** 3-4 balls per player and 4 cones

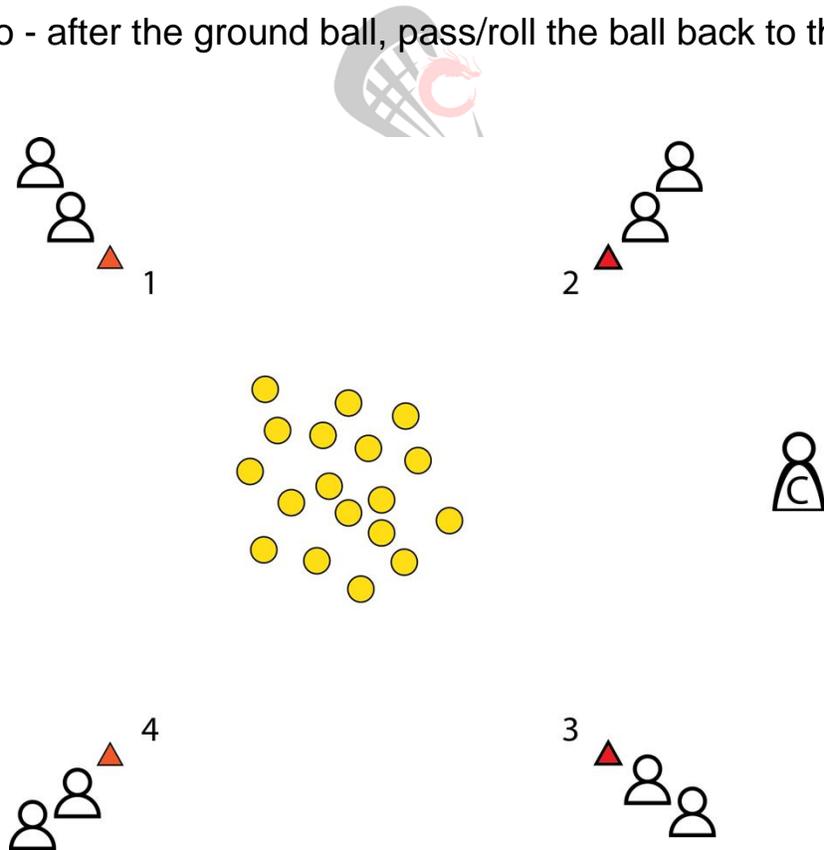
**Set up:** Set a box area. Put 20 – 30 balls in the middle. Divide players into four groups, they should line up behind each corner of the box.

## How to Play:

1. On the whistle, each team sends the first person of the line to scoop one ball and carry it back to their corner.
2. As the first person comes back, the second person goes.
3. The drill ends when there are no more balls in the middle.
4. The team with the most balls wins.

## Variation(s):

- Skills Combo - after the ground ball, pass/roll the ball back to the line.



# Box Passing on The Run

**Skill Level:** Intermediate

**Skill(s) Practised:** Passing and Catching On the Run

**Drill Duration:** 5-10 minutes

**Resources:** A few balls and 4 cones

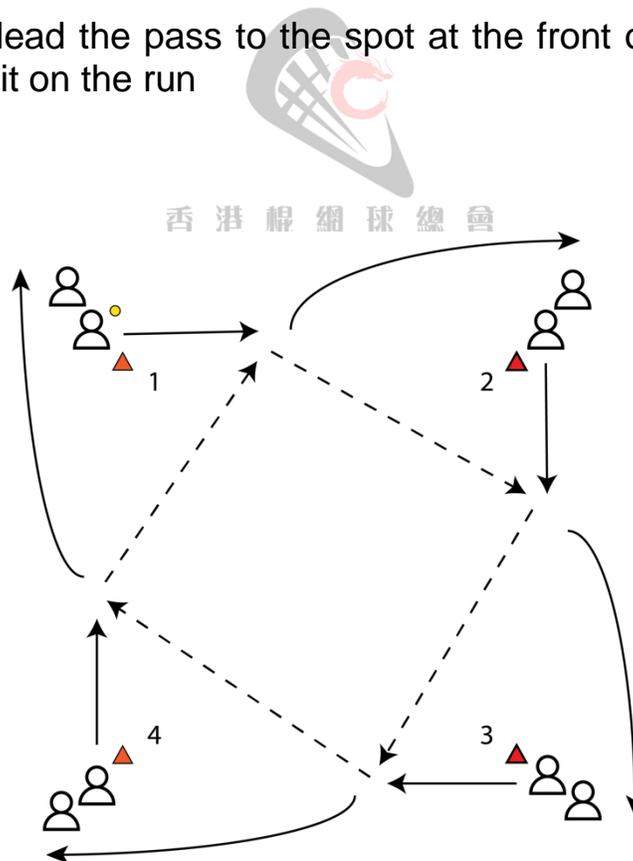
**Set up:** Set up a 12m x 12m box. Players evenly line up behind each cone.

