

jr. nba



Grades 6-8 Physical Education

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Curriculum Summary

In the Jr. NBA Grades 6-8 curriculum, the focus shifts toward team concepts, while still heavily emphasizing skill development. The goal of the Grades 6-8 curriculum is to have students begin applying tactics and strategies more directly to modified game situations.

Grades 6–8 ABCD's

ALWAYS FUN

Attaining Goals Loving the Process

In Grades 6-8, students are transitioning from being managed by teachers and parents to learning to manage themselves. This is a good time for learning to set goals and analyzing what it takes to attain those goals. At the same time, students learn to love the process, and to accept failure, as well as recognizing that continuing to reach for one's goals is a lifelong skill.

BUILDING SKILLS

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

In Grades 6-8, students should have a good understanding of fundamental basketball skills. At this level, students should challenge themselves as they become more efficient dribblers, understand how to get open, and can pass and shoot in different situations. As students continue to hone these fundamentals, it becomes important to see them apply the skills, tactics and strategies in modified game situations.

CORE VALUES

Leadership Humility

In Grades 6-8, students are learning about themselves and about other people. Taking opportunities to demonstrate leadership is a practice that will have lasting effects into adulthood. Practicing humility also is important, as students develop a better understanding of communication and relationships.

DEVELOPING WELLNESS

Time Management Rest & Recovery

In Grades 6-8, students face more demands in all areas of their lives, so learning how to prioritize and to use other time-management skills is essential. Knowing how to balance completing homework, visiting with friends, practicing basketball, while getting adequate sleep each day becomes a new challenge. Understanding rest and recovery also becomes important at this level. Students must understand how being rested and allowing time for recovery will lead to feeling better and, potentially, performing better.

SHAPE America National Standards and Grade-Level Outcomes Addressed in the Jr. NBA Grades 6–8 Curriculum

Throughout Grades 6-8, students will develop skills related to the following National Standards and Grade-Level Outcomes for K-12 Physical Education. The standards and grade-level outcomes addressed in the 6–8 lesson plans are listed below.

STANDARD 1

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

PASSING AND RECEIVING

- Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball. **(Outcome S1.M4.6)**
- Throws, while stationary, a leading pass to a moving receiver. **(S1.M5.6)**
- Throws, while moving, a leading pass to a moving receiver. **(S1.M5.7)**
- Throws a lead pass to a moving partner off a dribble or pass. **(S1.M5.8)**

OFFENSIVE SKILLS

- Performs pivots, fakes and jab steps designed to create open space during practice tasks. **(S1.M6.6)**
- Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. **(S1.M6.7)**
- Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens. **(SA1.M6.8)**

DRIBBLING/BALL CONTROL

- Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. **(S1.M8.6)**
- Dribbles with dominant and nondominant hands using a change of speed and direction in a variety of practice tasks. **(S1.M8.7)**
- Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play. **(S1.M8.8)**

SHOOTING ON GOAL

- Shoots on goal with power in a dynamic environment as appropriate to the activity. **(S1.M10.6)**
- Shoots on goal with power and accuracy in small-sided game play. **(S1.M10.7)**

DEFENSIVE SKILLS

- Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. **(S1.M11.6)**
- Slides in all directions while on defense without crossing feet. **(S1.M11.7)**
- Drop-steps in the direction of the pass during player-to-player defense. **(S1.M11.8)**

STANDARD 2

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

CREATING SPACE WITH MOVEMENT

- Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). **(S2.M1.6)**
- Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). **(S2.M1.7)**
- Opens and closes space during small-sided game play by combining locomotor movement with concepts. **(S2.M1.8)**

CREATING SPACE WITH OFFENSIVE TACTICS

- Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go. **(S2.M2.6)**
- Executes at least 2 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go. **(S2.M2.7)**
- Executes at least 3 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go. **(S2.M2.8)**

CREATING SPACE USING WIDTH & LENGTH

- Creates open space by using the width and length of the field/court on offense. **(S2.M3.6)**
- Creates open space by staying spread on offense, cutting and passing quickly. **(S2.M3.7)**
- Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. **(S2.M3.8)**

REDUCING SPACE BY CHANGING SIZE & SHAPE

- Reduces open space on defense by making the body larger and reducing passing angles. **(S2.M4.6)**
- Reduces open space on defense by staying close to the opponent as he/she nears the goal. **(S2.M4.7)**
- Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective). **(S2.M4.8)**

REDUCING SPACE USING DENIAL

- Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. **(S2.M5.6)**
- Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection. **(S2.M5.7)**
- Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. **(S2.M5.8)**

Standard 2 (continued)

