

jr. nba



Grades 3–5 Physical Education

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Curriculum Summary

In the Jr. NBA Grades 3–5 curriculum, the focus is on building fundamental motor skills and providing opportunities to practice those skills in an encouraging, noncompetitive environment. The goal of the Jr. NBA Grades 3–5 curriculum is for students to develop an extended base of fundamental motor skills through practice, while having fun.

Grades 3–5 ABCD's

ALWAYS FUN

Mastering Skills

Developing fundamental skills through skill-related activities and games is an exciting part of class. Whether it is catching their first overhead pass, or making a jump shot for the first time, skill development is fun! The excitement of mastering skills should be the focus of the Jr. NBA Grades 3–5 curriculum.

BUILDING SKILLS

See SHAPE America's National Standards and Grade-Level Outcomes for K–12 Physical Education

In the Jr. NBA Grades 3–5 curriculum, we will build on the basic fundamentals previously acquired, as well as introduce new fundamental skills. Here we will implement passing and receiving, and combine dribbling with other skills. While there is a large emphasis on individual skill development, this curriculum will also incorporate small-sided practice activities into class.

CORE VALUES

Teamwork Positivity

The Jr. NBA 3–5 curriculum continues to build on the values of the K–2 curriculum, while also emphasizing small-sided practice activities that incorporate collaboration. This emphasis on teamwork will promote an environment of encouragement and positive reinforcement from teachers and between classmates.

DEVELOPING WELLNESS

Balanced Lifestyle Nutrition

The Jr. NBA 3–5 curriculum continues to emphasize students having fun and being active while also introducing the key elements to leading a balanced lifestyle. A balanced lifestyle includes positive family and social interaction, as well as the importance of academics. Developing a well-balanced lifestyle will help students remain healthy as they grow and mature. Nutrition is another key concept that is introduced in this curriculum. As students begin establishing their eating habits, it is essential that they understand the relationship between food, energy and performance.

SHAPE America National Standards and Grade-Level Outcomes Addressed in the Jr. NBA Grades 3–5 Curriculum

Throughout Grades 3–5, students will develop skills related to the following National Standards and Grade-Level Outcomes.

STANDARD 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

HOPPING, GALLOPING, RUNNING, SLIDING, SKIPPING

- Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences. **(S1.E1.4)**
- Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance. **(S1.E1.5a)**
- Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. **(S1.E1.5b)**
- Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). **(S1.E1.5c)**

JUMPING & LANDING, HORIZONTAL AND VERTICAL PLANES

- Jumps and lands in the horizontal and vertical planes using a mature pattern. **(S1.E3.3)**
- Combines jumping and landing patterns with locomotor and manipulative skills in dance, educational gymnastics and small-sided practice tasks and game environments. **(S1.E3.5)**

COMBINATIONS

- Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. **(S1.E6.3)**
- Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks. **(S1.E6.4)**
- Applies skill. **(S1.E6.5)**

PASSING WITH HANDS

- Throws to a moving partner with reasonable accuracy in a nondynamic environment (closed skills). **(S1.E15.4)**
- Throws with accuracy, both partners moving. **(S1.E15.5a)**
- Throws with reasonable accuracy in dynamic, small-sided practice tasks. **(S1.E15.5b)**

Standard 1 (continued)

CATCHING

- Catches a gently tossed hand-size ball from a partner, demonstrating four of five critical elements of a mature pattern. **(S1.E16.3)**
- Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills). **(S1.E16.4)**
- Catches with accuracy, both partners moving. **(S1.E16.5b)**
- Catches with reasonable accuracy in dynamic, small-sided practice tasks. **(S1.E16.5c)**

DRIBBLING/BALL CONTROL WITH HANDS

- Dribbles and travels in general space at slow-to-moderate jogging speed, with control of ball and body. **(S1.E17.3)**
- Dribbles in self-space with both the preferred and the nonpreferred hands, using a mature pattern. **(S1.E17.4a)**
- Dribbles in general space with control of ball and body, while increasing and decreasing speed. **(S1.E17.4b)**
- Combines dribbling with other skills during 1v2 practice tasks. **(S1.E17.5)**

DRIBBLING IN COMBINATION

- Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). **(S1.E20.4)**
- Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. **(S1.E20.5)**

IN COMBINATION WITH LOCOMOTOR

- Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice-task environments. **(S1.E26.4)**
- Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). **(S1.E26.5)**

STANDARD 2

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

SPACE

- Recognizes the concept of open spaces in a movement context. **(S2.E1.3)**
- Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). **(S2.E1.4a)**
- Applies the concept of closing spaces in small-sided practice tasks. **(S2.E1.4b)**
- Dribbles in general space with changes in direction and speed. **(S2.E1.4c)**
- Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and game environments. **(S2.E1.5)**

Standard 2 (continued)

PATHWAYS, SHAPES, LEVELS

- Recognizes locomotor skills specific to a wide variety of physical activities. **(S2.E2.3)**
- Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. **(S2.E2.4)**
- Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. **(S2.E2.5)**

SPEED, DIRECTION, FORCE

- Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher. **(S2.E3.3)**
- Applies movement concepts to strategy in game situations. **(S2.E3.5a)**
- Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in games environments, dance and gymnastics. **(S2.E3.5c)**

STRATEGIES AND TACTICS

- Applies simple strategies and tactics in chasing activities. **(S2.E5.3a)**
- Applies simple strategies in fleeing activities. **(S2.E5.3b)**
- Applies simple offensive strategies and tactics in chasing and fleeing activities. **(S2.E5.4a)**
- Applies simple defensive strategies and tactics in chasing and fleeing activities. **(S2.E5.4b)**
- Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. **(S2.E5.5a)**
- Recognizes the type of throw, volley or striking action needed for different games and sports situations. **(S2.E5.5c)**

STANDARD 3

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PHYSICAL ACTIVITY KNOWLEDGE

- Identifies physical activity benefits as a way to become healthier. **(S3.E1.3b)**

ENGAGES IN PHYSICAL ACTIVITY

- Engages in the activities of physical education class without teacher prompting. **(S3.E2.3)**
- Actively engages in the activities of physical education class, both teacher-directed and independent. **(S3.E2.4)**
- Actively engages in all the activities of physical education. **(S3.E2.5)**

Standard 3 (continued)

FITNESS KNOWLEDGE

- Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. **(S3.E4.3)**
- Identifies the need for warm-up and cool-down relative to various physical activities. **(S3.E4.5)**

NUTRITION

- Identifies foods that are beneficial before and after physical activity. **(S3.E6.3)**
- Discusses the importance of hydration and hydration choices relative to physical activities. **(S3.E6.4)**

STANDARD 4

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PERSONAL RESPONSIBILITY

- Exhibits personal responsibility in teacher-directed activities. **(S4.E1.3)**
- Exhibits responsible behavior in independent group situations. (S4.E1.4)
- Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, students to teacher, student to referee). (S4.E1.5)
- Works independently for extended periods of time. (S4.E2.3)
- Reflects on personal social behavior in physical activity. (S4.E2.4)
- Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)

ACCEPTING FEEDBACK

- Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)
- Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4)
- Gives corrective feedback respectfully to peers. (S4.E3.5)

WORKING WITH OTHERS

- Works cooperatively with others. (S4.E4.3a)
- Praises others for their success in movement performance. (S4.E4.3b)
- Praises the movement performance of others with both higher and lower skill abilities. (S4.E4.4a)
- Accepts players of all skill levels into the physical activity. (S4.E4.4b)
- Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)

RULES AND ETIQUETTE

- Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)
- Exhibits etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)
- Critiques the etiquette involved in rules of various game activities. (S4.E5.5)

Standard 4 (continued)

SAFETY

- Works independently and safely in physical activity settings. **(S4.E6.3)**
- Works safely with peers and equipment in physical activity settings. **(S4.E6.4)**
- Applies safety principles with age-appropriate physical activities. **(S4.E6.5)**

STANDARD 5

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

HEALTH

- Discusses the relationship between physical activity and good health. **(S5.E1.3)**
- Examines the health benefits of participating in physical activity. **(S5.E1.4)**
- Compares the health benefits of participating in selected physical activities. **(S5.E1.5)**

CHALLENGE

- Discusses the challenge that comes from learning a new physical activity. **(S5.E2.3)**
- Rates the enjoyment of participating in challenging and mastered physical activities. **(S5.E2.4)**

SELF-EXPRESSION AND ENJOYMENT

- Reflects on the reasons for enjoying selected physical activities. **(S5.E3.3)**
- Ranks the enjoyment of participating in different physical activities. **(S5.E3.4)**
- Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. **(S5.E3.5)**

SOCIAL INTERACTION

- Describes the positive social interactions that come when engaged with others in physical activity. **(S5.E4.3)**
- Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities. **(S5.E4.4)**
- Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). **(S5.E4.5)**

YOUTH BASKETBALL GUIDELINES

For Players Ages 9–11



PLAYER SEGMENTATION FOR 2019-2020

DIVISIONS	2019-2020 SEASON ELIGIBILITY
9U	Born on or before August 31, 2011
10U	Born on or before August 31, 2010
11U	Born on or before August 31, 2009
12U	Born on or before August 31, 2008

RECOMMENDED PARTICIPATION GUIDELINES

GAME LENGTH	GAMES PER WEEK	PRACTICE LENGTH	PRACTICES PER WEEK
24-32 min	1 to 2	45-75 min	2

MAXIMUM PARTICIPATION GUIDELINES

MAX. GAMES PER DAY	MAXIMUM HOURS PER WEEK OF ORGANIZED BASKETBALL
2	5 Hours

REST GUIDELINES

MINIMUM REST DAYS PER WEEK	MAXIMUM MONTHS PER YEAR IN ORGANIZED BASKETBALL	RECOMMENDED HOURS OF SLEEP PER NIGHT
2	5 Months	9-12 Hours

EQUIPMENT & COURT SPECIFICATIONS

SIZE OF BALL	HEIGHT OF BASKET	SIZE OF COURT	DISTANCE OF 3-POINT ARC	DISTANCE OF FREE THROW LINE
Boys & Girls Size 6 (28.5")	9'	74' x 50'	Not applicable	14'

GAME TACTICS

PLAYING TIME	SET DEFENSE	PRESSING DEFENSE	DOUBLE-TEAM/ CROWDING	STEALING FROM THE DRIBBLER
Equal playing time in periods 1-3. Coaches discretion in the 4th period and each extra period	Only player-to-player defense throughout the competition	<ul style="list-style-type: none"> ▶ Player-to-player defense may be extended full court in the 4th period and each extra period ▶ Leading team may not extend the defense over half court when leading by 25 points or more 	Double-team/ crowding is not allowed throughout the competition	Coaches discretion throughout the competition

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YOUTH BASKETBALL GUIDELINES

For Players Ages 9–11 *(continued)*



STRUCTURE

GAME LENGTH	TIME BETWEEN PERIODS	EXTRA PERIOD(S)	SCORING	TIMEOUTS	START OF GAME POSSESSION
Four 8-minute periods	1 minute	2 minute	<ul style="list-style-type: none"> ▶ Free throw: 1 point ▶ All field goals: 2 points ▶ No 3-point field goals 	<ul style="list-style-type: none"> ▶ Two 60-second timeouts permitted in the first half of play. Two 60-second timeouts permitted in the second half of play ▶ One 60-second timeout granted for each extra period ▶ Unused timeouts may not carry over to the next half or into extra periods 	Coin flip. Team awarded possession starts with throw-in at half court

HIGHLIGHTED GAME PLAY RULES

BACKCOURT TIMELINE	SHOT CLOCK	5 SEC. CLOSELY GUARDED	CLOCK STOPPAGE
10 seconds	Not applicable	Only when the offensive player is holding the basketball	On any dead ball

HIGHLIGHTED GAME PLAY RULES CONTINUED

LENGTH OF TIME FOR A FREE-THROW	NUMBER OF PLAYERS PERMITTED ON FREE-THROW LANE	SUBSTITUTIONS	ADVANCEMENT OF BALL AFTER A TIMEOUT
10 seconds	<ul style="list-style-type: none"> ▶ Offense may have 3 players on the lane, including the shooter ▶ Defense may have 3 players on the lane 	Either team may substitute when the clock is stopped	Not applicable

Grades 3–5 Lesson and Skill Progression

	LESSON FOCUS	SKILLS TAUGHT
1	Ball Handling Footwork Dribbling	<ul style="list-style-type: none"> • Toss and Catch, Smacks, Taps • Triple-Threat Position • Stationary Low Dribble • Stationary Middle Dribble • Stationary High Dribble • Walking Control Dribble
2	Ball Handling Footwork Dribbling Other	<ul style="list-style-type: none"> • Stationary Dribble (low, middle, high) • Stationary Crossover Dribble (low, middle, high) • Walking Control Dribble • Two-Foot Jump Stop • Understanding the Basketball Court Markings
3	Ball Handling Dribbling	<ul style="list-style-type: none"> • Stationary Crossover Dribble (low, middle, high) • Advanced Stationary Control Series • One-Hand Side-to-Side Dribble • Stationary Front-Back Control Dribble • Jogging Dribble • Cone Dribble
4	Ball Handling Footwork	<ul style="list-style-type: none"> • Stationary Crossover Dribble (low, middle, high) • Advanced Stationary Control Series • Change-of-Direction Dribble • Pivoting Basics
5	Passing	<ul style="list-style-type: none"> • Stationary Wall Passing • Stationary Partner Passing • Catching and Receiving • Stationary Passing (chest, overhead, bounce) • Pivot and Pass
6	Shooting	<ul style="list-style-type: none"> • Lay-Ups • Form Shooting • Shooting with No Basket • Shooting with a Ball at the Wall • Shooting with a Ball at the Basket
7	Passing Shooting	<ul style="list-style-type: none"> • Moving in Proper Defensive Stance • Shooting off the Dribble • Shooting Off the Pass • Spot Shooting