## How to Play:

1. The player from Line 1 runs towards Line 2 and passes the ball to the first player at Line 2.
2. Player from Line 2 should be running towards Line 3 while catching the ball, and he / she will then pass the ball to the first player in Line 3
3. The same pattern repeats so the ball goes around the box.
4. Keep two balls in the air for high skill level.

## Coaching Point(s):

- Time the pass – lead the pass to the spot at the front of the next player so that he/she can catch it on the run



# Protect the Ball

**Skill Level:** Basic

**Skill(s) Practised:** Cradling, Ball Protection

**Drill Duration:** 5 minutes

**Resources:** A few balls and 4 cones.

**Set up:** Set up a 12m x 12m box area. Half of the players, who have possession of the ball, play offense (**O**s) and the other half play defense (**D**s).

## How to Play:

1. Within one minute, **O**s carry the balls around in the box area, they are to protect the balls using their bodies
2. **D**s try to knock the ball out of **O**s' sticks.
3. **O**s, who dropped their balls, leaves the area.
4. **D**s wins if they can knock down all the balls within the minute. Otherwise, **O**s wins.

## Remark(s):

5. For beginners without gears, stick checks are dangerous. **D**s can use hand to tap on the stick instead.



# 3 Men 4 Corner Passing

**Skill Level:** Intermediate

**Skill(s) Practised:** Passing and Catching

**Drill Duration:** 8 – 10 minutes

**Resources:** A few balls and cones

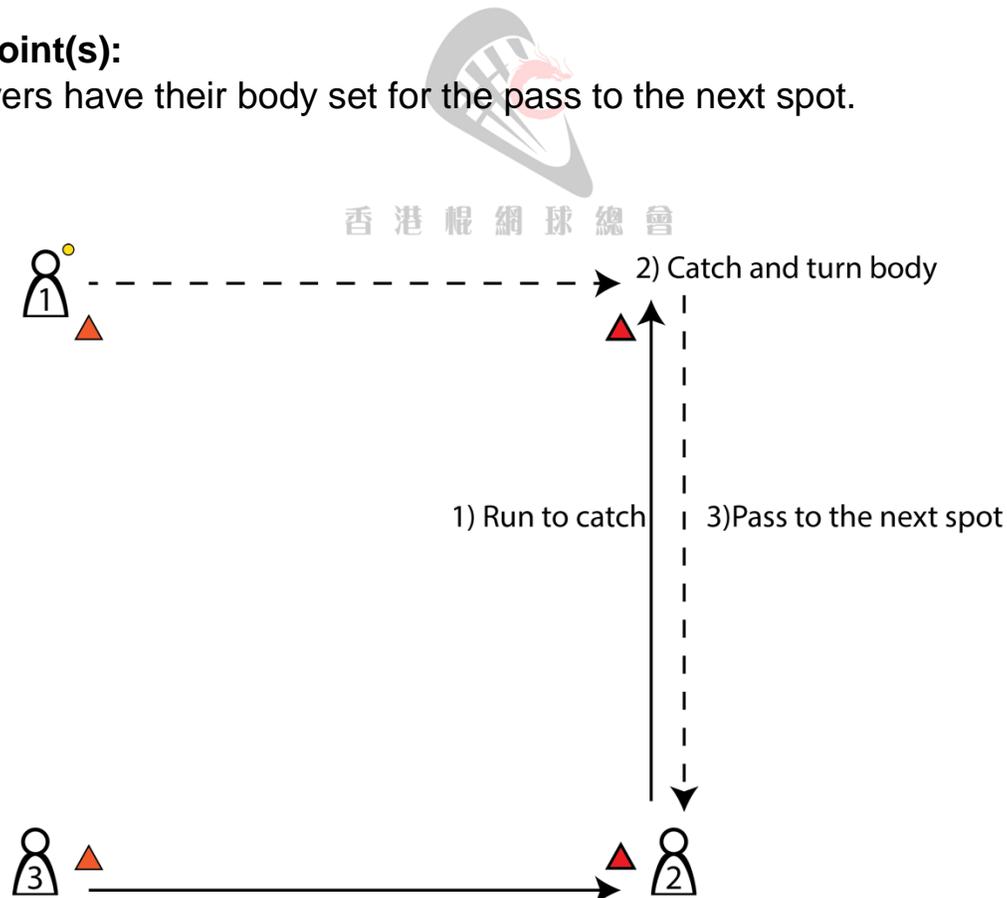
**Set up:** Set up a 12m x 12m box. Divide players into groups of 3. Have the three players each stand behind a cone, leaving one corner open.