TRANSITIONS

- Transitions from offense to defense or defense to offense by recovering quickly. **(S2.M6.6)**
- Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. **(S2.M6.7)**
- Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. **(S2.M6.8)**

STANDARD 3

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

FITNESS KNOWLEDGE

- Employs correct techniques and methods of stretching. **(S3.M9.6)**
- Describes and demonstrates the difference between dynamic and static stretches. **(S3.M9.7)**
- Employs a variety of appropriate static stretching techniques for all major muscle groups. **(S3.M9.8)**
- Describes the role of warm-ups and cool-downs before and after physical activity. **(S3.M12.6)**

STANDARD 4

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

PERSONAL RESPONSIBILITY

- Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. **(S4.M1.6)**
- Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. **(S4.M1.7)**
- Accepts responsibility for improving one's own levels of physical activity and fitness. **(S4.M1.8)**
- Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. **(S4.M2.6)**

ACCEPTING FEEDBACK

- Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. **(S4.M3.6)**
- Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. **(S4.M3.7)**
- Provides encouragement and feedback to peers without prompting from the teacher. **(S4.M3.8)**

Standard 4 (continued)

WORKING WITH OTHERS

- Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. **(S4.M4.6)**
- Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. **(S4.M4.7)**
- Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. **(S4.M4.8)**
- Cooperates with a small group of classmates during adventure activities, game play or team-building activities. **(S4.M5.6)**
- Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. **(S4.M5.7)**
- Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. **(S4.M5.8)**

RULES & ETIQUETTE

- Identifies the rules and etiquette for physical activities/games and dance activities. **(S4.M6.6)**
- Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. **(S4.M6.7)**
- Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. **(S4.M6.8)**

SAFETY

- Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. **(S4.M7.6)**
- Independently uses physical activity and exercise equipment appropriately and safely. **(S4.M7.7)**
- Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. **(S4.M7.8)**

STANDARD 5

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

CHALLENGE

- Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks. **(S5.M3.6)**
- Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. **(S5.M3.7)**

Standard 5 (continued)

SELF-EXPRESSION AND ENJOYMENT

- Describes how moving competently in a physical activity setting creates enjoyment. **(S5.M4.6)**

SOCIAL INTERACTION

- Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. **(S5.M6.6)**
- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. **(S5.M6.7)**
- Demonstrates respect for self by asking for help and helping others in various physical activities. | **(S5.M6.8)**

YOUTH BASKETBALL GUIDELINES

For Players Ages 12–14



PLAYER SEGMENTATION FOR 2019-2020

DIVISIONS	2019-2020 SEASON ELIGIBILITY	RULE
12U	Born on or before Aug. 31, 2008	
13U	Born on or before Aug. 31, 2007	
14U 8th Grade*	Born on or before Aug. 31, 2006 or in 8th or lower grade as of Oct. 1 2019*	8th grader turning 16 prior to Sep. 1, 2020 must move up to higher division

RECOMMENDED PARTICIPATION GUIDELINES

GAME LENGTH	GAMES PER WEEK	PRACTICE LENGTH	PRACTICES PER WEEK
28-32 min	2	60-90 min	2 to 4

MAXIMUM PARTICIPATION GUIDELINES

MAX. GAMES PER DAY	MAXIMUM HOURS PER WEEK OF ORGANIZED BASKETBALL
2	10 Hours

REST GUIDELINES

MINIMUM REST DAYS PER WEEK	MAXIMUM MONTHS PER YEAR IN ORGANIZED BASKETBALL	RECOMMENDED HOURS OF SLEEP PER NIGHT
1	7 Months	8-10 Hours

EQUIPMENT & COURT SPECIFICATIONS

SIZE OF BALL	HEIGHT OF BASKET	SIZE OF COURT	DISTANCE OF 3-POINT ARC	DISTANCE OF FREE THROW LINE
Girls size 6 (28.5") Boys size 7 (29.5")	10'	84'x50' or 94'x50'	19'9"	15'

(continued)

YOUTH BASKETBALL GUIDELINES

For Players Ages 12–14 *(continued)*



GAME TACTICS

PLAYING TIME	SET DEFENSE	PRESSING DEFENSE	DOUBLE-TEAM/ CROWDING	STEALING FROM THE DRIBBLER
Coaches discretion throughout the competition	All allowed throughout the competition at coaches discretion: Player-to-player defense is strongly recommended.	<ul style="list-style-type: none"> ▶ Pressing allowed throughout the competition ▶ Leading team may not press when leading by 25 points or more 	Allowed throughout the competition at coaches discretion	Coaches discretion throughout the competition