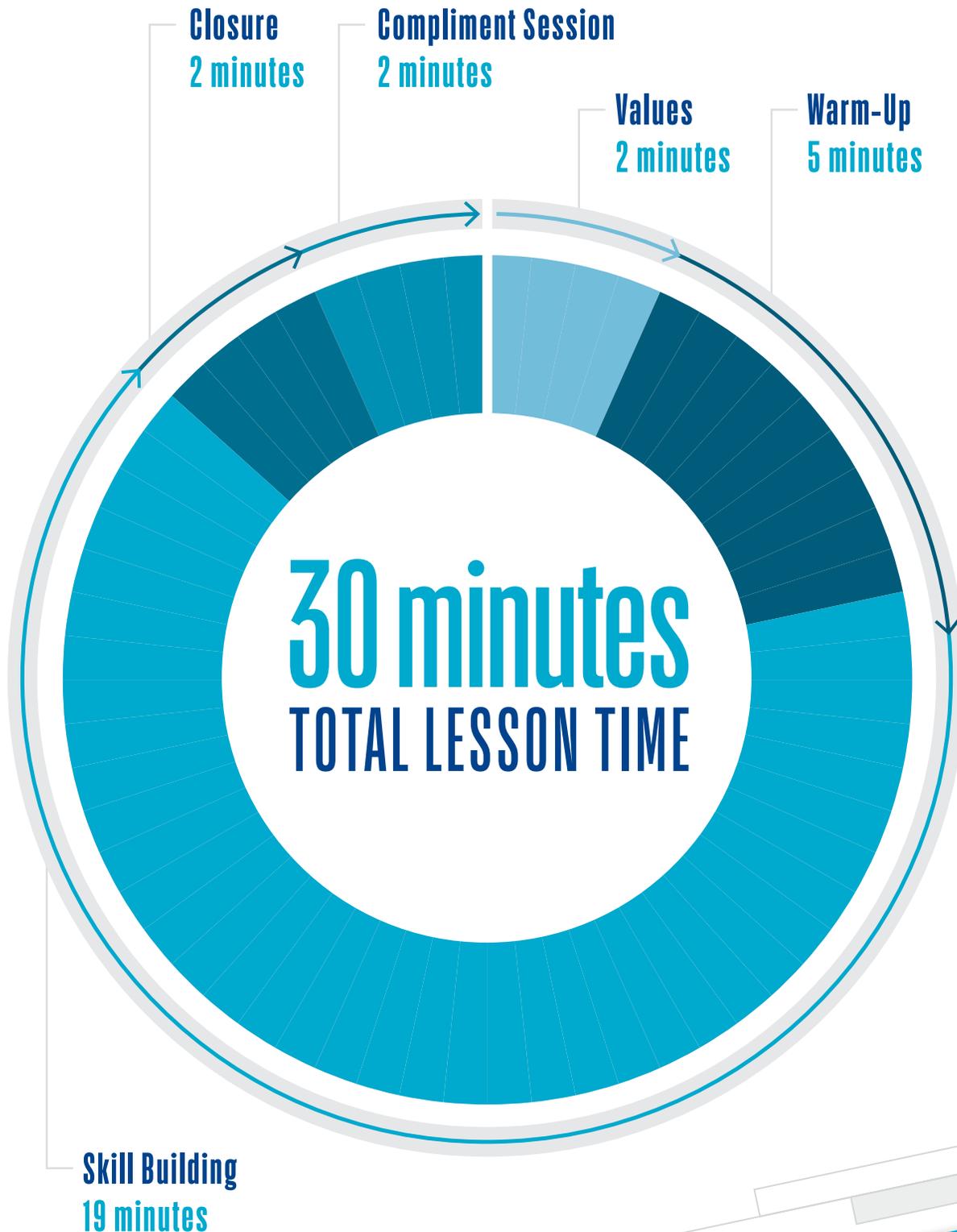
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Grades 3–5 Lesson and Skill Progression (continued)

8	Defense Shooting	<ul style="list-style-type: none"> • Moving in Proper Defensive Stance • Shooting off the Dribble • Shooting Off the Pass • Spot Shooting
9	Rebounding Passing Offense Defense	<ul style="list-style-type: none"> • Chinning the Ball • Rebounding a Toss by a Partner • Passing While Moving • Dribbling & Passing with Defense • Dribbling, Passing, & Shooting with Defense
10	Passing Offense Defense	<ul style="list-style-type: none"> • Dribbling & Passing with Defense • Dribbling, Passing, & Shooting with Defense

Lesson Considerations

The charts below indicate key components of the lesson plans and provide a brief explanation of each component.



Lesson Considerations (continued)

LESSON COMPONENT / TIME	DETAILS
Values	 <p>Every class begins with students’ entering the gymnasium and becoming active immediately by walking around the perimeter. As students walk, the teacher introduces the “value” for the day. Students discuss the value with their classmates as they walk.</p>
Warm-Up	 <p>The warm-up activity is designed to prepare students for class, and in some cases, incorporates ball-handling practice opportunities.</p>
Skill Building	 <p>Skill-building activities are focused on developing fundamental skills and movement concepts to help students attain competency in the Grade-Level Outcomes associated with this unit. Students should have multiple practice opportunities for developing their skills. Teachers should assess student learning continually during skill-building activities, adjusting lesson activities as needed to ensure that students’ needs are being met.</p> <p>Modifications are provided to help teachers differentiate instruction and/or activities to meet the needs of all students.</p> <p>Key Points are provided to help teachers identify key teaching points to share with students during instruction.</p>
Closure	 <p>During closure, teachers review what students learned during the lesson and include an informal assessment, if desired.</p>
Compliment Session	 <p>The compliment session provides an opportunity to close the lesson in a way that allows all students to leave with a positive feeling.</p>

Other Considerations

ASSESSMENT

Every lesson should include an assessment to check for evidence of student learning. Teachers can do that through a variety of informal assessments, including question-and-answer sessions and group demonstrations of a skill or movement.

Teachers should reserve summative assessments for the end of the unit to determine whether students have attained the relevant Grade-Level Outcomes.

See Appendix A for sample assessments for this unit.

SAFETY CONSIDERATIONS

Throughout Grades 3–5, students should expand on basic ball-handling skills while becoming increasingly aware of their personal space in relation to general space. It is important that students are aware of their personal space in relation to other students around them.

Transitions have been built into the lesson format to help move students from one activity to the next as efficiently and safely as possible.

EQUIPMENT

Each student should have his or her own ball for most ball-handling activities, so that teachers can maximize both the amount of time that students are active and the number of practice opportunities for each student.

If students are struggling with attaining skill competency with a basketball, it is recommended that the teacher modify the type of ball that is used.



Lesson 1 of 10

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	TEAMWORK	Lead students in a discussion about teamwork.	2 MINUTES
Warm-Up	THE ESCAPE GAME	Students partner up and “escape” from one another in this fun warm-up game.	5 MINUTES
Skill Building	TEACH: Ball Handling		
	FUNDAMENTALS OF BALL HANDLING	Ball handling is the act of controlling the ball while moving. Ball handling includes ball control, dribbling and dribble moves. The better the ball-handling skills, the easier it becomes for a student to move with the ball.	
	TOSS AND CATCH	Develop comfort with the ball and work on hand-eye coordination by tossing and catching the ball.	1 MINUTE
	SMACKS	Become comfortable with the ball, as well as warm up the fingers and hands, by smacking the ball.	30 SECONDS
	TAPS	Tap the ball quickly from hand to hand to gain familiarity with the ball and warm up the fingers and hands.	30 SECONDS
	TEACH: Footwork		
	FUNDAMENTALS OF THE TRIPLE-THREAT POSITION	The triple-threat position is an athletic stance that allows the ball handler to pass, shoot or dribble the ball.	
	1, 2, 3, TRIPLE THREAT	Helps students become more comfortable with the triple-threat position.	2 MINUTES
	TEACH: Ball Handling and Footwork		
	FUNDAMENTALS OF DRIBBLING	Dribble by using the fingertips of one hand to bounce the ball repeatedly off the floor.	
	STATIONARY LOW DRIBBLE <i>(2 x 30 seconds each hand)</i>	Work on using the fingertips while making low dribbles.	2 MINUTES
	STATIONARY MIDDLE DRIBBLE <i>(2 x 30 seconds each hand)</i>	Work on using the fingertips while making middle dribbles.	2 MINUTES
	STATIONARY HIGH DRIBBLE <i>(2 x 30 seconds each hand)</i>	Work on using the fingertips while making high dribbles.	2 MINUTES
	WALKING CONTROL DRIBBLE	Work on dribbling with movement.	4 MINUTES
FOLLOW THE LEADER	This fun game will help students keep their eyes up while dribbling.	5 MINUTES	

(continued)

Lesson 1 of 10 (continued)

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Closure		Students demonstrate the knowledge and ability to perform basic ball-handling skills; the triple-threat position; stationary low, middle and high dribbles; and dribbling while walking.	2 MINUTES
Compliment Session	COMPLIMENT SESSION	Students volunteer to say something positive about another student’s actions or performance in class.	2 MINUTES

→ Maximize activity time by providing every student with a ball.

→ Times listed for activities serves as approximate recommendations on how to allocate class time. Adjust activity time to meet the needs of your students and their ability levels.

LESSON OBJECTIVES:

- Students will be able to handle the ball in a variety of ways.
- Students will be able to demonstrate the triple-threat position.
- Students will be able to demonstrate dribbling at various levels.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.4 (locomotor - hopping, galloping, running, sliding, skipping), S1.E16.4 (catching), S1.E17.3, S1.E17.4a, S1.E17.4b (dribbling)

STANDARD 2 S2.E1.3, S2.E1.4a, S2.E1.4c (space), S2.E3.3 (speed, direction, force)

STANDARD 3 S3.E1.3b (physical activity knowledge), S3.E2.3, S3.E2.4, S3.E2.5 (engages in physical activity), S3.E4.3, S3.E4.5 (fitness knowledge), S3.E6.3, S3.E6.4 (nutrition)

STANDARD 4 S4.E1.3, S4.E1.4, S4.E1.5, S4.E2.3, S4.E2.4, S4.E2.5b (personal responsibility), S4.E3.3, S4.E3.4, S4.E3.5 (accepting feedback), S4.E4.3a, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E4.5 (working with others), S4.E5.3, S4.E5.4, S4.E5.5 (rules & etiquette), S4.E6.3, S4.E5.4, S4.E6.5 (safety)

STANDARD 5 S5.E1.3, S5.E1.4, S5.E1.5 (health), S5.E2.3, S5.E2.4 (challenge), S5.E3.3, S5.E3.4, S5.E3.5 (self-expression and enjoyment), S5.E4.3, S5.E4.4, S5.E4.5 (social interaction)

EQUIPMENT NEEDED: One ball and one poly spot per student.

(continued)

Lesson 1 of 10 (continued)

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	TEAMWORK	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> As students enter the gymnasium, they walk around the perimeter and discuss what it means to work together as a team. <p>☺ The Positive Coaching Alliance says that teamwork is all about trust, and trust is a key component to any team. Whether it's your family, your friends, your co-workers later in life or your basketball teammates at any level, trust is critical.</p> <p>☺ Students want to be able to trust their teammates (classmates), and they want to be trusted by their teammates. As they work to build a team with classmates, remind students that they have to give trust to receive trust, and once they have trust, teamwork becomes second nature.</p> <p>TRANSITION: Direct students to the center of the gymnasium.</p>	2 MINUTES
Warm-Up	THE ESCAPE GAME	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> Students use the toe-to-toe method to pair up and designate a Partner 1 and a Partner 2 for each pair. All Partner 1s go to the center of the gymnasium, face the center and cover their eyes. All Partner 2s stand next to Partner 1s. On teacher's "Move with . . ." command, Partner 2 move away from Partner 1 using the locomotor movement indicated in the command (e.g., hopping, skipping, sliding, galloping, running). On the command "Find your partners!" Partner 1s open their eyes, move as Partner 2s were directed, locate their partners and tag them gently. All partners then go back to the center of the court, switch roles and repeat the activity. <p>KEY POINTS: This is a great game having students warm up. Students should run only if directed to do so. Teacher should see that both partners use the locomotor movement called for.</p> <p>TRANSITION: Teacher places poly spots throughout the gymnasium.</p>	5 MINUTES

(continued)

Lesson 1 of 10 (continued)

Skill Building

FUNDAMENTAL SKILL INTRODUCTION	FUNDAMENTALS OF BALL-HANDLING: Ball handling is the act of moving while controlling the ball. Ball handling includes ball control, dribbling and dribble moves. The better the ball-handling skills, the easier it becomes for a student to move with the ball.
TOSS AND CATCH	ACTIVITY PROGRESSION <div style="text-align: right; background-color: #0070C0; color: white; padding: 2px 5px; font-weight: bold;">1 MINUTE</div> <ul style="list-style-type: none"> • Students stand on a poly spot facing the teacher, each with a ball. • With two hands on the ball, each student tosses the ball into the air and catches it on its way down. • Students may toss the ball higher if they are comfortable. <p>KEY POINTS: Students develop hand-eye coordination and familiarity with the ball by tossing and catching it at different heights. Emphasize a controlled toss and a soft catch.</p>
SMACKS	ACTIVITY PROGRESSION <div style="text-align: right; background-color: #0070C0; color: white; padding: 2px 5px; font-weight: bold;">30 SECONDS</div> <ul style="list-style-type: none"> • Students stand on poly spots facing the teacher, each with a ball. • Students hold the ball with two hands in front of them and alternate smacking the ball with each hand <p>KEY POINTS: Students become comfortable with the ball, warm up the fingers and hands, and develop comfort with being physical by smacking the ball in this fun ball-handling warm-up.</p>
TAPS	ACTIVITY PROGRESSION <div style="text-align: right; background-color: #0070C0; color: white; padding: 2px 5px; font-weight: bold;">30 SECONDS</div> <ul style="list-style-type: none"> • Students stand on poly spots facing the teacher, each with a ball. • Students hold the ball with arms extended over the head, then use the fingertips to tap the ball quickly from hand to hand for the allotted time. • Students then bend the arms and tap the ball quickly from hand to hand in front of the face for the allotted time. • Students again tap the ball from side to side in the same motion in front of the waist for the allotted time. <p>KEY POINTS: Students become comfortable with the ball, warm up the fingers and hands, and develop the ability to control the ball. Emphasize using the fingertips to increase comfort with moving the ball, which will help when learning to dribble. Have students keep the hands close to each other, as these should be small, quick taps.</p> <p>TRANSITION: Students stand on poly spots, with the ball between their feet.</p>

(continued)

Lesson 1 of 10 (continued)

Skill Building
(continued)

FUNDAMENTAL SKILL INTRODUCTION

FUNDAMENTALS OF THE TRIPLE-THREAT POSITION: The triple-threat position is the ideal athletic stance for students to use when they have the ball.

- It is referred to as the “triple-threat position” because it makes the ball handler a threat to: 1) shoot, 2) pass or 3) dribble the ball from a common stance.

The triple-threat stance requires bending the knees, with the feet a little wider than shoulder-width apart. The ball handler then holds the ball with elbows bent and the ball held slightly toward the dominant-hand side.

1, 2, 3, TRIPLE THREAT

ACTIVITY PROGRESSION

2 MINUTES

- Student stand straight up on poly spots and hold the ball with two hands.
- On teacher prompt, “One, two, three,” students and teacher say “Triple threat!” as they drop into a triple-threat stance.
- Students stand up in a relaxed position before repeating the activity.

FUNDAMENTAL SKILL INTRODUCTION

FUNDAMENTALS OF DRIBBLING: Dribbling is bouncing the ball to the floor and back, repeatedly, with one hand. Dribblers may not use two hands at the same time and may not put any part of the hand under the ball. Both result in a violation.

Students dribble the ball by using the fingertips of one hand to bounce the ball off the floor repeatedly. Dribbling allows players to move around the court and move past defenders.

It is important that students use their fingertips develop both hands equally when dribbling. Urge students to work on dribbling in their free time.

STATIONARY LOW DRIBBLE
(2 x 30 seconds each hand)

ACTIVITY PROGRESSION

2 MINUTES

- Students stand on their poly spots, each student with a ball.
- Students dribble the basketball with the right hand low, with eyes up and the left arm protecting the ball.
- Students dribble for one minute, then switch to the left hand and repeat.