## How to Play:

1. Player 1 passes the ball towards the empty cone as the same time as Player 2 runs towards the empty cone to catch the pass.
2. Player 2 then turns his/her body to pass the ball to his/her original cone while Player 3 is running towards that cone to catch the pass.
3. The drill continues in this pattern.
4. Reverse direction after several minutes.

## Coaching Point(s):

- Receivers have their body set for the pass to the next spot.



# Scoop and Protect

**Skill Level:** Basic

**Skill(s) Practised:** Cradling, Ball Protection

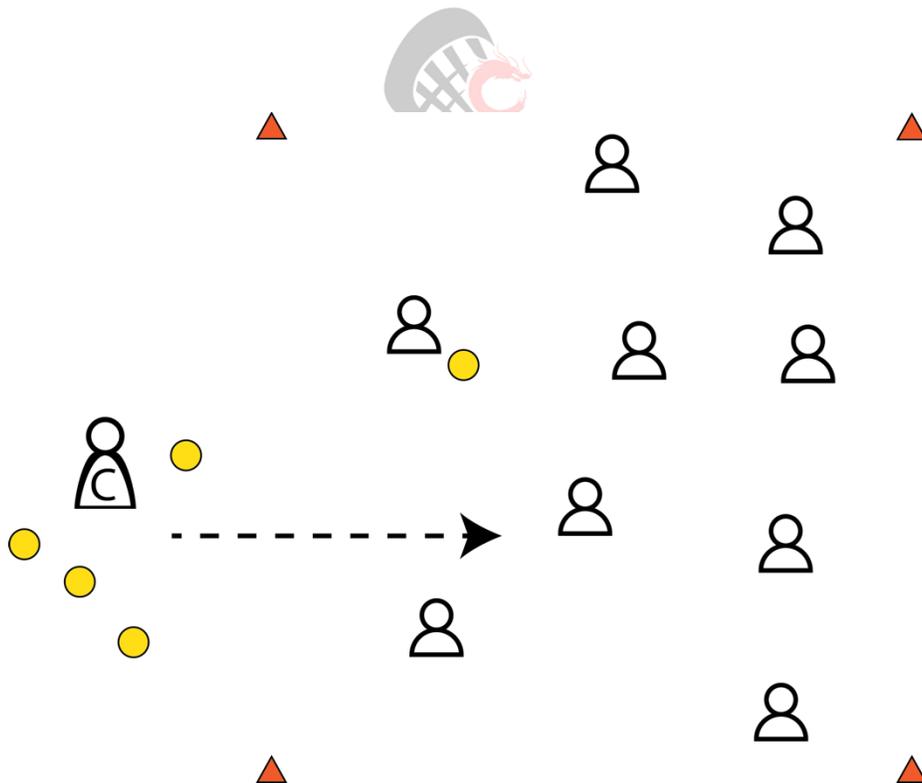
**Drill Duration:** 5 minutes

**Resources:** A few balls and 4 cones

**Set up:** Set up a 10m x 10m box. All players will stay inside the box area for the drill.

## How to Play:

1. Coaches keep rolling new balls into the box.
2. Players aim to gain possession of the balls. They can either scoop the new balls rolling in or take the balls away from other players' sticks.
3. Therefore, players who have possession of a ball would protect the ball from being taken away.