STRUCTURE

GAME LENGTH	TIME BETWEEN PERIODS	EXTRA PERIOD(S)	SCORING	TIMEOUTS	START OF GAME POSSESSION
Four 8-minute periods	1 minute	4 minute	<ul style="list-style-type: none"> ▶ Free throw: 1 point ▶ All field goals: 2 points ▶ Field goal outside of 3-point arc: 3 points 	<ul style="list-style-type: none"> ▶ Two 60-second timeouts permitted in the first half of play. Three 60-second timeouts permitted in the second half of play ▶ Maximum of 2 timeouts permitted in the final 2 minutes of the 4th period ▶ One 60-second timeout granted for each extra period ▶ Unused timeouts may not carry over to the next half or into extra periods 	Jump ball

HIGHLIGHTED GAME PLAY RULES

BACKCOURT TIMELINE	SHOT CLOCK	5 SEC. CLOSELY GUARDED	CLOCK STOPPAGE
10 seconds	<ul style="list-style-type: none"> ▶ 30 seconds ▶ Full 30 second reset on offensive and defensive rebounds ▶ Full 30 second reset on any foul 	Only when the offensive player is holding the basketball	<ul style="list-style-type: none"> ▶ On any dead ball ▶ After a made field goal in the last 2 minutes of the 4th period and in each extra period

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YOUTH BASKETBALL GUIDELINES

For Players Ages 12–14 *(continued)*



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
8 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 	<ul style="list-style-type: none"> ▶ Either team may substitute on any dead ball ▶ Either team may substitute before the first free throw attempt or after the last free throw if made ▶ A non-scoring team may substitute after any field goal scored in the last 2 minutes of the 4th period and each extra period. If the non-scoring team substitutes, the scoring team may also substitute 	In the last 2 minutes of the 4th period and each extra period following a timeout, the ball will be inbounded from the offensive team's frontcourt opposite the scorer's table

Grades 6–8 Lesson and Skill Progression

	LESSON FOCUS	SKILLS TAUGHT
1	Ball Handling Dribbling Jump Stop	<ul style="list-style-type: none"> • Ball Rubs, Smacks, Taps • Triple-Threat Position • Stationary Low Dribble, Stationary Middle Dribble, Stationary High Dribble • Stationary Crossover (low, middle, high) • Side-to-Side Dribble, Front-to-Back Dribble • Jump Stop
2	Ball Handling Footwork	<ul style="list-style-type: none"> • Stationary Crossover Dribble (low , middle, high) • 3-3-3 Dribble • Side-to-Side Dribble • Front-to-Back Dribble • Fundamentals of Pivoting • Basic Forward Pivot • Eyes Up and Pivot
3	Passing Ball Handling, Footwork and Passing	<ul style="list-style-type: none"> • Stationary Partner Pass (chest, overhead, bounce) Jump-Stop Pivot Pass • Pass and Move • Passing with a Defender
4	Shooting Lay-Ups	<ul style="list-style-type: none"> • Form Shooting (no ball) • Form Shooting (no basket) • Spot Shooting • Shooting and Rebounding • Lays-Ups off the Pass (no ball or basket) • Lay-Ups (with ball close to the basket) • Give and Go
5	Rebounding Ball Handling, Passing and Shooting Kick Pass Shooting Footwork	<ul style="list-style-type: none"> • Fundamentals of Rebounding • Self-Toss Rebounding • Fundamentals of Chinning the Ball • Rebounding Toss by a Partner • Fundamentals of the Kick Pass • Kick Pass Breakdown • Fundamentals of Drive and Kick • Perfect Shot (no basket) • Lay-Ups (no ball or basket) • Fundamentals of Cutting • Pass and Cut

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Grades 6–8 Lesson and Skill Progression (continued)

6	Defense Skill Combinations	<ul style="list-style-type: none"> • Guarding Another Player • Moving in Proper Defensive Stance • Shooting off the Dribble with Defense • Dribbling & Passing with Defense
7	Defense Skill Combinations	<ul style="list-style-type: none"> • Moving in Proper Defensive Stance • Shooting off the Dribble with Defense • Dribbling and Passing with Defense • Dribbling, Passing, & Shooting with Defense
8	Skill Combinations Small-Sided Games	<ul style="list-style-type: none"> • Lay-Up Off the Pass • Self-Toss Rebounding • Shooting off the Dribble with Defense • 3-v-3 Games
9	Skill Combinations Small-Sided Games	<ul style="list-style-type: none"> • Lay-Up off the Pass • Give and Go • 3-v-3 Games
10	Skill Combinations Small-Sided Games	<ul style="list-style-type: none"> • Lay-Up off the Pass • Give and Go • 3-v-3 Games

Lesson Considerations

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



Lesson Considerations (continued)

THEME / TIME	DETAILS
Values	 <p>Every class begins with students’ entering the gymnasium and becoming active right away 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 all students 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 met the appropriate Grade-Level Outcomes.