KEY POINTS: Students should dribble with chest and eyes up. Remind them to use the fingertips and to execute low, quick dribbles to improve coordination and ball control.

(continued)

Lesson 1 of 10 (continued)

Skill Building
(continued)

STATIONARY MIDDLE DRIBBLE
(2 x 30 seconds each hand)

ACTIVITY PROGRESSION

2 MINUTES

- Students stand on their poly spots, each student with a ball.
- Students dribble the basketball with the right hand, at knee level, with eyes up and the left arm protecting the ball.
- Students dribble for 30 seconds, then switch to the left hand for 30 seconds. Students then repeat the sequence.

KEY POINTS: Students should dribble with chest and eyes up. Remind them to use the fingertips and to push the ball down with firm, quick dribbles to improve coordination and ball control. Teach students to pound the ball with each dribble.

STATIONARY HIGH DRIBBLE
(2 x 30 seconds each hand)

ACTIVITY PROGRESSION

2 MINUTES

- Students stand on their poly spots, each student with a ball.
- Students dribble the basketball with the right hand around shoulder level, with eyes up and the left arm protecting the ball.
- Students dribble for 30 seconds, then switch to the left hand for 30 seconds. Students then repeat the sequence.

KEY POINTS: Students should dribble with chest and eyes up. Remind them to use their fingertips and to push the ball down with firm, quick dribbles to improve coordination and ball control. Teach students to pound the ball with each dribble.

WALK AND DRIBBLE

ACTIVITY PROGRESSION

4 MINUTES

- Students stand on their poly spots, each student with a ball.
- Students dribble with one hand while stationary.
- When the teacher calls out a number, students dribble while walking for that many counts, then turn and return to their poly spots using the same count. For example, if the teacher calls out “Three,” students take three dribbles away from their poly spots, then three dribbles back to their poly spots.

MODIFICATIONS

- Students dribble while walking in different pathways (e.g., straight, curved, zig-zag).

TRANSITION: Students use the toe-to-toe method to pair up.

(continued)

Lesson 1 of 10 (continued)

Skill Building
(continued)

FOLLOW THE LEADER

ACTIVITY PROGRESSION

5 MINUTES

- Students in pairs, each with a basketball.
- Partner 1 is the first leader and dribbles while walking around the gymnasium.
- Partner 2 must follow Partner 1, going wherever Partner 1 goes.
- Partner 1 remains the leader for one minute, then partners switch roles.
- Repeat.

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Students demonstrate basic dribbling skills, including low, middle and high dribble.
- Students demonstrate the triple-threat position.
- Students explain why the triple-threat position is important.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hands to offer a compliment to a classmate.
- If necessary, start the session by complimenting a student and letting students follow suit.

KEY POINTS: All compliments should be natural. Not every student has to give or receive a compliment.

TRANSITION: Students line up by the exit of the activity area.

Lesson 2 of 10

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	BALANCED LIFESTYLE	Discuss why it's important to have a healthy balance of school, friends, family and hobbies.	2 MINUTES
Warm-Up	RUN TO THAT LINE	Learn the geography of the court while warming up.	5 MINUTES
Skill Building	TEACH: Ball Handling		
	TOSS AND CATCH	Develop comfort with the ball and work on hand-eye coordination by tossing and catching the ball.	1 MINUTE
	SMACKS	Become comfortable with the ball, and warm up the fingers and hands by smacking the ball.	30 SECONDS
	TAPS	Tap the ball quickly from hand to hand to gain familiarity with the ball, and to warm up the fingers and hands.	30 SECONDS
	STATIONARY DRIBBLE (LOW, MIDDLE, HIGH) <i>(30 seconds each level/each hand)</i>	Dribble in proper stance, with chest and eyes up. Use the fingertips to execute low, middle and high dribbles to improve coordination and ball control.	3 MINUTES
	STATIONARY CROSSOVER DRIBBLE (LOW, MIDDLE, HIGH) <i>(2 x 30 seconds each level)</i>	Push the ball back and forth from hand to hand to improve coordination and ball control.	3 MINUTES
	WALKING CONTROL DRIBBLE	Continue to work on dribbling with movement.	4 MINUTES
	TEACH: Footwork		
	FUNDAMENTALS OF JUMP STOP	Teach the jump stop for after a student's last dribble or after receiving a pass.	
	JUMP STOP	Use this activity to work on the fundamentals of the jump stop; balance and body control.	2 MINUTES
RED LIGHT	This fun, interactive game involves applying the jump stop.	5 MINUTES	
Closure	CLOSURE	Students demonstrate the knowledge and ability to perform the stationary low and middle dribbles, dribbling while walking and the jump stop.	2 MINUTES
Compliment Session	COMPLIMENT SESSION	Students volunteer to say something positive about another student's actions or performance in class.	2 MINUTES

(continued)

- ➔ Maximize activity time by providing every student with a ball.
- ➔ Times listed for activities serves as approximate recommendations on how to allocate class time. Adjust activity time to meet the needs of your students and their ability levels.

Lesson 2 of 10 (continued)

LESSON OBJECTIVE:

- Students will be able to handle the ball in a variety of ways.
- Students will be able to demonstrate dribbling at various levels.
- Students will be able to demonstrate the jump stop.
- Students will understand the basketball court markings.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.4 (locomotor - hopping, galloping, running, sliding, skipping), S1.E16.4 (catching), S1.E17.3, S1.E17.4a, S1.E17.4b (dribbling), S1.E3.3, S1.E3.5 (jumping & landing), S1.E6.3, S1.E6.4, S1.E6.5 (combinations), S1.E20.4, S1.E20.5 (dribbling in combination)

STANDARD 2 S2.E1.3, S2.E1.4a, S2.E1.4c (space), S2.E3.3 (speed, direction, force), S2.E2.3, S2.E2.4 (pathways, shapes, levels)

STANDARD 3 S3.E1.3b (physical activity knowledge), S3.E2.3, S3.E2.4, S3.E2.5 (engages in physical activity), S3.E4.3, S3.E4.5 (fitness knowledge), S3.E6.3, S3.E6.4 (nutrition)

STANDARD 4 S4.E1.3, S4.E1.4, S4.E1.5, S4.E2.3, S4.E2.4, S4.E2.5b (personal responsibility), S4.E3.3, S4.E3.4, S4.E3.5 (accepting feedback), S4.E4.3a, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E4.5 (working with others), S4.E5.3, S4.E5.4, S4.E5.5 (rules & etiquette), S4.E6.3, S4.E5.4, S4.E6.5 (safety)

STANDARD 5 S5.E1.3, S5.E1.4, S5.E1.5 (health), S5.E2.3, S5.E2.4 (challenge), S5.E3.3, S5.E3.4, S5.E3.5 (self-expression and enjoyment), S5.E4.3, S5.E4.4, S5.E4.5 (social interaction)

EQUIPMENT NEEDED: One ball and one poly spot per student.

(continued)

Lesson 2 of 10 (continued)

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	BALANCED LIFESTYLE	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> • As students enter the gymnasium, they walk around the perimeter and discuss what they think it means to have a balanced lifestyle. • Share with students the importance of striking a healthy balance among school, friends, family and hobbies. <p>☺ Remind students that, as much as they might love playing a sport, there is more to life. Practicing and playing one sport too much can lead to overuse injuries and burnout. So, even if it feels as though you never want to take a break, you should, at least to make sure that you stay fit and rested enough to continue playing after taking some time off.</p> <p>☺ Another benefit of taking a little time away from a favorite sport is that the student can develop other athletic skills. Also, taking time away from sports altogether leaves time for activities that ultimately are more important, such as family, friends, school and experiencing other parts of the world and other forms of fun that make one a more well-rounded person.</p> <p>TRANSITION: Students go to the center of the gymnasium.</p>	2 MINUTES
Warm-Up	RUN TO THAT LINE	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> • Teacher walks around the court with students and points out demarcation lines on the court (e.g., half court, three-point line, sideline, baseline). • Teacher asks students to repeat the names of each line you identify. • Students use a teacher-chosen locomotor movement (e.g., hopping, galloping, skipping, sliding, running) to travel to a teacher-chosen line on the court. • Teacher announces both the locomotor movement and the line or area to which students should travel. Example: "Everybody skip to the baseline." <p>KEY POINTS: Students learn the components of the court while they execute fundamental motor skills.</p> <p>TRANSITION: Place poly spots throughout the gymnasium, one for each student.</p>	5 MINUTES

(continued)

Lesson 2 of 10 (continued)

Skill Building

TOSS AND CATCH ACTIVITY PROGRESSION

1 MINUTE

- Students stand on poly spots, facing the teacher, each with a basketball.
- With two hands on the ball, students toss the ball into the air and catch it on its way down.
- **Toss and Catch Challenges**
 - How high can you toss the ball and catch it? Can you toss it above your head?
 - How many times in a row can you toss and catch the ball without missing?
 - Can you toss the ball, clap and then catch it? How many times can you clap before you catch it?

KEY POINTS: Students develop hand-eye coordination and familiarity with the ball by tossing and catching it at different heights. Emphasize a controlled toss and a soft catch.

SMACKS

ACTIVITY PROGRESSION

30 SECONDS

- Students stand on poly spots, facing the teacher, each with a basketball.
- Students hold the ball with two hands in front of them and alternate smacking the ball with each hand.

KEY POINTS: Students become comfortable with the ball, and warm up the fingers and hands, by smacking the ball in this fun ball-handling warm-up.

TAPS

ACTIVITY PROGRESSION

30 SECONDS

- Students stand on poly spots, facing the teacher, each with a basketball.
- With arms extended over the head and tap the ball quickly from hand to hand for the allotted time.
- Students then bend the arms and tap the ball quickly from hand to hand in front of the face for the allotted time.
- Students lower the hands to in front of the waist, then tap the ball from side to side in the same manner for the allotted time.

KEY POINTS: Students become comfortable with the ball, warm up the fingers and hands, and develop the ability to control the ball. Emphasize using the fingertips, which will translate directly to dribbling. Students keep the hands close to each other, as these should be small, quick taps.

TRANSITION: Students stand on their poly spots, each with a ball between the feet.

(continued)

Lesson 2 of 10 (continued)

Skill Building
(continued)

STATIONARY DRIBBLE (LOW, MIDDLE, HIGH)

(30 seconds each level/each hand)

ACTIVITY PROGRESSION

3 MINUTES

- Students stand on poly spots, facing the teacher, each with a basketball.
- Students dribble the basketball with the right hand low, knees bent, eyes up and the left arm protecting the ball.
- Students dribble for 30 seconds, then switch to the left hand and repeat.
- Students then switch back to the right hand and dribble at the middle level for 30 seconds, then switch hands for another 30 seconds before going to the high dribble for 30 seconds on each hand.
- Prompt students to keep eyes up while dribbling by holding up different numbers of fingers periodically and having students call out the numbers being displayed.

KEY POINTS: Students should use a proper dribbling stance, with chest and eyes up. Remind them to use the fingertips when dribbling and to execute the low, middle and high quick dribbles to improve coordination and ball control.

STATIONARY CROSSOVER DRIBBLE (LOW, MIDDLE, HIGH)

(2 x 30 seconds each level)

ACTIVITY PROGRESSION

3 MINUTES

- Students stand on poly spots, facing the teacher, each with a basketball.
- With knees bent, students begin dribbling back and forth, swinging the ball from right to left, low and quick below the knees.
- After 30 seconds, students begin dribbling at knee level and continue for another 30 seconds.
- Students then dribble the ball higher, swinging it from side to side for 30 seconds.

KEY POINTS: Students should assume proper dribbling stance, with chest and eyes up. Remind them to use the fingertips to push the ball back and forth from side to side, with quick dribbles.

(continued)

Lesson 2 of 10 (continued)

Skill Building
(continued)

WALK AND DRIBBLE

ACTIVITY PROGRESSION

4 MINUTES

- Students stand on poly spots, facing the teacher, each with a basketball.
- Students dribble, using a stationary crossover.
- When the teacher calls out a number, students dribble while walking for that many counts, then turn and return to their poly spots using the same count. Example: If the teacher calls out “Three,” students take three dribbles away from their poly spots, then three dribbles back to the poly spots.
- Modifications
- If students struggle with the crossover dribble, they may switch to dribbling with one hand.
- Students dribble while walking in different pathways (e.g., straight, curved, zig-zag).

TRANSITION: Students place balls against the wall and stand on the sideline.

FUNDAMENTAL SKILL INTRODUCTION

FUNDAMENTALS OF THE JUMP STOP: A jump stop is the act of landing on both feet at the same time when either receiving a pass or completing one’s dribble. Landing on both feet at the same time helps the ball handler gain balance and allows him or her to use either foot as a pivot foot.

JUMP STOP

ACTIVITY PROGRESSION

2 MINUTES

- Students stand on the sideline, in an athletic stance and without a ball.
- Students jog about one-third of the way across the court and execute a jump stop.
- On the teacher’s command, students repeat the jump stop halfway across court, two-thirds of the way, and then at the opposite sideline.
- Students repeat the activity all the way back to the first sideline.
- Students repeat the activity while dribbling.

TRANSITION: Students retrieve balls, move to the baseline and place balls between the feet.

(continued)

Lesson 2 of 10 (continued)

Skill Building
(continued)

RED LIGHT

ACTIVITY PROGRESSION

5 MINUTES

- Students start on the baseline, with a basketball, and the teacher stands on the opposite baseline, with back to students (optional).
- When the teacher says “Green light,” students dribble while walking quickly toward the other baseline.
- When the teacher says “Yellow light,” students walk slowly while dribbling.
- When the teacher says “Red light,” students come to a jump stop and assume the triple-threat stance, while teacher turns around to see who is still moving. The
- Students who are dribbling or moving when the teacher turns around return to the baseline and start over.
- Modifications
- The student who makes it to the baseline first calls out the commands for the next round.

KEY POINTS: Make this a fun game for students as they work on their ball handling. See that students take controlled dribbles as they move.

TRANSITION: Students put balls away and move to the center of the gymnasium.

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- One or more students demonstrate the stationary crossover low, middle and high dribble.
- Students demonstrate a jump stop.
- Students explain when and why to use a jump stop.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hands to offer a compliment to a classmate.
- If necessary, start the session by offering a compliment to a student, then letting students follow suit.

KEY POINTS: All compliments should be natural. Not every student has to give or receive a compliment.

TRANSITION: Students line up by the exit of the activity area.