# 1v1, 2v2

**Skill Level:** Intermediate

**Skill(s) Practised:** Offense, Defense

**Drill Duration:** 8 minutes

**Resources:** Balls, Cones, Goals

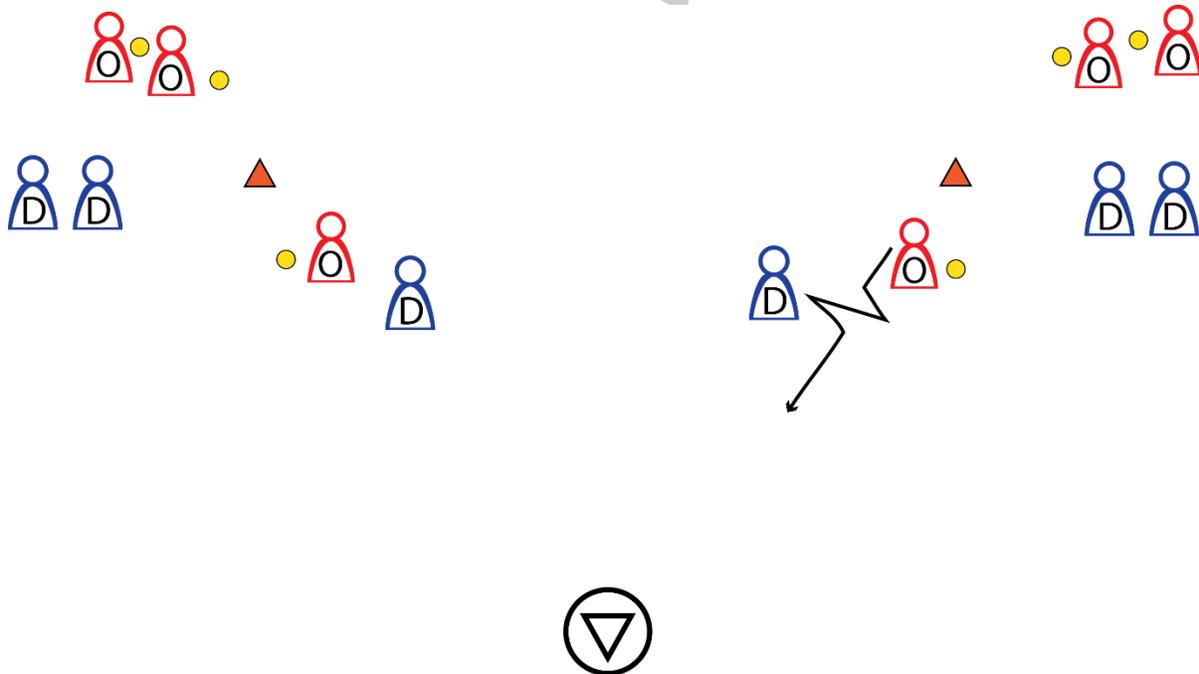
**Set up:** Players form a defensive line and an offensive line at both the top right and top left corner of the field.

## How to Play:

1. Let players start a 1v1 alternatively from top right and top left. Encourage players to try both offense and defense.
2. After a few minutes of 1v1, try 2v2.

## Coaching Point(s):

- During 1v1, encourage the offensive players to use one to two moves and speed to dodge the defender, while defensive players should deny offensive players from getting to the middle of the field. (Top side defense)
- During 2v2, encourage offensive players to use simple tactics like pick and rolls to create opportunities, while defensive players need to communicate more.



# 4v4 Scrimmage

**Skill Level:** Intermediate

**Skill(s) Practised:** Offense, Defense

**Drill Duration:** 8 minutes

**Resources:** Balls, Cones, Goals

**Set up:** Groups of 4

## How to Play:

One team plays defense while the other plays offence.

## Coaching Point(s):

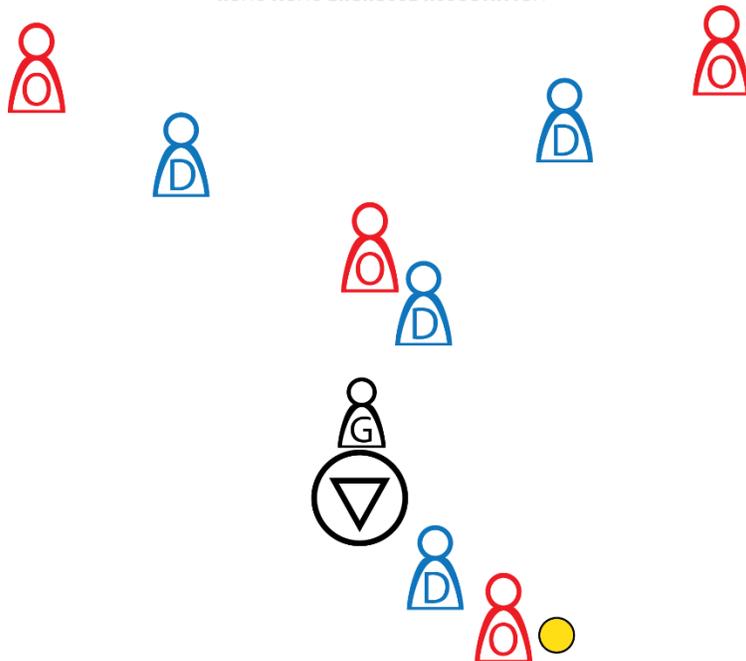
- Set rules to let players practice specific skills or tactics.
  - Make 5 passes before a shot - practice ball movement
  - Play in Diamond Set, Box Set, Y-Set, 2 men game, etc.