See Appendix A for sample assessments.

SAFETY CONSIDERATIONS

Throughout Grades 6-8, students begin applying skills, tactics and strategies to modified-game settings. It is important that students are aware of their personal space in relation to students around them.

Transitions have been built into the lesson format to help move students from one activity to the next as quickly 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, the teacher might modify the type of ball that is used.



Lesson 1 of 10

THEME	ACTIVITY	DETAILS	TIME
Values	SETTING GOALS	Teach students the importance of both long-term and short-term goals.	2 MINUTES
Warm-Up	DYNAMIC WARM-UP <i>(1 x from sideline to sideline)</i>	Warm up the body so that it's ready for movement.	5 MINUTES
	RUN TO THAT LINE	Learn the court while warming up.	5 MINUTES
Skill Building	TEACH: Ball Handling		
	FUNDAMENTALS OF BALL HANDLING	The act of controlling the ball while moving. Ball handling includes ball control, dribbling and dribble moves. The better the ball-handling skill, the easier it becomes for the student to move with the ball.	
	BALL RUBS	Develop comfort with the ball and work on hand-eye coordination by tossing and catching the ball.	10 SECONDS
	SMACKS	Warm up the fingers and hands and increase comfort with the ball by smacking it.	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 dribble, pass or shoot.	
	1.2.3. TRIPLE THREAT	Students will grow comfortable with the triple-threat position.	4 MINUTES
	TEACH: Ball Handling and Footwork		
	FUNDAMENTALS OF DRIBBLING	Teach dribbling the ball, 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	

(continued)

Lesson 1 of 10 (continued)

Skill Building
(continued)

STATIONARY CROSSOVER LOW, MIDDLE, HIGH (2 x 30 seconds each level)	Push the ball back and forth from hand to hand to improve coordination and ball control.	3 MINUTES
SIDE-TO-SIDE DRIBBLE (2 x 30 seconds each hand)	Control the ball by dribbling it side to side.	2 MINUTES
FRONT-TO-BACK DRIBBLE (2 x 30 seconds each hand)	Control the ball by dribbling it from front to back.	2 MINUTES
FOLLOW THE LEADER	This is a fun game that will help students keep their eyes up while dribbling.	4 MINUTES
TEACH: Footwork		
FUNDAMENTALS OF THE JUMP STOP	Teach the jump stop for use after taking one's last dribble or 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 is a fun interactive game that involves applying the jump stop.	5 MINUTES
CLOSURE	CLOSURE Students will demonstrate knowledge and the ability to perform basic ball-handling skills and the triple-threat position.	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 serve as approximate recommendations on how to allocate class time. Adjust activity time to meet the needs of your students and their ability levels.

Lesson 1 of 10 (continued)

LESSON OBJECTIVES:

- Students will be able to demonstrate the triple-threat position.
- Students will be able to dribble in various ways.
- Students will be able to complete a jump stop.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.M8.6, S1.M8.7, S1.M8.8 (dribbling/ball control)

STANDARD 3 S3.M12.6 (fitness knowledge)

STANDARD 4 S4.M1.6, S4.M1.7, S4.M1.8, S4.M2.6 (personal responsibility); S4.M3.6, S4.M3.7, S4.M3.8 (accepting feedback); S4.M4.6, S4.M4.7, S4.M4.8, S4.M5.6, S4.M5.7, S4.M5.8 (working with others); S4.M6.6, S4.M6.7, S4.M4.8 (rules & etiquette); S4.M7.6, S4.M7.7, S4.M7.8 (safety)

STANDARD 5 S5.M3.6, S5.M3.7 (challenge); S5.M4.6 (self-expression and enjoyment); S5.M6.6, S4.M6.7, S4.M6.8 (social interaction)

EQUIPMENT NEEDED: One basketball per student.