Lesson 3 of 10

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	FAIRNESS	Explain the basic rules and why one should be fair when playing.	2 MINUTES
Warm-Up	RUNNING STOP	Work on stopping quickly, with balance.	5 MINUTES
Skill Building	STATIONARY CROSSOVER DRIBBLE (LOW, MIDDLE, HIGH) <i>(2 x 30 seconds each level)</i>	Push the ball back and forth from hand to hand to improve coordination and ball control.	3 MINUTES
	3-3-3 DRIBBLE <i>(2 x 30 seconds)</i>	Work on quick, controlled dribbles.	1 MINUTE
	SIDE-TO-SIDE DRIBBLE <i>(2 x 30 seconds each hand)</i>	Control the ball by dribbling it from side to side.	2 MINUTES
	FRONT-TO-BACK DRIBBLE <i>(2 x 30 seconds each hand)</i>	Control the ball by dribbling it from front to back.	2 MINUTES
	WALK-TO-JOG DRIBBLE <i>(2 each)</i>	Work on dribbling while moving at a controlled speed.	2 MINUTES
	CONE DRIBBLING	Work on changing directions with the dribble.	4 MINUTES
	UP OR DOWN GAME	Develop dribbling skills.	5 MINUTES
Closure	CLOSURE	Students demonstrate the knowledge and ability to change directions while dribbling.	2 MINUTES
Compliment Session	COMPLIMENT SESSION	Students volunteer to say something positive about another student's actions or performance in class.	2 MINUTES

→ Maximize activity time by providing every student with a ball.

(continued)

→ Times listed for activities serves as approximate recommendations on how to allocate class time. Adjust activity time to meet the needs of your students and their ability levels.

Lesson 3 of 10 (continued)

LESSON OBJECTIVE:

- Students will be able to demonstrate dribbling at various levels and directions.
- Students will be able to demonstrate running and stopping under control.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

- STANDARD 1** S1.E1.4 (locomotor - hopping, galloping, running, sliding, skipping), S1.E16.4 (catching), S1.E17.3, S1.E17.4a, S1.E17.4b (dribbling), S1.E3.3, S1.E3.5 (jumping & landing), S1.E6.3, S1.E6.4, S1.E6.5 (combinations), S1.E20.4, S1.E20.5 (dribbling in combination)
- STANDARD 2** S2.E1.3, S2.E1.4a, S2.E1.4c (space), S2.E3.3 (speed, direction, force), S2.E2.3, S2.E2.4 (pathways, shapes, levels)
- STANDARD 3** S3.E1.3b (physical activity knowledge), S3.E2.3, S3.E2.4, S3.E2.5 (engages in physical activity), S3.E4.3, S3.E4.5 (fitness knowledge), S3.E6.3, S3.E6.4 (nutrition)
- STANDARD 4** S4.E1.3, S4.E1.4, S4.E1.5, S4.E2.3, S4.E2.4, S4.E2.5b (personal responsibility), S4.E3.3, S4.E3.4, S4.E3.5 (accepting feedback), S4.E4.3a, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E4.5 (working with others), S4.E5.3, S4.E5.4, S4.E5.5 (rules & etiquette), S4.E6.3, S4.E5.4, S4.E6.5 (safety)
- STANDARD 5** S5.E1.3, S5.E1.4, S5.E1.5 (health), S5.E2.3, S5.E2.4 (challenge), S5.E3.3, S5.E3.4, S5.E3.5 (self-expression and enjoyment), S5.E4.3, S5.E4.4, S5.E4.5 (social interaction)

EQUIPMENT NEEDED: One ball and one poly spot per student; one jersey and four cones for every two students.

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	FAIRNESS	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> • As students enter the gymnasium, they walk around the perimeter and discuss how they would describe fairness. <p>☺ Students should learn that class and game rules are important. They keep class safe and fun. If someone plays outside the rules, someone could be hurt. Even if one gets away with breaking rules, it's not much fun to succeed or win a game by breaking the rules. It's important in class and in the rest of life to follow the rules.</p> <p>TRANSITION: Students stand on the baseline.</p>	2 MINUTES

(continued)

Lesson 3 of 10 (continued)

Warm-Up

RUNNING STOP

ACTIVITY PROGRESSION

5 MINUTES

- Students start on the baseline, without balls.
- When the teacher says “Go!” students run around the gym in any direction.
- The teacher says either “Two Feet!” “Left Foot” or “Right Foot” to indicate how students should stop.
- Students then stop in the manner in which the teacher has commanded and hold that position.
- Students should stop quickly, so they can work on balance.
- Repeat for 5 minutes

TRANSITION: Teacher places poly spots – one for each student -- throughout the gymnasium.

Skill Building

STATIONARY CROSSOVER LOW, MIDDLE, HIGH

(2 x 30 seconds each level)

ACTIVITY PROGRESSION

3 MINUTES

- Students stand on poly spots, facing the teacher, each with a basketball.
- In dribbling stance, students dribble ball low, from right to left, in front of them, while stationary.
- After 30 seconds, students raise the dribble to knee level and continue for another 30 seconds.
- Student then raise the dribble higher, swinging it from side to side, for 30 more seconds.

KEY POINTS: See that students maintain proper dribbling stance, with chest and eyes up. Remind students to use the fingertips to push the ball from side to side with quick dribbles, which will improve coordination and ball control.

3-3-3 DRIBBLE

(2 x 30 seconds)

ACTIVITY PROGRESSION

1 MINUTE

- Students stand on poly spots, facing the teacher, each with a basketball.
- In proper dribbling stance, with knees bent and eyes up, students take three dribbles with the right hand.
- Students then complete three crossover dribbles.
- Students then execute three dribbles with the left hand.
- Students then complete three crossover dribbles and three right-hand dribbles, continuing the process for the allotted time.

KEY POINTS: This activity works on low, controlled dribbles with both hands, as well as the crossover.

(continued)

Lesson 3 of 10 (continued)

Skill Building
(continued)

SIDE-TO-SIDE DRIBBLE
(2 x 30 seconds each hand)

ACTIVITY PROGRESSION

2 MINUTES

- Students stand on poly spots, facing the teacher, each with a basketball.
- Students start with a basketball in the right hand, in dribbling stance, with eyes up and the left arm protecting the ball.
- Each dribble should bounce in front of the right foot, bouncing from right to left, using only the right hand, forcing students to place the hand to the side of the ball to bounce it to the other side.

KEY POINTS: This activity helps build dribble control and forces students to move their hands quickly to gain control of the ball and then push it in the opposite direction. As students become comfortable, encourage them to increase the speed of the dribble.

FRONT-TO-BACK DRIBBLE
(2 x 30 seconds each hand)

ACTIVITY PROGRESSION

2 MINUTES

- Students stand on poly spots, facing the teacher, each with a basketball.
- Students start with the basketball in the right hand and in dribbling stance, with eyes up and the left arm protecting the ball.
- Using only the right hand, students bounce the ball wide outside of the right foot, then bounce it back, behind the right foot. This forces students to put the right hand behind the ball to bounce it forward, then put the hand in front of the ball to bounce it backward.

KEY POINTS: This activity helps build dribble control and forces students to move the hand quickly to gain control of the ball and then push it in the opposite direction. As students become comfortable, push them to increase the speed of the dribble.

TRANSITION: Students line up along the sideline, each with the ball between the feet.

(continued)

Lesson 3 of 10 (continued)

Skill Building
(continued)

WALK-TO-JOG DRIBBLE
(2 each)

ACTIVITY PROGRESSION

2 MINUTES

- Students stand along one sideline, each with a basketball.
- Students walk slowly in a low stance while dribbling the ball halfway across the court.
- When students reach halfway, they transition to a jogging dribble to the other sideline.
- Students change hands and repeat the activity, dribbling to the first sideline.

KEY POINTS: This is a good opportunity for students to work on dribbling with movement in a controlled drill. Urge students not to rush, instead focusing on controlling the ball without looking down.

TRANSITION: Students use the toe-to-toe method to pair up, then stand on the sideline. Each pair has four cones two basketballs.

CONE DRIBBLING

ACTIVITY PROGRESSION

4 MINUTES

- Students in pairs, each partner with a ball.
- Place four cones from sideline to sideline in a straight line for each pair.
- Partner 1 dribbles through the cones in a zig-zag motion.
- Partner 2 begins dribbling when Partner 1 is halfway through the cones.
- After all students have dribbled through the cones, they repeat the process, dribbling through the cones in the opposite direction.

MODIFICATIONS:

- Direct students to switch hands as they change direction around each cone. This requires students to push off the outside foot to change directions.
- If students have trouble moving in the zig-zag motion around the cones, they may continue travelling in a straight pathway to the other sideline.

KEY POINTS: See that students stay low and control the dribble.

TRANSITION: Partner 1s each pick up two cones and place them in one half of the court. Then, Partner 2s each pick up the remaining two cones and place them in the other half of the gym. Once the cones are set up, students remain in the half of the court in which they set up the cones, each student with a ball.

(continued)

Lesson 3 of 10 (continued)

Skill Building
(continued)

UP OR DOWN GAME

ACTIVITY PROGRESSION

6 MINUTES

- Divide students into two teams, with Partner 1s from previous activity comprising team “Up” and all Partner 2s comprising team “Down.” Up team wear jerseys.
- The teacher knocks over half of the cones that students spread in transition from the previous activity.
- Students on the Up team dribble around the gym and try to set all of the cones upright, while students on the “Down” team dribble around the gym and try to knock over all of the cones.

TRANSITION: Students put balls away and move to the center of the gymnasium

Closure

CLOSURE

ACTIVITY PROGRESSION

2 MINUTES

- One or more students demonstrate dribbling side to side and front to back.
- Ask students to describe the differences between dribbling in a straight pathway and dribbling around the cones.
- Ask students what made dribbling around the cones more challenging.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hands to offer a compliment to a classmate.
- If necessary, start the session by offering a compliment to one or more students, then and let students follow suit.

KEY POINTS: All compliments should be natural. Not every student has to give or receive a compliment.

TRANSITION: Students line up by the exit of the activity area.

Lesson 4 of 10

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	RESPECT: TEACHERS	Discuss what it means to respect your teacher.	2 MINUTES
Warm-Up	SKIP TAG	A fun warm-up game that reinforces skipping and the triple-threat position.	5 MINUTES
Skill Building	TEACH: Ball Handling		
	STATIONARY CROSSOVER DRIBBLE (LOW, MIDDLE, HIGH) (2 X 20 SECONDS EACH LEVEL)	Push the ball back and forth from hand to hand to improve coordination and ball control.	2 MINUTES
	3-3-3 DRIBBLE (2 X 30 SECONDS)	Work on quick, controlled dribbles.	1 MINUTE
	DRIBBLE FREEZE TAG	This is a fun game of tag while dribbling the ball.	5 MINUTES
	TEACH: Footwork		
	FUNDAMENTALS OF PIVOTING	Teach students that a pivot requires keeping one foot on the floor.	
	BASIC FORWARD PIVOT	Help students gain confidence in their ability to pivot by showing them how to maintain their balance while pivoting.	2 MINUTES
	TEACH: Ball Handling and Footwork		
	EYES UP AND PIVOT	Students practice pivoting, while looking for opportunities to pass or shoot the ball.	3 MINUTES
	SWIPERS	This fun game helps students work on their ball handling in a game-speed environment.	6 MINUTES
Closure	CLOSURE	Students demonstrate the knowledge and ability to dribble at a controlled speed, and to pivot.	2 MINUTES
Compliment Session	COMPLIMENT SESSION	Students volunteer to say something positive about another student's actions or performance in class.	2 MINUTES

→ Maximize activity time by providing every student with a ball.

→ Time listed for activities serves as approximate recommendations on how to allocate class time. Adjust activity time to meet the needs of your students and their ability levels.

(continued)

Lesson 4 of 10 (continued)

LESSON OBJECTIVE:

- Students will be able to demonstrate dribbling at various levels and directions.
- Students will be able to demonstrate running and stopping under control.
- Students will be able to demonstrate a pivot.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.4, S1.E1.5a, S1.E1.5b (locomotor - hopping, galloping, running, sliding, skipping), S1.E16.4 (catching), S1.E17.3, S1.E17.4a, S1.E17.4b (dribbling), S1.E3.3, S1.E3.5 (jumping & landing), S1.E6.3, S1.E6.4, S1.E6.5 (combinations), S1.E20.4, S1.E20.5 (dribbling in combination)

STANDARD 2 S2.E1.3, S2.E1.4a, S2.E1.4c (space), S2.E3.3 (speed, direction, force), S2.E2.3, S2.E2.4 (pathways, shapes, levels)

STANDARD 3 S3.E1.3b (physical activity knowledge), S3.E2.3, S3.E2.4, S3.E2.5 (engages in physical activity), S3.E4.3, S3.E4.5 (fitness knowledge), S3.E6.3, S3.E6.4 (nutrition)

STANDARD 4 S4.E1.3, S4.E1.4, S4.E1.5, S4.E2.3, S4.E2.4, S4.E2.5b (personal responsibility), S4.E3.3, S4.E3.4, S4.E3.5 (accepting feedback), S4.E4.3a, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E4.5 (working with others), S4.E5.3, S4.E5.4, S4.E5.5 (rules & etiquette), S4.E6.3, S4.E5.4, S4.E6.5 (safety)

STANDARD 5 S5.E1.3, S5.E1.4, S5.E1.5 (health), S5.E2.3, S5.E2.4 (challenge), S5.E3.3, S5.E3.4, S5.E3.5 (self-expression and enjoyment), S5.E4.3, S5.E4.4, S5.E4.5 (social interaction)

EQUIPMENT NEEDED: One ball and One poly spot per student.

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	RESPECT: TEACHERS	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> • As students enter the gymnasium, they walk around the perimeter and discuss what respect is and what it means to respect one's teachers. ☺ Students should respect their teachers, and teachers should respect their students. A big part of mutual respect between teachers and students is listening to and getting to know one another, building a level of trust. 	2 MINUTES

(continued)

Lesson 4 of 10 (continued)

Warm-Up

SKIP TAG

ACTIVITY PROGRESSION

5 MINUTES

- Students stand within designated boundaries (e.g., staying inside of half court).
- Two students are designated as “it” and two students are designated as “freer.”
- All students, including both who are “it,” skip around the court. Note: Skipping is the only movement permitted in this activity.
- Students who are tagged by an “it” must stay in the triple-threat position until tagged by a “freer,” which allows them to rejoin the game.
- Pause the game every 1-2 minutes to allow other students to have opportunities as “it” and “freer.”

KEY POINTS: Make sure that students are skipping.

TRANSITION: Students stand on poly spots, with a ball between the feet.

Skill Building

STATIONARY CROSSOVER LOW, MIDDLE, HIGH

(2 x 20 seconds at each level)

ACTIVITY PROGRESSION

2 MINUTES

- Students stand on poly spots, facing the teacher, each with a basketball.
- With knees bent, students dribble below the knees, swinging the ball from right to left.
- After 20 seconds, students raise the dribble to knee level and continue for 20 seconds.
- Students then raise the dribble higher, swinging it from side to side, for 20 seconds.

KEY POINTS: Students maintain proper dribbling stance, with chest and eyes up. Remind them to use the fingertips to push the ball from side to side, with quick dribbles, to improve coordination and ball control.

(continued)

Lesson 4 of 10 (continued)

Skill Building
(continued)

3-3-3 DRIBBLE
(2 x 30 seconds)

ACTIVITY PROGRESSION

1 MINUTE

- Students stand on poly spots, facing the teacher, each with a basketball.
- With knees bent and eyes up, students take three dribbles with the right hand.
- Students then complete three crossover dribbles.
- Students then execute three dribbles with the left hand.
- Students then switch hands and repeat the sequence for the allotted amount of time.