## Variation(s):

- Start with a ground ball



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# Cradle Around the Cones and Shoot

**Skill Level:** Basic

**Skill(s) Practised:** Cradling, Shooting

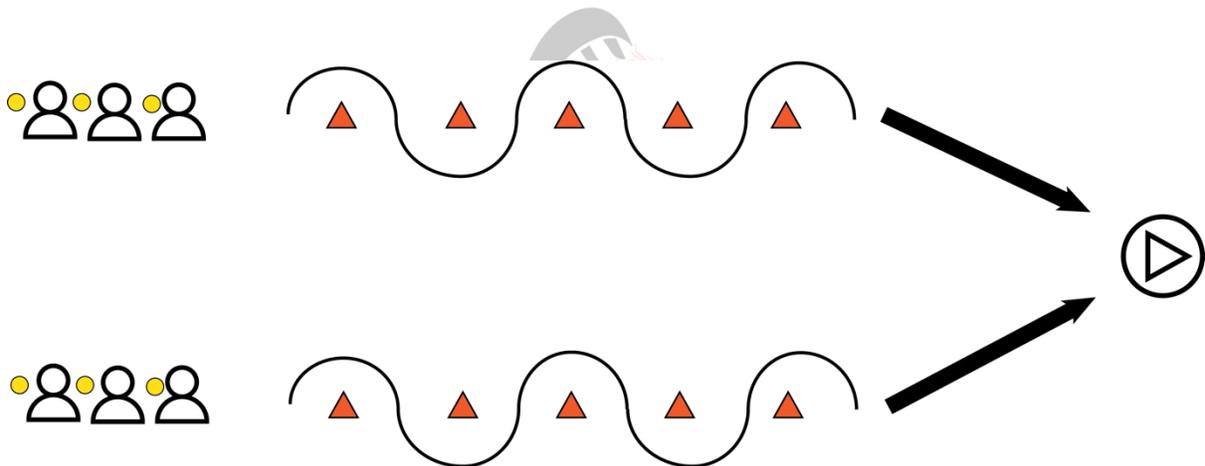
**Drill Duration:** 5 minutes

**Resources:** Balls, Cones, Goals

**Set up:** Lay out two lines of cones evenly and place a goal at the end. Divide the players into two teams and they should line up behind each line.

## How to Play:

1. The first player of each team cradles the ball and weaves around the cones, then shoot at the last cone. He/ She then runs back to give a high five to the next teammate.
2. The next teammate repeats the same motions.
3. The team that finishes first, wins.



# **Primary School Lacrosse Competition Rules**

## **Field of Play**

A standard size basketball court (28 m x 15 m) can be used as the field of play. Alternatively, a field of 15-18 m wide x 28-32 m long can be drawn as the field of play. The goal is a 1 m x 1 m goal, put directly under the basketball backboard, or 1.5 m from the end line. A semi-circle of 1.5m radius is drawn (or using the no-charge semi-circle of the basketball court). This semi-circle is called the goal crease.

## **Lines of the field**

- End lines and side lines
- Center Line
- A center circle of radius 3.5 m (or using the center circle of the basketball court)
- A goal crease in front of each goal
- A 6 m x 5 m restricted area in front of goal (or using the restricted area of the basketball court)

## **Equipment**

- Each on field player must have a mini lacrosse stick (length of stick, including the stick head, must be between 90 – 100 cm)
- No protective equipment is required
- When a 3L lacrosse ball is placed in the pocket of the stick, the ball must be above the bottom of the side of the stick (similar to men's field rules)

## **Team**

- Only a maximum of 4 players on field from each team at any time. No goal keepers are required. There is no limit on the number of substitutes.

## **The Game**

Start of the game

- The game will start with a draw (similar to women's field lacrosse). A draw will be used at the start of the game, half time and at the start of extra time. At the draw, each team will have one player inside the center circle and the rest of the players have to be outside the center circle.

## **Out of bounds**

Definition of out of bounds

- When the ball touches or is outside of the side line or end line.
- When the ball carrying player has any part of their body touching or outside of the side line or end line.

When the ball is determined out of bound, the ball is given to the team that did not last touch the ball, except in the following situation:

- The ball goes out of bound directly from a missed shot. Then the closest player to the ball when the ball went out of bound gains possession.
- If the ball goes out of bound at the side lines, the game is restarted with the ball carrier at the spot of where the ball went out of bound and all other players must move at least 3 m away.
- If the ball goes out of bound at the end line, the game is restarted with the ball carrier at the nearest corner and all other players must move at least 3 m away.