THEME	ACTIVITY	DETAILS	TIME
Values	GOAL SETTING	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> • As students enter the gymnasium, they walk around the perimeter and discuss the importance of setting goals. • Have fun, smile, learn and enjoy your classmates. <p>© The Positive Coaching Alliance focuses heavily on goal-setting and the pursuit of goal attainment. Developing those processes in students in one of the greatest gifts a teacher can give. Steady progress toward goals keeps students enthused, engaged and willing to work hard. Students who practice setting and pursuing goals can apply those skills to other aspects of their lives, such as school work. The longer students work toward goals, the more ingrained that practice becomes and the better prepared they will be to pursue critical goals in their adult lives.</p> <p>TRANSITION: Students line up along the sideline.</p>	2 MINUTES

(continued)

Lesson 1 of 10 (continued)

Warm-Up

DYNAMIC WARM-UP #1

(1 x from sideline to sideline)

ACTIVITY PROGRESSION

Direct students to stand on the sideline and complete the following warm-up activities across to the opposite sideline and back:

- Heel Walks
- Toe Walks
- Skip Forward
- Skip Backward
- Jog Forward
- Jog Backward

5 MINUTES

RUN TO THAT LINE ACTIVITY PROGRESSION

- The teacher walks around the court with students and identifies spaces on the court (e.g., half court, three-point line, sideline, baseline).
- Students repeat the names of each area that the teacher identifies.
- The teacher directs students to use a locomotor movement (e.g., hopping, skipping, sliding, galloping, running) with which to travel to a space that the teacher identifies.
- The teacher announces both the locomotor movement and the line or area to which students should travel (e.g., “Everybody skip to the baseline”).

KEY POINTS: Students should learn about the court as well as proper execution of fundamental motor skills.

TRANSITION: The teacher places enough poly spots for every student throughout the gymnasium

Skill Building

FUNDAMENTAL SKILL INTRODUCTION

FUNDAMENTALS OF BALL HANDLING: The act of controlling the ball while moving. Ball handling includes ball control, dribbling and dribble moves. The better the ball-handling skill, the easier it becomes for the student to move with the ball.

BALL RUBS

ACTIVITY PROGRESSION

- Students, each with a basketball, spread out facing the teacher.
- Students stand with legs wide and chest up.
- Students hold the balls with both hands in front of them, using each hand to rub the ball firmly for 10 seconds.
- Students

KEY POINTS: Develop a feel for the ball, and warm up the fingers and hands.

10 SECONDS

(continued)

Lesson 1 of 10 (continued)

Skill Building
(continued)

SMACKS

ACTIVITY PROGRESSION

30 SECONDS

- Students, each with a basketball, spread out facing the teacher.
- Students hold the balls with both hands in front of them and alternate smacking the ball with each hand.

KEY POINTS: Become comfortable with the ball, warm up the fingers and hands, and develop comfort being physical by smacking the ball in this fun ball-handling warm-up.

TAPS

ACTIVITY PROGRESSION

30 SECONDS

- Students, each with a basketball, spread out facing the teacher.
- Students start with arms extended over the head, tapping 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.

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

TRANSITION: Each student stands on a poly spot, with a ball between the feet.

FUNDAMENTAL SKILL INTRODUCTION

FUNDAMENTALS OF THE TRIPLE-THREAT STANCE: Triple-threat position is the ideal athletic stance for students to stand in when they have the ball.

- It is referred to as the triple-threat position because it positions the ball handler as a threat to 1. shoot, 2. pass, or 3. dribble.

The triple-threat stance requires bending one’s knees, with feet a little farther apart than shoulder-width. Students hold the ball, and bend elbows and knees so they are well-balanced, while holding the ball slightly toward the dominant-hand side.

(continued)

Lesson 1 of 10 (continued)

Skill Building
(continued)

1.2.3. TRIPLE-THREAT STANCE

ACTIVITY PROGRESSION

4 MINUTES

- Direct students to stand straight up on their poly spots, each student holding a ball with two hands.
- After the teacher says “One, two, three,” all students and the teacher say “Triple Threat!” as students drop down into a triple-threat stance.
- Students stand up in a relaxed position before repeating the activity.

FUNDAMENTAL SKILL INTRODUCTION

FUNDAMENTALS OF DRIBBLING: Bouncing the ball to the floor with one hand. Dribblers may not use two hands at the same time or put any part of the hand under the ball. Both result in a violation.

Dribble the ball by using the fingertips of one hand to bounce the ball off the floor repeatedly. Dribbling is used to move around the court and move past defenders.

Teach students to use their fingertips, develop both hands equally and work on dribbling in their free time, as well.

STATIONARY LOW DRIBBLE
(2 x 30 seconds each hand)

ACTIVITY PROGRESSION

2 MINUTES

- Students stand on their poly spots, each with a ball.
- Students start by dribbling the basketball with the right hand, low and in a good stance, with eyes up and using the left arm to protect the ball.
- Students dribble with right hand for the allotted time and then repeat the process with the left hand.

KEY POINTS: Keep students in a proper stance, with the chest and eyes up. Remind them to use the fingertips and execute low, quick dribbles to improve coordination and ball control.