KEY POINTS: This activity works on low, controlled dribbles with both hands, as well as the crossover.

TRANSITION: Students stand in their own personal space, with a ball between the feet.

DRIBBLE FREEZE TAG

ACTIVITY PROGRESSION

5 MINUTES

- Students spread out on the court in a designated area, each student with a basketball.
- A few students are designated as “it.”
- All students dribble around the space.
- Students who are “it” dribble around and try to tag other students, who try to avoid being tagged.
- Students who are tagged must execute a jump stop and remain stationary until another classmate unfreezes them.
- The “it” students try to tag as many students as possible in one minute.
- Change who is “it” and repeat.

KEY POINTS: Work on controlling the ball and executing jump stops. Remind students to keep the head up so they don’t run into one another and to avoid being tagged.

TRANSITION: Students use the toe-to-toe method to pair up.

(continued)

Lesson 4 of 10 (continued)

Skill Building
(continued)

FUNDAMENTAL SKILL INTRODUCTION **FUNDAMENTALS OF PIVOTING:** Teach students that a pivot requires rooting one foot to the floor as long as one has the ball. The other foot may move in any direction, but moving the pivot foot will cause a travel violation. Explain that a pivot is used to keep the ball from the defense.

FORWARD PIVOT BASIC

ACTIVITY PROGRESSION

2 MINUTES

- Students stand in pivot stance on the sideline, each student with a ball.
- On teacher command, students pivot by keeping the left foot on the floor and pivot using their forward quarter steps
- After four pivots, students should be facing forward again.
- Students relax, then repeat the drill, using the other foot as the pivot foot.

KEY POINTS: Help students understand the basics of pivoting while they gain confidence and improve on maintaining their balance. Ensure that students stay in a good stance while pivoting.

TRANSITION: Students stand in their own personal space, each with a ball between the feet.

EYES UP AND PIVOT

ACTIVITY PROGRESSION

3 MINUTES

- Students spread out in the gymnasium, each student with a ball.
- Students dribble throughout the area, while watching the teacher for hand signals.
- If the teacher holds up one finger, all students freeze where they are, say "Pivot!" and pivot one time before starting to dribble again.
- Students pivot according to the number of fingers the teacher holds up.

MODIFICATION

- If students are able to maintain control of the ball while dribbling, have them dribble while jogging.

TRANSITION: Students use the toe-to-toe method to pair up. Partner 1s put their balls away, and Partner 2s keep their balls. For the next activity, all students with a ball will be on one team, and all students without a ball will be on another team.

(continued)

Lesson 4 of 10 (continued)

Skill Building
(continued)

SWIPERS

ACTIVITY PROGRESSION

6 MINUTES

- Students divide into two teams: Dribblers, with basketballs, and Swipers, without basketballs.
- Dribblers dribble around the court.
- Swipers move around the court, waiting for the teacher to call “Swipers!”
- Upon that command, Swipers try to knock the ball away from Dribblers. Note: Swipers may make contact with the ball only, not with any part of Dribblers’ bodies.
- Dribblers who lose the ball must retrieve it and put it over the head.
- Dribblers may begin dribbling again if a teammate rolls a ball between the teammate’s legs.
- The game should last two minutes before teams switch.

TRANSITION: Students put balls away and move to the center of the gymnasium.

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- One or more students demonstrate pivoting.
- Ask students what they did to maintain control of the ball while playing Dribble Freeze Tag and Swipers.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hands to offer a compliment to a classmate.
- If necessary, start the session by offering someone a compliment and then letting students follow suit.

KEY POINTS: All compliments should be natural. Not every student has to give or receive a compliment.

TRANSITION: Students line up by the exit of the activity area.

Lesson 5 of 10

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	RESPECT: TEAMMATES	Lead a discussion of how to show respect for teammates and classmates.	2 MINUTES
Warm-Up	AVOID THE TEACHER	This is a great way to build rapport with students while they work on ball handling.	5 MINUTES
Skill Building	TEACH: Passing		
	FUNDAMENTALS OF PASSING	Passing is the act of throwing the ball to a teammate.	
	STATIONARY WALL PASSING (CHEST, OVERHEAD)	Find a target on the wall and practice hitting it with the perfect pass.	4 MINUTES
	STATIONARY PARTNER PASS (CHEST, OVERHEAD, BOUNCE)	Passing with a partner helps build both passing and receiving skills.	4 MINUTES
	PARTNER PASSING CHALLENGE	Challenge students to complete chest, overhead and bounce passes in a variety of conditions.	6 MINUTES
	TEACH: Ball Handling, Footwork and Passing		
	JUMP-STOP PIVOT PASS	Help students understand the importance of coming to a jump stop, maintain balance, throwing accurate passes and showing a target for receiving passes. Be sure to mix up the pivots and passes.	5 MINUTES
Closure	CLOSURE	Students demonstrate the knowledge and ability to perform chest, overhead and bounce passes.	2 MINUTES
Compliment Session	COMPLIMENT SESSION	Have students volunteer to say something positive about another student's actions or performance in class.	2 MINUTES

→ Maximize activity time by providing every student with a ball.

(continued)

→ Times listed for activities serves as approximate recommendations on how to allocate class time. Adjust activity time to meet the needs of your students and their ability levels.

Lesson 5 of 10 (continued)

LESSON OBJECTIVE:

- Students will be able to demonstrate passing.
- Students will be able to demonstrate a pivot and pass.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.4, S1.E1.5a, S1.E1.5b (locomotor - hopping, galloping, running, sliding, skipping), S1.E15.4 (passing with hands), S1.E16.3, S1.E16.4 (catching), S1.E17.3, S1.E17.4a, S1.E17.4b (dribbling), S1.E3.3, S1.E3.5 (jumping & landing), S1.E6.3, S1.E6.4, S1.E6.5 (combinations), S1.E20.4, S1.E20.5 (dribbling in combination)

STANDARD 2 S2.E1.3, S2.E1.4a, S2.E1.4c (space), S2.E3.3, S2.E3.5c (speed, direction, force), S2.E2.3, S2.E2.4 (pathways, shapes, levels)

STANDARD 3 S3.E1.3b (physical activity knowledge), S3.E2.3, S3.E2.4, S3.E2.5 (engages in physical activity), S3.E4.3, S3.E4.5 (fitness knowledge), S3.E6.3, S3.E6.4 (nutrition)

STANDARD 4 S4.E1.3, S4.E1.4, S4.E1.5, S4.E2.3, S4.E2.4, S4.E2.5b (personal responsibility); S4.E3.3, S4.E3.4, S4.E3.5 (accepting feedback), S4.E4.3a, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E4.5 (working with others), S4.E5.3, S4.E5.4, S4.E5.5 (rules & etiquette), S4.E6.3, S4.E5.4, S4.E6.5 (safety)

STANDARD 5 S5.E1.3, S5.E1.4, S5.E1.5 (health), S5.E2.3, S5.E2.4 (challenge), S5.E3.3, S5.E3.4, S5.E3.5 (self-expression and enjoyment), S5.E4.3, S5.E4.4, S5.E4.5 (social interaction)

EQUIPMENT NEEDED: One ball per student.

(continued)

Lesson 5 of 10 (continued)

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	RESPECT: TEAMMATES	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> As students enter the gymnasium, they walk around the perimeter and discuss how they can show respect to their classmates and teammates. <p>☺ Basketball brings people together. It's a team game, and teammates often become and remain friends for life, on and off the court. It is critical to show respect for teammates. In addition, teammates must be able to communicate well to play well as a team, and they must care about one another enough to sacrifice for the good of the team.</p> <p>TRANSITION: Students stand on the baseline.</p>	2 MINUTES
Warm-Up	AVOID THE TEACHER	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> Students line up on the baseline. When the teacher says "Go!" all students run to the other baseline. The teacher starts at half court and tries to tag as many students as possible before they reach the opposite baseline. Students who are tagged become taggers with the teacher. Repeat until all students have been tagged. <p>MODIFICATION</p> <ul style="list-style-type: none"> Students dribble a ball as they try to reach the opposite baseline. <p>TRANSITION: Students spread out, each with a ball between the feet.</p>	5 MINUTES
Skill Building	FUNDAMENTAL SKILL INTRODUCTION	<p>FUNDAMENTALS OF PASSING: Passing is the act of throwing the ball to a teammate. A basic pass happens by holding the ball with two hands, stepping toward a classmate, and pushing the ball from the middle of the body toward the teammate. Passing the ball to teammates moves the ball quicker than dribbling, and also forces the defense to move and react.</p>	

(continued)

Lesson 5 of 10 (continued)

Skill Building
(continued)

STATIONARY WALL PASSING: CHEST AND OVERHEAD

4 MINUTES

ACTIVITY PROGRESSION

- Students, each with a basketball, stand a short distance from a wall, and find a target on the wall.
- Chest pass: Students step with a lead foot toward the target as they extend the arms and snap the thumbs down, releasing the ball toward the target.
- After the ball hits the wall, students catch the rebound and repeat the process with the overhead pass.
- Overhead pass: Students hold the ball firmly over the head with two hands. Students then step forward to generate momentum and send a strong pass to the wall.

MODIFICATIONS

- Increase or decrease the distance between students and the wall.
- Allow students to use a large foam or rubber ball instead of a basketball.

KEY POINTS:

- Chest pass: Students should maintain balance, look at the target, step toward the target, extend the arms, and snap the thumbs down as they release the ball.
- Overhead pass: Students hold the ball firmly above the head, maintaining body control, strength and balance. Note: Advise students not to bring the ball back behind the head, as that opens opportunities for defenders to steal it.

TRANSITION: Students use the toe-to-toe method to pair up. Pairs each keep one ball and put the other ball away.

STATIONARY PARTNER PASSING: CHEST, OVERHEAD AND BOUNCE

2 MINUTES

ACTIVITY PROGRESSION

- Students, in pairs, line up about 10 feet apart.
- Partners throw 10 chest passes to each other, then 10 overhead passes and 10 bounce passes.

KEY POINTS: Partners should make eye contact before passing, and receivers show their hands as a target. Bounce passes should bounce more than halfway to the receiver. See that passers take a big step toward the receiver, partner, extend the elbows and snap the wrists down.

(continued)

Lesson 5 of 10 (continued)

Skill Building
(continued)

PARTNER PASSING CHALLENGE

6 MINUTES

ACTIVITY PROGRESSION

- Students use the toe-to-toe method to pair up.
- Each pair stands 5-10 feet apart, facing each other, with one basketball.
- Partner 1 starts passing the ball to Partner 2.
- The teacher leads students in these challenges:
 - How many consecutive bounce passes can you complete?
 - How many consecutive chest passes can you complete?
 - How many consecutive overhead passes can you complete?
 - How quickly can you complete 10 chest passes? 10 bounce passes?
 - How many bounce passes can you complete in 30 seconds? Chest passes? Overhead passes?
 - Can you create a pattern with chest, overhead and bounce passes?
Example: Partner 1 chest pass, Partner 2 bounce pass, Partner 1 bounce pass, Partner 2 chest pass, then repeat.

KEY POINTS: Partners should make eye contact before passing, and receivers should show their hands as a target. Bounce passes should bounce more than halfway to the receiver. See that passers take a big step toward the receivers, extending the elbows and snapping the wrists down to throw a sharp pass.

JUMP STOP, PIVOT, PASS

5 MINUTES

ACTIVITY PROGRESSION

- Students remain in pairs.
- Each pair stands on a sideline, with a basketball on a poly spot 5-10 feet in front of them.
- Partner 1 dribbles to the poly spot and jump-stops, then pivots until facing Partner 2.
- Partner 1 then passes the ball to Partner 2, who and continue the process.

KEY POINTS: Help students understand the importance of executing a good jump stop, maintaining balance on pivots, throwing accurate passes and showing a target when receiving.

TRANSITION: Students put balls away and move to the center of the gymnasium.

(continued)

Lesson 5 of 10 (continued)

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Have a student demonstrate how to pass and receive, using the chest, overhead and bounce passes.
- Ask students to identify the key points for succeeding in the Jump Stop, Pivot, Pass activity.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hands to offer a compliment to a classmate.
- If necessary, start the session by offering a compliment to someone and then letting students follow suit.

KEY POINTS: All compliments should be natural. Not every student has to give or receive a compliment.

TRANSITION: Students line up by the exit of the activity area.

Lesson 6 of 10

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	RESPECT: OPPONENTS	Discuss how and why you show respect for your opponents.	2 MINUTES
Warm-Up	CAPTURE THE CONES	Students warm up by capturing as many cones as they can.	5 MINUTES
Skill Building	TEACH: Shooting		
	FUNDAMENTALS OF LAY-UPS	Passing is the act of throwing the ball to a teammate.	
	LAY-UP HIGH FIVE	A simple high five can help teach the fundamentals of a lay-up	2 MINUTES
	LAY-UP SKIPS	Help students become comfortable with the proper lay-up form before moving to a ball and a basket.	2 MINUTES
	1, 2, JUMP LAY-UPS	Break down the proper lay-up form as students put it into action.	5 MINUTES
	FUNDAMENTALS OF SHOOTING	Shooting is the act of throwing the ball with the purpose of having it go through the basket.	
	FORM SHOOTING <i>(no ball)</i>	Focus on proper form and visualization.	1 MINUTE
	PERFECT SHOT <i>(no basket)</i>	This fun shooting drill challenges students to work on their shooting form.	2 MINUTES
	1, 2, 3, SHOOT! <i>(at wall)</i>	Help students think of shooting as a simple three-step process.	3 MINUTES
	SHOOTING LINES	Students have fun shooting.	4 MINUTES
Closure	CLOSURE	Students demonstrate the knowledge and ability to perform jump shots and lay-ups.	2 MINUTES
Compliment Session	COMPLIMENT SESSION	Students volunteer to say something positive about another student's actions or performance in class.	2 MINUTES

(continued)

- ➔ Maximize activity time by providing every student with a ball.
- ➔ Times listed for activities serves as approximate recommendations on how to allocate class time. Adjust activity time to meet the needs of your students and their ability levels.