### **Scoring of a goal**

- A goal is scored when the whole ball passes completely over the whole goal line, between the goal posts and under the crossbar from in front.
- After a change of possession, the ball must have been possessed by 2 or more players from the same team before a shot to goal can be taken.
- A goal can only be scored from a propelling action of the stick (vertical or horizontal action from any player). A goal may also be deflected off a stick.
- A goal is not scored if the ball is hit into the goal by an offensive player. If a defensive player hits the ball into their own goal, the goal is counted. If an offensive player intentionally hits the ball into the goal after a deflected shot, the goal is not counted.
- A goal can only be scored when both feet of the shooter is above the goal line extended.
- A goal can only be scored when both feet of the shooter is inside the team's attacking half of the field. It will otherwise be considered a pass and there will be a change of possession if it goes out of bound. If the ball enters the goal, the goal is not counted, and the opposing team will gain possession from inside the goal crease.
- After a goal is scored, the defending team will take the ball out of the goal and restart the game with the ball from inside the goal crease.

### **Holding the stick**

- All players, with or without the ball, must always hold their stick with both hands inside the playing field. A violation of this rule will result in a change of possession if their team is in possession of the ball or a minor foul will be handed to the offending player if their team is not in possession of the ball.

### **Passing the ball**

- When passing the ball, two player's sticks must not touch. Violation of this rule will result in a change of possession.
- When passing the ball, player must not hold the stick horizontal and "pour" the ball into another player's stick. Violation of this rule will result in a change of possession.

### **Defending**

- Player must not intentionally use their stick to come into contact with an opponent's stick or body. (No Stick Check & No Cross-Check)

- Players must not use their body and hands to push their opponents. Players may stop their opponents going forward whilst having two hands on their sticks in a fist hold. (No pushing)

### Goal Crease

- No players are allowed into the crease at any point during play.
- If an attacking player enters the goal crease whilst in possession of the ball, there will be a change of possession.
- If a player enters the goal crease whilst not in possession of the ball, the officials will give a warning to the offending player. If the player still does not leave the goal crease after the warning, a change of possession will happen if the offending player is on the attacking team. If the offending player is on the defensive team, a minor foul will be given.
- If the defending team enters the goal crease when the attacking team has a scoring opportunity, the defending team will be given a major foul.

### Fouls

#### Minor Fouls

- If the team in possession of the ball committed a minor foul, there will be a change of possession.
- If the defending team commits a minor foul, the opposing player they fouled will get the ball. Play will restart from the location where the foul happened. The offending player must stay 1.5 m away from the ball carrier until the officials blow the whistle to restart play.
- If the defending team commits a minor foul inside the restricted area, the player who was fouled will gain possession of the ball and restart play at the top of the restricted area (or the free throw line of a basketball restricted area). The offending player must stay 1.5 m away from the ball carrier until the officials blow the whistle to restart play.
- If a player continuously commits a minor foul, the officials can give out a major foul to the player.
- Examples:
  - Holding the stick with a single hand
  - Intentionally use their stick to come into contact with the opponent's body or stick
  - Intentionally touch the ball with any parts of their body
  - Pushing the opponent
  - Covering the ball with the stick head (either side). (Pulling the ball back then scooping the ball up is allowed)
  - Entering the goal crease.
  - Staying in the restricted area for more than 3s.

#### Major Foul

- Player who was fouled will get a penalty shot.
- If a player continuously commits a major foul, the officials can ban the player from further participating in the game. Another player may replace the player.
- Examples:
  - Intentionally move the goal
  - Unsportsmanlike manner

- Entering the goal crease to intentionally stop a scoring opportunity of the opposing team

## Penalty Shot

- Any player committing a major foul, the player who was fouled will receive a penalty shot.
- The player taking the penalty shot will stand at the top of the restricted area (or the free throw line of a basketball court) to take the penalty shot.
- During the penalty shot, all players must stand at least 3m behind the player taking the penalty shot.
- Whether the penalty shot goes in or not, the defending team will restart the game from the goal crease after the shot is taken.
- The penalty shot must enter the goal with one bounce or less for it to count as a goal.