STATIONARY MIDDLE DRIBBLE
(2 x 30 seconds each hand)

ACTIVITY PROGRESSION

2 MINUTES

- Students stand on their poly spots, each with a ball.
- Students start by dribbling the basketball with the right hand at knee level in a good stance, with the eyes up, while using the left arm to protect the ball.
- Students dribble with right hand for the allotted time and then repeat the process with the left hand.

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

(continued)

Lesson 1 of 10 (continued)

Skill Building
(continued)

STATIONARY HIGH DRIBBLE
(2 x 30 seconds each hand)

ACTIVITY PROGRESSION

2 MINUTES

- Students stand on their poly spots, each with a ball. Students start by dribbling the basketball with the right hand around shoulder level, in a good stance, with their eyes up, while using the left arm to protect the ball.
- Students dribble with the right hand for the allotted time and then repeat the process with the left hand.

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

STATIONARY CROSSOVER LOW, MIDDLE, HIGH
(2 X 30 SECONDS AT EACH LEVEL)

ACTIVITY PROGRESSION

2 MINUTES

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

KEY POINTS: Keep students in a proper stance, with the chest and eyes up. Remind them to use the fingertips and push the ball back and forth from side to side with quick dribbles to improve coordination and ball control.

SIDE-TO-SIDE DRIBBLE
(2 X 30 SECONDS EACH HAND)

ACTIVITY PROGRESSION

2 MINUTES

- Students stand on their poly spots, each with a ball.
- Students start with the basketball in the right hand, taking a proper stance with eyes up and using the left arm to protect the ball.
- Each dribble should bounce out in front of the right foot and should bounce from right to left, using only the right hand. This forces students to move 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 grow comfortable, encourage them to dribble side to side very quickly.

(continued)

Lesson 1 of 10 (continued)

Skill Building
(continued)

FRONT-TO-BACK DRIBBLE
(2 X 30 SECONDS EACH HAND)

ACTIVITY PROGRESSION

2 MINUTES

- Students stand on their poly spots, each with a ball.
- Students start with the basketball in the right hand, assuming a proper stance with eyes up and using the left arm to protect the ball.
- Using only the right hand, students dribble the ball forward and backward, with the ball bouncing wide outside of the right foot. This forces students to move the hand behind the ball to push it forward, then put the hand in front of the ball to push it backward.

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 grow comfortable, push them to make this dribble very quickly.

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

FOLLOW THE LEADER

ACTIVITY PROGRESSION

4 MINUTES

- Direct students to pair up using the toe-to-toe method.
- Each student has a partner and a basketball.
- Partner 1 is the first leader, who dribbles while walking around the gymnasium.
- Partner 2 must follow Partner 1 and go wherever Partner 1 goes.
- Partner 1 remains the leader for 1 minute, then students switch roles and repeat the activity.

FUNDAMENTAL SKILL INTRODUCTION

FUNDAMENTALS OF THE JUMP STOP: The act of landing on both feet at the same time when either receiving a pass or after one's last 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, without a ball, in a good athletic stance.
- Students then jog about a third of the way across the court and make a deliberate jump stop.
- On the teacher's command, students repeat the jump stop halfway across the court, two-thirds of the way and at the opposite sideline.
- Students then repeat the activity all the way back to the starting sideline.
- Repeat the activity, with students dribbling across to the other sideline and back, making deliberate jump stops at the same locations.

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

(continued)

Lesson 1 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 the students.
- When the teacher says “Green light,” students dribble while walking quickly toward the other baseline.
- When the teacher says “Yellow light,” students dribble while walking slowly.
- When the teacher says “Red light,” students must come to a jump stop quickly and assume the triple-threat stance. At the same time, the teacher turns around and tries to catch students still moving.
- Whoever the teacher sees still dribbling or moving must return to the baseline and start over.

MODIFICATIONS

- The student who dribbles to the baseline first calls out the commands for the next round.

KEY POINTS: Make this a fun game for students to work on their ball handling. Ensure that students are dribbling and taking controlled dribbles as they move.

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

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Students demonstrate triple-threat position.
- Students describe how to dribble a basketball properly.
- Students explain the purpose of a jump stop.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hands and give another classmate a compliment.
- If needed, the teacher can start the session by offering someone a compliment, then encouraging students to follow suit.