Lesson 6 of 10 (continued)

LESSON OBJECTIVE:

- Students will be able to demonstrate shooting.
- Students will be able to demonstrate lay-up form.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.4, S1.E1.5a, S1.E1.5b, S1.E1.5c (locomotor - hopping, galloping, running, sliding, skipping), S1.E16.3, S1.E16.5c (catching), S1.E17.3, S1.E17.4a, S1.E17.4b, S1.E17.5 (dribbling), S1.E3.3, S1.E3.5 (jumping & landing), S1.E6.3, S1.E6.4, S1.E6.5 (combinations), S1.E20.4, S1.E20.5 (dribbling in combination), S1.E26.5, S1.E26.5 (in combination with locomotor)

STANDARD 2 S2.E1.3, S2.E1.4a, S2.E1.4c (space), S2.E3.3, S2.E3.5c (speed, direction, force), S2.E2.3, S2.E2.4 (pathways, shapes, levels)

STANDARD 3 S3.E1.3b (physical activity knowledge), S3.E2.3, S3.E2.4, S3.E2.5 (engages in physical activity), S3.E4.3, S3.E4.5 (fitness knowledge), S3.E6.3, S3.E6.4 (nutrition)

STANDARD 4 S4.E1.3, S4.E1.4, S4.E1.5, S4.E2.3, S4.E2.4, S4.E2.5b (personal responsibility), S4.E3.3, S4.E3.4, S4.E3.5 (accepting feedback), S4.E4.3a, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E4.5 (working with others), S4.E5.3, S4.E5.4, S4.E5.5 (rules & etiquette), S4.E6.3, S4.E5.4, S4.E6.5 (safety)

STANDARD 5 S5.E1.3, S5.E1.4, S5.E1.5 (health), S5.E2.3, S5.E2.4 (challenge), S5.E3.3, S5.E3.4, S5.E3.5 (self-expression and enjoyment), S5.E4.3, S5.E4.4, S5.E4.5 (social interaction)

EQUIPMENT NEEDED: One ball per student.

(continued)

Lesson 6 of 10 (continued)

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	RESPECT: OPPONENTS	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> As students enter the gymnasium, they walk around the perimeter and discuss how they show respect for their opponents when playing a game. <p>☺ Another important component of basketball, and of all games played in class, is showing respect for one’s opponents. After all, without opponents, we wouldn’t have a game. Jr. NBA partner Positive Coaching Alliance uses the phrase “fierce but friendly” to describe the best type of competition.</p> <p>TRANSITION: Students divide into four equal-size groups, with one group standing in each corner of the gymnasium.</p>	2 MINUTES
Warm-Up	CAPTURE THE CONES	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> Students, in four equal-size teams, one at each corner of the gymnasium. Each team’s goal is to collect cones from the other teams’ corners and place them in its own corner. Students may not protect their team’s cones. The team with the most cones after five minutes wins. <p>MODIFICATIONS:</p> <ul style="list-style-type: none"> Teams may collect cones only from a diagonal corner. The teacher tags students with cones, who then must return the cones to the corner from which they were taken. <p>TRANSITION: Students – each with a ball --spread out in their own personal space, facing the teacher.</p>	5 MINUTES

(continued)

Lesson 6 of 10 (continued)

Skill Building

FUNDAMENTAL SKILL INTRODUCTION

FUNDAMENTALS OF LAY-UPS: A lay-up is a shot taken close to the basket, generally off the backboard.

LAY-UP HIGH FIVE ACTIVITY PROGRESSION

2 MINUTES

- Students, in pairs, watch as the teacher demonstrates a lay-up: take one step with the right foot, a second step with the left, jumping off the left foot and extending the right hand to simulate a right-hand lay-up.
- Partners face each other, with no ball.
- Partner 1 raises one hand in the air.
- Partner 2 simulates the lay-up, saying “One, two” as he or she takes the two steps, then jumps and gives Partner 1 a high five with the right hand.
- Partners repeat this, going left with the opposite footwork (jumping off the right) and opposite hand (left) giving the high five.

KEY POINTS: Emphasize using the correct hand and foot until the movement becomes natural for students.

LAY-UP SKIPS

ACTIVITY PROGRESSION

2 MINUTES

- Students, in pairs, line up on the sideline and follow the teacher’s command of “One, two, jump.”
- The teacher designates which foot to step with first.
- Students jump off the correct foot and simultaneously extend the opposite hand (e.g., jump off the left foot, extend the right hand).
- All students should move together on the teacher’s command.
- After going across the court one way, pairs come back the opposite way and repeat.

KEY POINTS: Students must not move ahead of the teacher’s command. Emphasize using the correct hand and foot until the movement becomes natural for students.

TRANSITION: Each set of partners retrieves a ball and stands at a hoop, with pairs divided evenly at all hoops.

(continued)

Lesson 6 of 10 (continued)

Skill Building
(continued)

1-2 STEP LAY-UPS ACTIVITY PROGRESSION

5 MINUTES

- Students in pairs, each pair with a ball.
- Place at least three partner groups at each basket.
- Within each pair, Partner 1 lines up 3-6 feet away from the basket, with Partner 2 standing just behind the basket.
- When the teacher says “One, two,” Partner 1 takes two steps – no dribbling -- and performs a lay-up, shooting for the square on the backboard.
- Partner 2 grabs the rebound, passes it to Partner 1, and the activity repeats.
- Pairs work for one minute before switching roles, then repeat three times.

KEY POINTS: Emphasize using the correct hand and foot until the movement becomes natural for students.

TRANSITION: Students put balls away and move to the center of the gymnasium.

FUNDAMENTAL SKILL INTRODUCTION

SHOOTING FUNDAMENTAL SKILL: Shooting is the act of throwing the ball with the purpose of having it go through the basket.

- Students start in shooting stance, with shooting-hand elbow under the ball and the other hand holding the ball on the side. Students then use the whole body to push the ball up toward the basket.

To shoot with good form, it is important to bend the knees for both balance and strength. Students should have their feet a little wider than shoulder-width apart. Often, shooters place the foot on the side of the shooting hand slightly ahead of the other foot. Students’ feet, knees, hips, shoulders and head should all face the basket. The shooting-hand elbow should be under the ball, while the other hand supports the ball on the side. The ball should be on the fingertips of the shooting hand, with a small gap between the palm and the ball. Then, in one motion, students should extend the legs while extending the shooting hand. The hand and elbow should come to full extension up high, with the ball coming off, primarily, the tips of the index and middle fingers. Students should flip the wrist forward, creating backspin on the ball, which allows it to land softly on the rim. The opposite hand should come off the ball just before releasing the ball from the shooting hand. Students should land with two feet, in the same spot from which they jump, balanced and holding the follow-through until they determine whether the shot goes in the basket.

(continued)

Lesson 6 of 10 (continued)

Skill Building
(continued)

FORM SHOOTING
(no ball)

ACTIVITY PROGRESSION

1 MINUTE

- All students should stand facing the teacher.
- With knees bent and the shooting-hand elbow in, students move the body upward in one motion to simulate shooting the ball.
- Students follow through by straightening the arm and flipping their wrist to give the ball backspin.
- Students hold the follow-through until the teacher instructs them to reset in shooting stance.

KEY POINTS: Have students emulate the perfect shot and proper form as they go through the drill.

TRANSITION: Students each retrieve a basketball and stand on the perimeter of the gymnasium.

PERFECT SHOT
(no basket)

ACTIVITY PROGRESSION

2 MINUTES

- Students, each with a basketball, stand on a sideline or baseline.
- Remind them of the proper shooting form: knees bent, elbow under the ball, shoot up and follow through.
- On teacher’s command, students shoot the ball in the air, using proper technique.
- To make a perfect shot to self, students hold the follow-through from where they release the ball, keeping the shooting hand high and flexed.
- The ball must go up in the air, hit the floor just in front of the student, bounce up and hit the shooting hand without the student moving it.

KEY POINTS: See that students focus on proper form. Don’t allow them to move the shooting hand after the follow-through. Backspin helps the ball bounce back to students’ hands.

(continued)

Lesson 6 of 10 (continued)

Skill Building
(continued)

1, 2, 3, SHOOT!
(at wall)

ACTIVITY PROGRESSION

3 MINUTES

- Students, each with a basketball, stand around the perimeter of the gymnasium, each student facing a wall.
- Following the teacher’s command of “One, two, three, shoot,” students shoot the ball at the wall, executing these actions according to each number:
 1. Bend down into the “leap-jump” position, holding the basketball in front of the body, with the dominant hand in the middle of the ball and the other hand on the side of the ball.
 2. Without moving from the “leap jump” position, students lift the ball slightly over the dominant-hand shoulder, with the elbow under the ball and forming a 90-degree angle.
 3. Students then explode upward, using the legs to jump off the floor, while simultaneously extending the arms to shoot the ball toward the wall. Students follow through by flicking the wrist and hold the hand up, while both feet land with balance. Student retrieve their balls and repeat the process.

KEY POINTS: Students should move in one fluid motion, while also working on their mechanics.

TRANSITION: Assign students to three equal-size groups at each hoop.

(continued)

Lesson 6 of 10 (continued)

Skill Building
(continued)

SHOOTING LINES

ACTIVITY PROGRESSION

4 MINUTES

- With students in three equal-size groups at each hoop, each group forms a line at a designated shooting spot (marked by a poly spot) on the court.
- Each line (three lines per basket) functions as a team and keeps its own score.
- Students shoot, retrieve the rebound, pass to the next player in line and move to the back of the same line.
- Continue this activity until one line of students makes the teacher-designated number of shots (e.g., eight baskets). Then, each line of students rotates to a new poly spot at the hoop and repeats the activity.

KEY POINTS: Have students count baskets made aloud for teammates to hear. Encourage students to cheer for teammates and to use the shooting form they have worked on.

TRANSITION: Students to stand with a partner on the sideline.

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Have a student demonstrate proper shooting form.
- Have a student demonstrate how to shoot a lay-up.

Ask students to describe the key points of shooting and the key points of a lay-up.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hands to offer a compliment to a classmate.

Lesson 7 of 10

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	RESPECT: PARENTS	Students discuss what respect is and how to show respect for parents.	2 MINUTES
Warm-Up	CAPTURE THE CONES <i>(with ball)</i>	Students warm up by capturing as many cones as they can while dribbling a ball.	5 MINUTES
Skill Building	TEACH: Ball Handling and Passing		
	WHO IS READY?	This activity helps students recognize when a teammate is ready to receive a pass.	4 MINUTES
	PASS AND MOVE	Emphasize making accurate passes and moving to open space.	4 MINUTES
	KEEP-AWAY	Work on movement, teamwork, passing and defense.	4 MINUTES
	TEACH: Shooting		
	DRIBBLE, JUMP STOP, PASS AND SHOOT	Students work on combining skills.	4 MINUTES
	MAKE FOR A CONE	Making a shot allows students on one team to take a cone from the other team.	3 MINUTES
Closure	CLOSURE	Students demonstrate the knowledge and ability to combine skills, including dribbling, passing and shooting, as well as passing to a moving player.	2 MINUTES
Compliment Session	COMPLIMENT SESSION	Students volunteer to say something positive about another student's actions or performance in class.	2 MINUTES

→ Maximize activity time by providing every student with a ball.

(continued)

→ Times listed for activities serves as approximate recommendations on how to allocate class time. Adjust activity time to meet the needs of your students and their ability levels.

Lesson 7 of 10 (continued)

LESSON OBJECTIVE:

- Students will be able to demonstrate skill combinations of catching, jump stopping, passing and shooting.
- Students will be able to recognize and pass to open players.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.4, S1.E1.5a, S1.E1.5b, S1.E1.5c (locomotor - hopping, galloping, running, sliding, skipping), S1.E16.3, S1.E16.4, S1.E16.5b, S1.E16.5c (catching), S1.E17.3, S1.E17.4a, S1.E17.4b, S1.E17.5 (dribbling), S1.E3.3, S1.E3.5 (jumping & landing), S1.E6.3, S1.E6.4, S1.E6.5 (combinations), S1.E20.4, S1.E20.5 (dribbling in combination), S1.E26.5, S1.E26.5 (in combination with locomotor), S1.E15.4, S1.E15.5a, S1.E15.5b (passing with hands)

STANDARD 2 S2.E1.3, S2.E1.4a, S2.E1.4c, S2.E1.5 (space), S2.E3.3, S2.E3.5c (speed, direction, force), S2.E2.3, S2.E2.4 (pathways, shapes, levels)

STANDARD 3 S3.E1.3b (physical activity knowledge), S3.E2.3, S3.E2.4, S3.E2.5 (engages in physical activity), S3.E4.3, S3.E4.5 (fitness knowledge), S3.E6.3, S3.E6.4 (nutrition)

STANDARD 4 S4.E1.3, S4.E1.4, S4.E1.5, S4.E2.3, S4.E2.4, S4.E2.5b (personal responsibility), S4.E3.3, S4.E3.4, S4.E3.5 (accepting feedback), S4.E4.3a, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E4.5 (working with others), S4.E5.3, S4.E5.4, S4.E5.5 (rules & etiquette), S4.E6.3, S4.E5.4, S4.E6.5 (safety)

STANDARD 5 S5.E1.3, S5.E1.4, S5.E1.5 (health), S5.E2.3, S5.E2.4 (challenge), S5.E3.3, S5.E3.4, S5.E3.5 (self-expression and enjoyment), S5.E4.3, S5.E4.4, S5.E4.5 (social interaction)

EQUIPMENT NEEDED: One ball and one cone per student.

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	RESPECT: PARENTS	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> • As students enter the gymnasium, they walk around the perimeter and discuss how they show respect for their parents. <p>☺ In many cases, our parents are the most important, influential people in our lives. We owe them thanks for the good they provide and the love they show.</p> <p>TRANSITION: Students divide into four equal-size groups, with one group standing in each corner of the gymnasium.</p>	2 MINUTES

(continued)

Lesson 7 of 10 (continued)

Warm-Up

CAPTURE THE CONES (with ball)

ACTIVITY PROGRESSION

5 MINUTES

- Students in four teams, one in each corner of the gymnasium. Every student has a ball.
- Students on each team dribble, collecting cones from the other teams' corners and placing the cones in their own team's corner.
- Teams may not protect their own corners.
- The team with the most cones after 5 minutes wins.
- See that students dribble at all times, and encourage them to target cones in the farthest corners, to maximize dribbling practice.

MODIFICATIONS:

- The teacher tags students, who then must return the cones they've captured to where they took them.

TRANSITION: Students get into groups of 3. Each group has one basketball.

Skill Building

WHO IS READY?

ACTIVITY PROGRESSION

4 MINUTES

- Divide students into groups of three, standing in a triangle with one basketball.
- One student, with a ball, faces away from the other two students.
- The two remaining teammates use a thumb-up, "thumbs down" method to determine who will make eye contact with the ball handler and put hands up for a pass.
- The ball handler then jumps and turns around to face the two teammates, determining which one is making eye contact and has hands up, ready for a pass.
- The ball handler then makes a quick step and pass.
- Repeat, with different teammates handling the ball.

KEY POINTS: Ball handlers must recognize quickly when a teammate is ready to receive a pass. Teammates off the ball must decide quickly who will make eye contact and prepare to receive a pass.

(continued)

Lesson 7 of 10 (continued)

Skill Building
(continued)

PASS AND MOVE	ACTIVITY PROGRESSION	4 MINUTES
	<ul style="list-style-type: none"> • Students pair up, one ball per pair. • Partner 1 walks five steps to an open space and puts both hands up to receive a pass. • Partner 2 passes the ball ahead of Partner 1, walks five steps to another open space and puts both hands up to receive a pass from Partner 1. <p>MODIFICATIONS</p> <ul style="list-style-type: none"> • Students start by walking and then jog to open space. • Allow chest and bounce passes. 	