## Restricted Area

- The ball carrier must not carry the ball for more than 3 seconds in the restricted area. A violation will be considered a minor foul.
- A ball carrier must not carry the ball for more than 3 seconds in the restricted area. An official may give a warning to the player, and if they continue to violate the rule by not leaving the area, there will be a change of possession.
- A defending player must not stay in the restricted area for more than 3 seconds if they are not marking an opponent.
- A defending player is only considered “marking” an opponent if they are less than one stick lengths away from their opponent.
- If there is more than one defender marking one offensive player inside the restricted area (whether they are carrying the ball or not), only one of the defenders will be considered to be legal marking an opponent.
- If a defender violates the 3 seconds rule, the official may give a warning and if they continue to violate the rule by not leaving the area, a penalty shot will be awarded to the ball carrier at the time of the violation.

## Substitutions

There are no limits to the number of substitutions during a game. A substitution player may only enter the field of play when the out going player has completely exited the field of play.

## Alternate possession

When the official can not determine which team should have possession of the ball after it goes out of bound or simultaneous foul happens, the alternate possession rule will be used. The first possession will be given to the away team and the next possession will be given to the home team, etc.

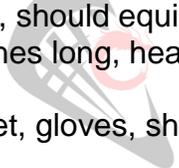
## Simplified Rule for 6-side Men's Lacrosse

### The Playing Field

- The size of the playing field is 60m x 40m, roughly a half court of a standard soccer field.
- 2 cages (6 x 6 feet) would be setup with 12 meters from the end lines.
- Lines on the field:
  - End lines and sidelines;
  - Midline, with "X" mark at the middle of midline;
  - Goal lines, between the pipes of the cages;
  - Goal crease lines, a circle around the cage with 3 meters in radius;
  - Special Substitution Area lines denote the 13-meter wide Special Substitution Area, on one side of the field, near the middle of midline.
- Team's bench area would be on both sides of the Special Substitution Area, and the timer's table would be at the back of Special Substitution Area.

### Equipment

- All players (except goalkeeper), while playing on the field, should equip with:
  - A lacrosse stick with 40-42 inches long, head width 6-10 inches, length at least 10 inches.
  - The pocket of the lacrosse stick with depth not larger than the diameter of lacrosse ball.
  - Protective gear including helmet, gloves, shoes, and mouthguard.
- Goalkeeper, while playing on the field, should equip with:
  - A lacrosse stick with 40-72 inches long, head width 6-15 inches, length at least 10 inches.
  - Protective gear including helmet, gloves, shoes, mouthguard, throat guard, chest protector, and box/cup.

  
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### The Team

- Each team has 6 players (including goalkeeper) on the field. 1 goalkeeper must be on the field.
- There is no limits on total number of substitutes in the team.
- Team may have up to 4 coaches in the bench area.

### Play of the game

#### Facing at the center (Face-off)

- Each period will start with facing at the center.
- Only 1 player per team should participate in faceoff. Other players (except goalkeeper) should stay behind the imaginary goal line extensions; goalkeeper should stay within goal crease.
- Referee will initiate the face-off by putting the ball at "X" and calling "Down".
- When referee signals "Down", the face-off player should
  - Have both hands on the ground align with the centerline, with both hands holding his lacrosse stick;
  - Have his stick head be vertical facing the ball; the stick head should touch the ground but should not touch the midline.
  - Have his whole body at the left of his stick head, not touching / crossing the midline.
- With all things in position, referee will call "Set", and players should not move before whistle.
- When referee blows the whistle, the players can start moving and contest for the ball.

## Scoring

- Goal is scored when the ball completely passes the front plane of the cage with the goal line.
- Goal does not count if referee has blown the whistle (no matter what reason) before scores.
- Goal does not count if the attacking team committed fouls (including offside) before scores.
- After goal is scored, the game will restart immediately with goalkeeper's possession.

## Ball Out-Of-Bounds

- Ball is out of bounds when
  - player with possession touches the ground on or beyond the boundary line, or
  - the ball touches the ground on or beyond the boundary line without possession.
- If the ball is out of the bounds NOT caused by shooting, the ball will be awarded to the team not touching the ball last.
- If the ball is out of the bounds cause by shooting, the ball will be awarded to the team with player closest to the ball when it passes the boundary line.

## Body-Checking

- Body checking can only be delivered by a player with both hands on their own stick.
- Checks can only be made to opponents:
  - in possession of the ball, or
  - within 3 yards of a loose ball, or
  - to a player within 3 yards of a ball in flight.
- In all cases a body check shall be below the neck, above the waist, and delivered to the front or side of an opponent.
- Any excessive body check, which the player lowers his head or shoulder with the force and intent to put the other player on the ground, should be penalized as an illegal body check.