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

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

Lesson 2 of 10

THEME	ACTIVITY	DETAILS	TIME
Values	LEADERSHIP	How do students show good leadership?	2 MINUTES
Warm-Up	DYNAMIC WARM-UP <i>(1 x from sideline to sideline)</i>	Warm up the body to prepare it for movement.	5 MINUTES
	RUNNING STOP	Work on listening, stopping quickly and being balanced.	5 MINUTES
Skill Building	TEACH: Ball Handling		
	STATIONARY CROSSOVER (LOW, MIDDLE, HIGH) <i>(2 x 30 seconds each hand)</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 level)</i>	Control the ball by dribbling it from front to back.	2 MINUTES
	CONE DRIBBLING	This is a great ball-handling activity for working on changing directions with the dribble.	5 MINUTES
	UP-OR-DOWN GAME	Play this fun dribbling game to help develop dribbling skills.	5 MINUTES
	TEACH: Footwork		
	FUNDAMENTALS OF PIVOTING	Teach students that a pivot requires having one foot stay on the floor throughout the pivot.	
	BASIC FORWARD PIVOT	Students grow more comfortable and confident in using the pivot, while also improving their balance.	2 MINUTES
	TEACH: Ball Handling and Footwork		
EYES UP AND PIVOT	Allow students an opportunity to practice pivoting.	3 MINUTES	
SWIPERS	This fun game allows students to work on their ball-handling skills in a game-speed environment.	6 MINUTES	

(continued)

Lesson 2 of 10 (continued)

THEME	ACTIVITY	DETAILS	TIME
Closure	CLOSURE	Have students volunteer to say something positive about another student's actions or performance in class.	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.

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

LESSON OBJECTIVE:

- Students will be able to continue to practice and improve dribbling skills during various activities.
- Students will be able to demonstrate a basic pivot.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.M6.6, S1.M6.7, S1.M6.8 (offensive skills) S1.M8.6, S1.M8.7, S1.M8.8 (dribbling/ball control)

STANDARD 3 S3.M12.6 (fitness knowledge)

STANDARD 4 S4.M1.6, S4.M1.7, S4.M1.8, S4.M2.6 (personal responsibility); S4.M3.6, S4.M3.7, S4.M3.8 (accepting feedback); S4.M4.6, S4.M4.7, S4.M4.8, S4.M5.6, S4.M5.7, S4.M5.8 (working with others); S4.M6.6, S4.M6.7, S4.M4.8 (rules & etiquette); S4.M7.6, S4.M7.7, S4.M7.8 (safety)

STANDARD 5 S5.M3.6, S5.M3.7 (challenge); S5.M4.6 (self-expression and enjoyment); S5.M6.6, S4.M6.7, S4.M6.8 (social interaction)

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

(continued)

Lesson 2 of 10 (continued)

THEME	ACTIVITY	DETAILS	TIME
Values	LEADERSHIP	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> As students enter the gymnasium, they walk around the perimeter and discuss the importance of setting goals. Have fun, smile, learn and enjoy your classmates! <p>☺ The Positive Coaching Alliance focuses heavily on goal-setting and the pursuit of goal attainment. Developing those processes in students in one of the greatest gifts a teacher can give. Steady progress toward goals keeps students enthused, engaged and willing to work hard. Students who practice setting and pursuing goals can apply those skills to other aspects of their lives, such as school work. The longer students work toward goals, the more ingrained that practice becomes and the better prepared they will be to pursue critical goals in their adult lives.</p> <p>TRANSITION: Students line up along the sideline.</p>	2 MINUTES
Warm-Up	<p>DYNAMIC WARM-UP #5 (1x from baseline to half court)</p>	<p>ACTIVITY PROGRESSION</p> <p>Direct students to stand on the baseline and complete the following warm-up activities to half court and back:</p> <ul style="list-style-type: none"> High Knees Bear Crawl Carioca Pogo Jumps Leg Swings Calf Raises 	5 MINUTES
Skill Building	<p>STATIONARY CROSSOVER (LOW, MIDDLE, HIGH) (2 x 30 seconds each hand)</p>	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> Students stand on their poly spots, each with a basketball. With knees bent, students begin dribbling back and forth, swinging the ball from right to left, low and quickly, below the knees. After 30 seconds, students then dribble at knee level and continue for another 30 seconds. Students then dribble the ball higher, swinging it from side to side, for 30 more seconds. <p>KEY POINTS: Keep students in a proper dribbling stance, with the chest and eyes up. Remind them to use their fingertips and push the ball back and forth from side to side, with quick dribbles, to improve coordination and ball control.</p>	3 MINUTES

(continued)

Lesson 2 of 10 (continued)

Skill Building
(continued)

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

ACTIVITY PROGRESSION

1 MINUTE

- Students stand on their poly spots, each with a basketball.
- Students start in dribbling stance, with knees bent and eyes up, then 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. Students then complete three right handed dribbles and continue the process for the allotted amount of time.