KEEP-AWAY	ACTIVITY PROGRESSION	4 MINUTES
	<ul style="list-style-type: none"> • Divide students into groups of four. • Set up four cones in a square. • Three students play offense and one student plays defense. • Each student on offense stands at a different cone, leaving one cone open. • The defender stands in the middle of the cones and tries to intercept passes. • Students on offense can pass only left or right, not across to the opposite cone. • Students on offense who are off the ball must either receive a pass or “fill in” the open cone. • The defender tries to steal the ball within 30 seconds, before rotating positions with a student on offense. 	

DRIBBLE, JUMP STOP, PASS AND SHOOT	ACTIVITY PROGRESSION	4 MINUTES
	<ul style="list-style-type: none"> • Students re-pair with Pass and Move activity partners, one ball per pair. • Partner 1 stands against the wall, and Partner 2 stands 10 feet on the other side of the sideline, in front of the basket. • Partner 1 dribbles to the sideline, comes to a jump stop and throws a bounce pass to Partner 2. • Partner 2 receives the ball, shoots at the basket, retrieves the rebound and dribbles back to the wall. <p>Students switch roles and repeat.</p>	

(continued)

Lesson 7 of 10 (continued)

Skill Building
(continued)

MAKE FOR A CONE

ACTIVITY PROGRESSION

3 MINUTES

- Students are separated into two even-size teams, which move to two teacher-designated spots at a basket (e.g., wings, elbows, corners).
- Place a line of cones next to each team equal to the number of students on the team.
- Students on each team shoot the basketball, retrieve the rebound and pass to the next student on the team.
- Students who make a shot run to take a cone from the other team and place it in their team’s line of cones, then move to the back of the line.
- Students who miss a shot retrieve the rebound and pass to the teammate next in line, then move to the back of the line without taking a cone from the other team.
- The team with more cones after three minutes wins.

MODIFICATION

Emphasize using proper shooting form by allowing students who use proper form to make a basket to retrieve two cones, while students who make a shot without using proper form may retrieve only one cone.

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Students demonstrate the dribble, jump stop, pass and shoot, then keep-away.
- Ask students what challenges arose when they combined those skills.
- Ask them to describe what helped them succeed in keep-away.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hands to offer a compliment to a classmate.
- If necessary, the teacher can start the session by offering someone a compliment and letting students follow suit.

KEY POINTS: All compliments should be natural. Not every student has to give or receive a compliment.

TRANSITION: Students line up by the exit of the activity area.

(continued)

Lesson 8 of 10

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	SPORTSMANSHIP	Discuss how sportsmanship can apply outside of a game.	2 MINUTES
Warm-Up	TEACHER, WHAT TIME IS IT?	This fun game works on ball-handling skills.	5 MINUTES
Skill Building	TEACH: Defense		
	FUNDAMENTALS OF GUARDING ANOTHER PLAYER	Guarding another player, sometimes referred to as “player-to-player defense,” means that each player is responsible for guarding a particular player on the other team, which includes knowing where that player is on the court, and staying between the player and the basket. Each defender also is responsible for knowing where the ball is and helping teammates defend at any point.	
	SIDE/LATERAL PUSH <i>(4 x 15 seconds)</i>	Work on the defensive movement of pushing to stay in front of an offensive player.	1 MINUTE
	ZIG-ZAG DEFENSIVE SLIDE <i>(3 times across and back)</i>	Students develop a feel for changing direction to guard the dribbler.	3 MINUTES
	OFFENSE/DEFENSE	Emphasize both offense and defense in 1-v-1 play.	6 MINUTES
	TEACH: Shooting		
	DRIBBLE, JUMP STOP, PASS AND SHOOT	Students work on combining skills.	5 MINUTES
	AROUND THE WORLD	Students shoot from five different spots around the basket.	4 MINUTES
Closure	CLOSURE	Students demonstrate the knowledge and ability to perform the stationary low and middle dribbles, as well as dribbling while walking.	2 MINUTES
Compliment Session	COMPLIMENT SESSION	Students volunteer to say something positive about another student’s actions or performance in class.	2 MINUTES

(continued)

- Maximize activity time by providing every student with a ball.
- Times listed for activities serves as approximate recommendations on how to allocate class time. Adjust activity time to meet the needs of your students and their ability levels.

Lesson 8 of 10 (continued)

LESSON OBJECTIVE:

- Students will be able to demonstrate skill combinations of catching, jump stopping, passing, and shooting.
- Students will be able to demonstrate a defensive slide while maintaining a defensive stance.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.4, S1.E1.5a, S1.E1.5b, S1.E1.5c (locomotor - hopping, galloping, running, sliding, skipping), S1.E16.3, S1.E16.4, S1.E16.5b, S1.E16.5c (catching), S1.E17.3, S1.E17.4a, S1.E17.4b, S1.E17.5 (dribbling), S1.E3.3, S1.E3.5 (jumping & landing), S1.E6.3, S1.E6.4, S1.E6.5 (combinations), S1.E20.4, S1.E20.5 (dribbling in combination), S1.E26.5, S1.E26.5 (in combination with locomotor), S1.E15.4, S1.E15.5a, S1.E15.5b (passing with hands)

STANDARD 2 S2.E1.3, S2.E1.4a, S2.E1.4c, S2.E1.5 (space), S2.E3.3, S2.E3.5c (speed, direction, force), S2.E2.3, S2.E2.4 (pathways, shapes, levels), S2.E5.3a, S2.E5.3b, S2.E5.4a, S2.E5.4b, S2.E5.5a (strategies and tactics)

STANDARD 3 S3.E1.3b (physical activity knowledge), S3.E2.3, S3.E2.4, S3.E2.5 (engages in physical activity), S3.E4.3, S3.E4.5 (fitness knowledge), S3.E6.3, S3.E6.4 (nutrition)

STANDARD 4 S4.E1.3, S4.E1.4, S4.E1.5, S4.E2.3, S4.E2.4, S4.E2.5b (personal responsibility), S4.E3.3, S4.E3.4, S4.E3.5 (accepting feedback), S4.E4.3a, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E4.5 (working with others), S4.E5.3, S4.E5.4, S4.E5.5 (rules & etiquette), S4.E6.3, S4.E5.4, S4.E6.5 (safety)

STANDARD 5 S5.E1.3, S5.E1.4, S5.E1.5 (health), S5.E2.3, S5.E2.4 (challenge), S5.E3.3, S5.E3.4, S5.E3.5 (self-expression and enjoyment), S5.E4.3, S5.E4.4, S5.E4.5 (social interaction)

EQUIPMENT NEEDED: One ball per student

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	SPORTSMANSHIP	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> • As students enter the gymnasium, they walk around the perimeter and discuss what it means to show sportsmanship. What does sportsmanship look like during a game? What does it mean to win or lose with honor? <p>© Besides saying “Good game” to other players, a great way to show sportsmanship is to give each opposing player a firm handshake, eye contact and a sincere “Thanks for the game” or “I enjoyed competing with you.” If you are serious about your sportsmanship, you might even pay a specific compliment. Good sportsmanship does not mean you don’t mind losing; it means you are willing to win or lose with honor.</p>	2 MINUTES

(continued)

Lesson 8 of 10 (continued)

Warm-Up

TEACHER, WHAT TIME IS IT?

ACTIVITY PROGRESSION

5 MINUTES

- All students start on the baseline, each student with a ball. The teacher starts near the opposite baseline, facing away from students.
- Students, all together, say, “Teacher, teacher, what time is it?”
- The teacher responds by yelling out any number (e.g., “10 o’clock!”).
- Students then take that number of big steps forward while dribbling the ball.
- After completing the steps, students ask again, “Teacher, teacher, what time is it?” The teacher continues with another number.
- At any point, the teacher may yell “Game time,” which allows the teacher to turn around and tag students as they dribble.
- Students must dribble back to the baseline to be “safe.”
- Students who are tagged join the teacher in trying to tag dribblers.

KEY POINTS: Start the game without balls, then add dribbling.

TRANSITION: Students stand in personal self-space, with a ball between the feet.

Skill Building

FUNDAMENTAL SKILL INTRODUCTION

FUNDAMENTALS OF GUARDING ANOTHER PLAYER: Guarding another player, sometimes referred to as “player-to-player defense,” means that each player is responsible for guarding a particular player on the other team, which includes knowing where that player is on the court, and staying between the player and the basket. Each defender also is responsible for knowing where the ball is and helping teammates defend at any point.

SIDE/LATERAL PUSH

(4 x 15 seconds)

ACTIVITY PROGRESSION

1 MINUTE

- Students line up on a sideline and face the teacher.
- When the teacher says “Go,” students push off the back foot to slide to the other side, until instructed to go in the other direction. With this command they will plant and push back.
- Repeat.

KEY POINTS: See that students stay in proper defensive stance, with the chest and eyes up. Work on changing directions quickly.

TRANSITION: Divide students into four equal-size groups, one at each corner of the court.

(continued)

Lesson 8 of 10 (continued)

Skill Building
(continued)

ZIG-ZAG DEFENSIVE SLIDE

ACTIVITY PROGRESSION

3 MINUTES

- One group of students stands in each corner of the baseline and sideline.
- The first student in each line start in a defensive stance, with back to the court, and slides back at angles, touching the foot to the sideline and the lane line extended all the way to half court. After reaching half court, the student jogs along the sideline to the end of the line.
- When one student reaches the free throw line, the next student in line begins.

KEY POINTS: Students work on pushing off the back foot, staying low, keeping the hands out, and moving quickly down the court as a defender.

TRANSITION: Students use the toe-to-toe method to pair up.

OFFENSE/ DEFENSE

ACTIVITY PROGRESSION

6 MINUTES

- Students in pairs, one ball per pair.
- Partner 1 is on offense and Partner 2 is on defense, starting around 10-15 feet from the basket.
- Partner 1, with the ball, faces the basket and takes a maximum of five dribbles and one shot attempt, while Partner 2 guards Partner 1. Remind students about strategies they can use to get open for a shot.
- After one shot, make or miss, partners go back to the starting point and switch roles.

TRANSITION: Students put balls away and move to the center of the gymnasium.

DRIBBLE, JUMP STOP, PASS AND SHOOT

ACTIVITY PROGRESSION

5 MINUTES

- Students pair up with partners from the previous activity, each pair with one ball.
- Partner 1 stands against the wall, and Partner 2 stand 10 feet on the other side of the sideline, in front of the basket.
- Partner 1 dribbles to the sideline, comes to a jump stop and throws a bounce pass to Partner 2.
- Partner 2 receives the ball, shoots at the basket, retrieves the rebound and dribbles back to the wall.
- Students switch roles and repeat.

(continued)

Lesson 8 of 10 (continued)

Skill Building
(continued)

AROUND THE WORLD

ACTIVITY PROGRESSION

4 MINUTES

- Place five cones around each basket at five shooting spots and divide students evenly at the cones.
- The first student in each line has a basketball.
- One by one, each student shoots the ball, retrieves the rebound and return to the back of the line.
- Students cycle through so that each student takes three shots from the same spot.
- Each line of students then rotates to the next cone, then repeats the activity until each student has shot from all five cones.

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- A student demonstrates a defensive slide.
- Ask students what challenges they faced when playing offense versus defense.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hands to offer a compliment to a classmate.
- If necessary, the teacher can start the session by offering someone a compliment and letting students follow suit.

KEY POINTS: All compliments should be natural. Not every student has to give or receive a compliment.

TRANSITION: Students line up by the exit of the activity area.

Lesson 9 of 10

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	POSITIVITY	How can having a positive attitude help your team?	2 MINUTES
Warm-Up	THE ESCAPE GAME <i>(with a ball)</i>	Students partner up and “escape” from each other in this fun warm-up game.	5 MINUTES
Skill Building	TEACH: Rebounding		
	FUNDAMENTALS OF REBOUNTING	Whenever a shot is missed, the student who retrieves the ball is credited with a rebound.	
	SELF-TOSS REBOUNTING	Students use both hands to toss the ball into the air, move toward it, jump and catch it at its peak height.	2 MINUTES
	FUNDAMENTALS OF CHINNING THE BALL	Chinning the ball means to hold it strongly with two hands under the chin to protect it from defenders.	
	TOSS AND GET IT	Work on seeing the ball come off the wall, timing it, grabbing it and chinning it securely.	4 MINUTES
	TEACH: Passing		
	PARTNER RUNNING PASS <i>(2 x across and back)</i>	Work on sharp, quick passes on the move.	3 MINUTES
	TEACH: Ball Handling, Footwork and Passing		
	3-v-3 <i>(3 passes)</i>	Emphasize offensive and defensive skills and concepts in a 3-v-3 passing challenge.	5 MINUTES
	3-v-3 <i>(pass and shoot)</i>	Emphasize offensive and defensive skills and concepts in a 3-v-3 passing and shooting challenge.	5 MINUTES
Closure	CLOSURE	Students demonstrate the knowledge and ability to combine offensive and defensive skills in a small-sided game.	2 MINUTES
Compliment Session	COMPLIMENT SESSION	Students volunteer to say something positive about another student’s actions or performance in class.	2 MINUTES

(continued)

- ➔ Maximize activity time by providing every student with a ball.
- ➔ Times listed for activities serves as approximate recommendations on how to allocate class time. Adjust activity time to meet the needs of your students and their ability levels.

Lesson 9 of 10 (continued)

LESSON OBJECTIVE:

- Students will be able to demonstrate rebounding.
- Students will be able to demonstrate passing and receiving while moving.
- Students will be able to demonstrate simple offensive and defensive strategies.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.4, S1.E1.5a, S1.E1.5b, S1.E1.5c (locomotor - hopping, galloping, running, sliding, skipping), S1.E16.3, S1.E16.4, S1.E16.5b, S1.E16.5c (catching), S1.E17.3, S1.E17.4a, S1.E17.4b, S1.E17.5 (dribbling), S1.E3.3, S1.E3.5 (jumping & landing), S1.E6.3, S1.E6.4, S1.E6.5 (combinations), S1.E20.4, S1.E20.5 (dribbling in combination), S1.E26.5, S1.E26.5 (in combination with locomotor), S1.E15.4, S1.E15.5a, S1.E15.5b (passing with hands)

STANDARD 2 S2.E1.3, S2.E1.4a, S2.E1.4b, S2.E1.4c, S2.E1.5 (space), S2.E3.3, S2.E3.5c (speed, direction, force), S2.E2.3, S2.E2.4, S2.E2.5 (pathways, shapes, levels), S2.E5.3a, S2.E5.3b, S2.E5.4a, S2.E5.4b, S2.E5.5a, S2.E5.5c (strategies and tactics)

STANDARD 3 S3.E1.3b (physical activity knowledge), S3.E2.3, S3.E2.4, S3.E2.5 (engages in physical activity), S3.E4.3, S3.E4.5 (fitness knowledge), S3.E6.3, S3.E6.4 (nutrition)

STANDARD 4 S4.E1.3, S4.E1.4, S4.E1.5, S4.E2.3, S4.E2.4, S4.E2.5b (personal responsibility), S4.E3.3, S4.E3.4, S4.E3.5 (accepting feedback), S4.E4.3a, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E4.5 (working with others), S4.E5.3, S4.E5.4, S4.E5.5 (rules & etiquette), S4.E6.3, S4.E5.4, S4.E6.5 (safety)

STANDARD 5 S5.E1.3, S5.E1.4, S5.E1.5 (health), S5.E2.3, S5.E2.4 (challenge), S5.E3.3, S5.E3.4, S5.E3.5 (self-expression and enjoyment), S5.E4.3, S5.E4.4, S5.E4.5 (social interaction)

EQUIPMENT NEEDED: One ball per student.

