

# **THREE-Person Positioning**

# Lesson Plan

# ABout this Module

## Module Description

In the ***Three-Person Positioning*** lesson, officials learn and/or review the thought process, movement and mechanics needed to be in the correct position to make the call, administer penalties and support their partners in the three-person system.

## Module Objectives

Upon the completion of this lesson:

1. Students will identify the goals of 3-person positioning
2. Students will understand the roles of A, B, and C officials
3. Students will practice movement in each of the positions in mid-field, in transition, and in the CSA
4. Students will demonstrate an understanding of start and restart mechanics/responsibilities in each position
5. Students will learn the difference between a 2-person and 3-person pregame meeting

## Materials needed

The documents below can be accessed from the links on the cover of this document:

* Acquire and test A/V equipment
* Complete all relevant items on [Clinician Pre-Clinic Checklist](https://uslacrosse4102356882.sharepoint.com/:b:/s/OfficialsDevelopment2/EZm--MLEubJFic_pUwp8mKEBEqB5JAx7ICRL6K38pO0Q6w?e=7tzuMF)
* **“Three-Person Positioning”** PowerPoint presentation
* Vinyl mat with “players” and “officials”
* Dry erase markers
* **DISCUSSION: Three-Person Pregame Checklist**
* **ACTIVITY: Position Paddles**
* If working on field:
* Labels for the four quadrants in CSA
* “Quadrant Ropes” (2, 25’ each to divide the quadrants, 1, 50’ to demonstrate shooting space lane)
* Soft ball to “pass”

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| Part I: Purpose of 3-Person Positioning; A, B, C positions Present slides 1-9 | | | |
|  |  |  | ACTIVITY: Field Mat |
|  | | | Label or place markers on the field mat for A, B, and C. |

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| Part II: Small vs Big Picture Present slide 10-11 | | | |
|  |  |  | ACTIVITY: Small vs. Big Picture |
|  | | | Ask students for examples of situations in games they have had where officials saw the small, but may have missed the big picture |

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| Part III: 3-Person Positioning at Draw, Midfield, Boundaries Present slides 12-18 | | | |
|  |  |  | DEMONSTRATION: Field Mat or Outside |
|  | | | On field mat (or outside), demonstrate draw positioning and responsibilities. Explain how roles (Lead, Deep Trail) are established as play begins, and how restarts are managed by each position depending on play. |

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| Part IV: Range of Motion/umpire triangle Present slides 19-28 | | | |
|  |  |  | DISCUSSION: Field Coverage |
|  | | | Discussion should include idea of constantly moving as the ball is moving; moving in relation to your partners; maintaining the triangle. |

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| Part V: Areas of Responsibility/Restarts Inside the Restraining Line Present slides 29-35 | | | |
|  |  |  | ACTIVITY: Position Paddles |
|  | | | Practice identifying areas of responsibility by using field mat to show “who does what” when fouls occur in varying areas.   * Option: Use **“Position Paddles”** for “who makes the call?” Have volunteer raise A, B, or C paddle * Option: Play “Positioning Paddles” game using handout/guideline. |

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|  |  |  | PRACTICE: Outdoor Activity |
|  | | | Students practice taking turns at A, B, and C positions within the CSA’s umpire triangle. Participants move in relation to changes with play (the ball). |

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| Part IV: Pre-Game, Teamwork and Communication Present slides 36-42 | | | |
|  |  |  | DISCUSSION: Three-Person Pregame Checklist |
|  | | | Use the **“Three-Person Pregame Checklist”** to review a list of potential topics. What could officials need to cover regarding each topic? |

# REVIEW

* What are the goals of 3-person positioning?
* What are a few examples of the differences in movement and role for the A, B and C official?
* When might the C official make a call across the field between A and B?
* Why is it important to maintain the “Umpire Triangle” in the CSA?
* Name something pertaining to positioning that it may be important to cover in your crew’s pre-game discussion.