## Checking with the Stick

- Stick checking can only be delivered by a player with both hands on their own stick.
- A player may check on opponent's stick, or his gloved hand holding the stick, with his own stick.
- Checks can only be made to opponents:
  - in possession of the ball, or
  - within 3 yards of a loose ball, or
  - to a player within 3 yards of a ball in flight.
- Any excessive stick checks which is not aiming at opponent's stick/hand, or which is with intention to hurt others, should be penalized as slashing.

## Substitution

During the play of the game, player can make substitution by

1. The "sub-out" player come out of the field to the Special Substitution Area, then
2. The "sub-in" play come on the field from the Special Substitution Area.

## Goal Crease and Goalkeeper

- The only player that can attempt to block a shot is a legally equipped goalkeeper.
- Goalkeeper is "protected" within his own crease, so his opponent cannot:
  - Touch the ground of the goal crease area, including the line, with any part of his body;
  - Touch the goalkeeper when he is in the goal crease area, within the imaginary cylinder;

- Touch the goalkeeper when he is in possession and at least one foot touching the goal crease area.
- The ball cannot be in possession within the crease for more than 4 seconds.
- Player with possession cannot carry the ball from outside of the crease to inside of the crease.

## Technical Fouls

Technical fouls are those with impact to the fairness of the game, but not affecting safety.

The followings are types of technical fouls with general description of it:

- Interference: interfere an opponent from performing normal action on field
- Pushing: push an opponent from behind
- Holding: hold an opponent's body or stick in a "jamming" manner
- Kicking an opponent's stick
- Handling the ball: touch the ball with his free hand
- Withholding the ball from play: "jam" the ball on the ground / in his stick / in his body to prevent opponent's dislodgement
- Illegal Procedures: e.g. substitutions, delay of game
- Offside: team having more than 4 players in the attacking half, or more than 5 players in the defensive half.

## Personal Fouls

Personal fouls are those of a more serious kind.

- Illegal Body Check: body check an opponent not according to the rules described in "Body Checking" section.
- Slashing: stick check an opponent not according to the rules described in "Check with the Stick" section.
- Cross-Check: check an opponent with the part of the stick that is between his hands.
- Tripping: trip an opponent with any part of his stick or body.
- Unnecessary Roughness: Excessively violent actions on the field.
- Unsportsmanlike Conduct: e.g. arguing with officials, threatening/profane/obscene language or gestures

## Execution of penalties

- When foul occurs during loose ball (no possession):
  - If it is technical foul, possession goes to team not committing the foul, no time served penalty.
  - If it is personal foul, possession goes to team not committing the foul, with corresponding play serves 1/2/3 minutes of penalty.
- When attacking team (with possession) commits a foul:
  - If it is technical foul, change of possession (turnover) without time served penalty.
  - If it is personal foul, change of possession (turnover) with the corresponding player serves 1/2/3 minutes of penalty.
- When defending team (opponent with possession) commits a foul:
  - Referee will not blow the whistle immediately, but will throw a flag;
  - The referee will let attacking team finish the "scoring play", then blow the whistle:
    - If it is technical foul, the corresponding player serves 30 seconds of penalty.
    - If it is personal foul, the corresponding player serves 1/2/3 minutes of penalty.
  - Possession goes to team not committing the foul.

## Women's 6-a-side Lacrosse Rules

Follow all rules in FIL Women's rule, except the following stated rules:

- a) Field size is approximately 60m x 40m.
- b) Two 10-minute halves with a 3-minute break in between.
- c) Five players a-side on field, if playing no goalie. Six players a-side on field, with one player designated as goalie.
- d) No limits on total number of players in the squad.
- e) A draw to start the game, the second half or extra time only.
- f) Umpire will signal after a goal is scored, then indicate for a defending player to enter the circle and blow the whistle again. Once the whistle is blown, the defending player in the circle must use her stick to play the ball out of the circle within 10s.
- g) No timeouts.
- h) No stop clock situation
- i) There shall only be a maximum of 4 players above the restraining line/half way line when a team is in offense or defense. (1 behind the restraining line/half way line plus a goalie if applicable.)

### Special Rules

- Positioning of Players to Start Play
- Play will start with one player from each team taking the draw at the center of the field.
- All other players must stand inside the 11m fan.
- At the draw, players inside the 11m must stay inside the 11m until the official has signaled that possession has been attained.
- Checking with Crosse Checking an opponent's crosse must be delivered by a player who has both hands on their own crosse.
- The check must be down and away from the body.
- Any check above the shoulder or into the sphere or forcing the opponent's stick into the sphere is considered an illegal check.

If there is any inconsistency or conflict between the English and Chinese versions, the English version shall prevail.

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