(continued)

Lesson 9 of 10 (continued)

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	POSITIVITY	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> As students enter the gymnasium, they walk around the perimeter and discuss how to show respect for opponents. <p>☺ Another important component of basketball is respecting your opponents. After all, without opponents, we wouldn't have a game. Jr. NBA partner Positive Coaching Alliance uses the phrase "fierce but friendly" to describe the best type of competition.</p>	2 MINUTES
Warm-Up	THE ESCAPE GAME (with a ball)	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> Students use the toe-to-toe method to pair up. Designate a Partner 1 and a Partner 2 for each pair, each with a ball. All Partner 1s go to the center of the gymnasium, face the center and cover their eyes. All Partner 2s start by standing next to their Partner 1s. At the teacher's "Move with.." command, Partner 2s move away from 1s by dribbling as indicated by the teacher (e.g., dribbling with left hand, dribbling with right hand, dribbling in a straight path, dribbling in a curved path, dribbling in a zig-zag pattern). On the teacher's "Find your partners!" command, Partner 1s open their eyes, dribble as Partner 2s were directed, locate their partners and tag them gently. Once Partner 2 is tagged, both partners return to the center of the court, where they switch roles and repeat. <p>KEY POINTS: This is a great game for helping students warm up. Students should run command if directed. See that both partners use the dribbling technique called for.</p> <p>TRANSITION: Students use the toe-to-toe method to pair up.</p>	5 MINUTES

(continued)

Lesson 9 of 10 (continued)

Skill Building

FUNDAMENTAL SKILL INTRODUCTION

FUNDAMENTALS OF REBOUNDING: Whenever a shot is missed, the student who retrieves the ball is credited with a rebound. Rebounding requires students to use quick reactions to pursue the ball.

SELF-TOSS REBOUNDING

ACTIVITY PROGRESSION

2 MINUTES

- Students stand in their own personal space, each with a basketball.
- Students use both hands to toss the ball into the air.
- Students then move toward the ball, jump and catch the ball at its peak height.
- Repeat.

KEY POINTS: It is important for students to see the ball, track its trajectory and jump to catch the ball at its highest point in the air.

TRANSITION: Students, in pairs, spread out around the perimeter of the gymnasium facing the wall, each pair with a ball.

FUNDAMENTALS OF CHINNING THE BALL

Chinning the ball means to grab the ball and hold it strongly with two hands under their chin to protect it from defenders.

TOSS AND GET IT

ACTIVITY PROGRESSION

4 MINUTES

- Students, in pairs, stand around the perimeter of the gymnasium, each pair with a ball.
- Partner 1 throws the ball up, off the wall, and Partner 2 grabs the rebound and passes it back to Partner 1.
- Repeat the activity for two minutes, then students switch roles.

KEY POINTS: Work on seeing the ball come off the wall, timing the jump, and grabbing the ball.

TRANSITION: Students line up on the sideline, without balls.

(continued)

Lesson 9 of 10 (continued)

Skill Building
(continued)

PARTNER RUNNING PASS
(2 x across and back)

3 MINUTES

ACTIVITY PROGRESSION

- Students pair up, each pair with a ball.
- Six lines of three pairs each line up on the baseline.
- The first pair in each line runs close together down the court, pass the ball back and forth.
- One partner shoots the ball at the other end of the court.
- The next pair starts once the previous pair reaches half court.
- After all pairs have gone down the court, they repeat the activity coming back up the court, this time spreading one step farther apart from each other.
- Continue the activity, with students running farther apart, to build on running and passing.

KEY POINTS: Students should try not to drop any passes. Partners should call each other’s names and lead each other with the passes.

TRANSITION: One pair joins with two other pairs, so that students are in groups of six.

3–v–3
(3 passes)

5 MINUTES

ACTIVITY PROGRESSION

- Students in groups of six, each group with one ball
- Each group divides into two teams.
- Each team tries to maintain possession of the ball on offense, dribbling and passing to teammates.
- The team without the ball plays defense.
- Each team scores one point for each completed pass.
- The team with the higher number of points wins the game.
- Teams rotate after four minutes to play against another team.

MODIFICATIONS

- Limit students to a maximum number of dribbles (e.g., three), or a time limit on holding the ball (e.g., three seconds).
- Each time a team loses and regains possession of the ball, it must restart the pass count at zero.

KEY POINTS: Encourage students to hustle to the ball and to throw accurate passes to score points. Encourage defenders to move their feet and play active defense.

TRANSITION: Students put balls away and move to the center of the gymnasium.

(continued)

Lesson 9 of 10 (continued)

Skill Building
(continued)

3-v-3
(pass and shoot)

ACTIVITY PROGRESSION

5 MINUTES

- Students still in groups of six, with one group per basket.
- Groups divide into two teams of three.
- Each team tries to maintain possession of the ball on offense by dribbling and passing to teammates, then score a basket.
- The team without the ball plays defense.
- Each team scores one point for each shot made.
- The team with more points wins the game.
- Teams rotate after three minutes so that students can play against another team.

MODIFICATIONS

- Limit the number of dribbles students may take (e.g., five), or how long they may hold the ball (e.g., three seconds).
- Set a minimum number of passes that each team must complete before shooting.

KEY POINTS: Encourage students to hustle to the ball, to throw accurate passes and to take shots to score. Also, encourage defenders to move their feet and play active defense.

TRANSITION: Students put balls away and move to the center of the gymnasium.

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Two students to demonstrate a moving pass.
- Ask students what skills they used to be successful in the 3-v-3 game.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hands to offer a compliment to a classmate.
- If necessary, the teacher can start the session by offering someone a compliment and letting students follow suit.

KEY POINTS: All compliments should be natural. Not every student has to give or receive a compliment.

TRANSITION: Students line up by the exit of the activity area.

Lesson 10 of 10

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	NUTRITION	Discuss how to show respect for parents.	2 MINUTES
Warm-Up	AVOID THE TEACHER <i>(with a ball)</i>	This is a fun warm-up activity that encourages good ball-handling skills.	5 MINUTES
Skill Building	TEACH: Ball Handling, Footwork and Passing		
	3-v-3 <i>(3 passes)</i>	Emphasize the offensive and defensive skills and concepts that students have learned in this 3-v-3 passing challenge.	8 MINUTES
	3-v-3 <i>(pass and shoot)</i>	Emphasize the offensive and defensive skills and concepts that students have learned in this 3-v-3 passing challenge.	11 MINUTES
Closure	CLOSURE	Students demonstrate the knowledge and ability to combine offensive and defensive skills in a small-sided game.	2 MINUTES
Compliment Session	COMPLIMENT SESSION	Students volunteer to say something positive about another student's actions or performance in class.	2 MINUTES

→ Maximize activity time by providing every student with a ball.

(continued)

→ Times listed for activities serves as approximate recommendations on how to allocate class time. Adjust activity time to meet the needs of your students and their ability levels.

Lesson 10 of 10 (continued)

LESSON OBJECTIVE:

- Students will be able to demonstrate passing and receiving while moving.
- Students will be able to demonstrate simple offensive and defensive strategies.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.4, S1.E1.5a, S1.E1.5b, S1.E1.5c (locomotor - hopping, galloping, running, sliding, skipping), S1.E16.3, S1.E16.4, S1.E16.5b, S1.E16.5c (catching), S1.E17.3, S1.E17.4a, S1.E17.4b, S1.E17.5 (dribbling), S1.E3.3, S1.E3.5 (jumping & landing), S1.E6.3, S1.E6.4, S1.E6.5 (combinations), S1.E20.4, S1.E20.5 (dribbling in combination), S1.E26.5, S1.E26.5 (in combination with locomotor), S1.E15.4, S1.E15.5a, S1.E15.5b (passing with hands)

STANDARD 2 S2.E1.3, S2.E1.4a, S2.E1.4b, S2.E1.4c, S2.E1.5 (space), S2.E3.3, S2.E3.5c (speed, direction, force), S2.E2.3, S2.E2.4, S2.E2.5 (pathways, shapes, levels), S2.E5.3a, S2.E5.3b, S2.E5.4a, S2.E5.4b, S2.E5.5a, S2.E5.5c (strategies and tactics)

STANDARD 3 S3.E1.3b (physical activity knowledge), S3.E2.3, S3.E2.4, S3.E2.5 (engages in physical activity), S3.E4.3, S3.E4.5 (fitness knowledge), S3.E6.3, S3.E6.4 (nutrition)

STANDARD 4 S4.E1.3, S4.E1.4, S4.E1.5, S4.E2.3, S4.E2.4, S4.E2.5b (personal responsibility), S4.E3.3, S4.E3.4, S4.E3.5 (accepting feedback), S4.E4.3a, S4.E4.3b, S4.E4.4a, S4.E4.4b, S4.E4.5 (working with others), S4.E5.3, S4.E5.4, S4.E5.5 (rules & etiquette), S4.E6.3, S4.E5.4, S4.E6.5 (safety)

STANDARD 5 S5.E1.3, S5.E1.4, S5.E1.5 (health), S5.E2.3, S5.E2.4 (challenge), S5.E3.3, S5.E3.4, S5.E3.5 (self-expression and enjoyment), S5.E4.3, S5.E4.4, S5.E4.5 (social interaction)

EQUIPMENT NEEDED: One ball per student.

LESSON COMPONENT	ACTIVITY	DETAILS	TIME
Values	NUTRITION	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> • As students enter the gymnasium, they walk around the perimeter and discuss how to show respect for opponents. <p>☺ Another important component of basketball is respecting your opponents. After all, without opponents, we wouldn't have a game. Jr. NBA partner Positive Coaching Alliance uses the phrase "fierce but friendly" to describe the best type of competition.</p>	2 MINUTES

(continued)

Lesson 10 of 10 (continued)

Warm-Up

AVOID THE TEACHER
(with a ball)

ACTIVITY PROGRESSION

5 MINUTES

- Students line up on the baseline, each with a basketball.
- When the teacher says “Go,” all students dribble to the other baseline.
- The teacher starts at half court and tries to tag as many students as possible before they reach the opposite baseline.
- Students who are tagged become taggers with the teacher.
- Repeat the activity until all students have been tagged.

TRANSITION: Students stand personal space, each with ball between the feet.

Skill Building

TEACH: Ball Handling, Footwork and Passing

3-v-3
(3 passes)

ACTIVITY PROGRESSION

8 MINUTES

- Divide students into groups of six, and each group divides into two teams of three.
- Each team tries to maintain possession of the ball on offense by dribbling and passing to teammates.
- Teams without the ball play defense.
- Each team scores one point for each pass completed
- Team with more points wins the game.
- Teams rotate after four minutes to play against another team.

Modifications

- Limit the number of dribbles that students may take (e.g., three), or how long they may hold the ball (e.g., three seconds).
- Each time a team loses possession of the ball and then regains it, the team must restart its pass count at 0.

KEY POINTS: Encourage students to hustle to the ball and to throw accurate passes to score points. Also, encourage defenders to move their feet and play active defense.

TRANSITION: One pair of students joins with two other pairs, so that students are in groups of six.

(continued)

Lesson 10 of 10 (continued)

Skill Building
(continued)

3-v-3
(pass and shoot)

ACTIVITY PROGRESSION

11 MINUTES

- Students are in groups of six, one group per basket.
- Groups divide into two teams of three.
- Each team tries to maintain possession of the ball on offense, dribbling and passing to teammates, then taking a shot.
- The team without the ball plays defense.
- Each team scores one point for each shot made.
- The team with more points wins the game.
- Teams rotate after three minutes to play against another team.

MODIFICATIONS

- Limit the number of dribbles that students may take (e.g., three) or how long they may hold the ball (e.g., three seconds).
- Set a minimum number of passes that each team must complete before shooting.

KEY POINTS: Encourage students to hustle to the ball, throw accurate passes and take shots to score. Also, encourage defenders to move their feet and play active defense.

TRANSITION: Students put balls away and move to the center of the gymnasium.

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Ask students to describe the challenges they faced when adding shooting to their 3-v-3 competitions.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hands to offer a compliment to a classmate.
- If necessary, the teacher can start the session by offering someone a compliment and letting students follow suit.

KEY POINTS: All compliments should be natural. Not every student has to give or receive a compliment.

TRANSITION: Students line up by the exit of the activity area.

Appendix A

Critical Elements for Dribbling/Ball Control With Hands

- Knees bent slightly.
- Opposite foot forward when dribbling in self-space.
- Contact ball with finger pads.
- Firm contact with top of ball.
 - Contact slightly behind ball for travel.
 - Ball to side and in front of body for travel.
- Eyes looking “over,” not down at, ball.

DRIBBLING/BALL CONTROL WITH HANDS

STANDARD 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

GRADE-LEVEL OUTCOMES:

Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. **(S1.E17.3)**

Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern. **(S1.E17.4a)**

Dribbles in general space with control of ball and body while increasing speed. **(S1.E17.4b)**

Combines hand dribbling with other skills during 1v1 practice tasks. **(S1.E17.5)**

LEVEL	FORM
3 PROFICIENT	Dribbles the ball at jogging speed in general space while displaying the appropriate number of critical elements, depending on grade level.
2 COMPETENT	Dribbles the ball at a controlled speed in general space while displaying the appropriate number of critical elements, depending on grade level.
1 NEEDS IMPROVEMENT	Fails to dribble the ball at a controlled speed in general space, and displays fewer than the appropriate number of critical elements, depending on grade level.

Appendix A (continued)

Critical Elements for Catching

- Extend arms outward to reach for ball.
 - Thumbs in for catch above the waist.
 - Thumbs out for catch at or below the waist.
- Watch the ball all the way into the hands.
- Catch with hands only; no cradling against the body.
- Pull the ball into the body as the catch is made.
- Curl the body slightly around the ball (specific only to certain catches).

CATCHING

STANDARD 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

GRADE-LEVEL OUTCOMES:

Catches a gently tossed hand-size ball from a partner, demonstrating four of the five critical elements of a mature pattern. **(S1.E16.3)**

Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills). **(S1.E16.4)**

Catches with accuracy, both partners moving. **(S1.E16.5b)**

Catches with reasonable accuracy in dynamic, small-sided practice tasks. **(S1.E16.5c)**

LEVEL	SCORING CRITERIA
3 PROFICIENT	Catches the ball on all throws while displaying the appropriate number of critical elements, depending on grade level.
2 COMPETENT	Catches the ball on most throws while displaying the appropriate number of critical elements, depending on grade level.
1 NEEDS IMPROVEMENT	Fails to catch the ball on most throws, and displays fewer than the appropriate number of critical elements, depending on grade level.