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

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

ACTIVITY PROGRESSION

2 MINUTES

- Students stand on their poly spots, each with a basketball.
- Students start with the basketball in the right hand and in a good stance, with eyes up and using the left arm to protect the ball.
- Each dribble should bounce out in front of the right foot and should bounce from right to left using only the right hand. That forces students to move the hand to the side of the ball to push it to the other side.

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 grow comfortable, encourage them to increase the speed of the dribble.

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

ACTIVITY PROGRESSION

2 MINUTES

- Students stand on their poly spots, each with a basketball.
- Students start with the basketball in the right hand and in a good stance, with the eyes up and using the left arm to protect the ball.
- Using only the right hand, students dribble the ball forward and backward, with the ball bouncing wide outside of the right foot. This forces students to move the hand behind the ball to push it forward, then put the hand in front of the ball to push it backward.

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

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

(continued)

Lesson 2 of 10 (continued)

Skill Building
(continued)

CONE DRIBBLING

ACTIVITY PROGRESSION

5 MINUTES

- Each student has a partner and a ball.
- Place 4 cones from sideline to sideline in a straight line for each set of partners.
- All students in each line have a ball.
- Students dribble around the cones in a zig-zag pattern.
- Once one partner is halfway through the cones, the second partner may begin.
- After all students have dribbled through the cones, the first partner repeats the process by going back through the cones in the opposite direction.

MODIFICATIONS:

- Students switch hands as they change directions around each cone. This requires students to push off the outside foot to change direction.
- If students have trouble moving in the zig-zag pattern 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: All Partner 1s pick up two cones and scatter them throughout one half of the court. Then, all Partner 2s pick up the remaining two cones and scatter them on the other half of the court. Once the cones are set up, each partner stays on the half of the court containing his or her cones. Each student still has a ball.

UP-OR-DOWN GAME

ACTIVITY PROGRESSION

5 MINUTES

- Divide students into two teams: Team Up and Team Down. Split partnered students into teams easily by assigning Partner 1 to Team Up and Partner 2 to Team Down. Direct one team to wear jerseys.
- Spread cones around the gym, half of them standing up and the other half on their sides.
- Students on Team Up dribble around the gym, trying to stand up each cone that is on its side.
- Students on Team Down dribble around the gym, trying to knock over the upright cones.

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

(continued)

Lesson 2 of 10 (continued)

Skill Building
(continued)

FUNDAMENTAL SKILL INTRODUCTION **FUNDAMENTALS OF PIVOTING:** Teach students that a pivot requires them to plant 1 foot on the floor and keep it there. The other foot may move in any direction, but moving the pivot foot once planted constitutes a traveling violation. Explain that a pivot is used to keep the ball from the defense.

BASIC FORWARD PIVOT

ACTIVITY PROGRESSION

2 MINUTES

- Have students hold a ball and stand in a good stance on the sideline.
- Teach them to pivot by keeping their left foot on the floor and pivot using their forward quarter steps on the teacher's "Pivot" command.
- After four pivots, students should be facing forward again.
- Students relax and then repeat the drill using the other foot as their pivot foot.

Key Points: Ensure students stay in a good stance while pivoting. As they practice pivoting, they will become more adapt at maintaining their balance, and will grow more comfortable with and confident in using pivots.

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

EYES UP AND PIVOT

Allow students an opportunity to practice pivoting.

3 MINUTES

SWIPERS

ACTIVITY PROGRESSION

5 MINUTES

- Students spread out in the gymnasium, each student with a ball.
- Students dribble throughout the area, while watching for the teacher's hand signals.
- If the teacher holds up 1 finger, all students freeze where they are, say "Pivot!" and pivot once before starting to dribble again.
- Students pivot according to the number of fingers that the teacher holds up.

MODIFICATION

- Students who are able to maintain control of the ball while dribbling jog while dribbling.

TRANSITION: Students use the toe-to-toe method for finding a partner. Partner 1 puts his or her ball away, and Partner 2 keeps his or her ball. 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 2 of 10 (continued)

Closure	CHECK FOR UNDERSTANDING	<p>Activity Progression</p> <ul style="list-style-type: none"> • Have a student demonstrate how to pivot. • Ask students to share the advantages of being able to pivot. 	2 MINUTES
Compliment Session	COMPLIMENT SESSION	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> • Encourage students to raise their hands to offer a compliment to a classmate. • If needed, the teacher can start the session by offering someone a compliment, then encouraging students to follow suit. <p>KEY POINTS: All compliments should be natural. Not every player has to give or receive a compliment.</p> <p>TRANSITION: Students line up by the exit of the activity area.</p>	2 MINUTES

Lesson 3 of 10

THEME	ACTIVITY	DETAILS	TIME
Values	HUMILITY	Talk through what it means to be humble.	2 MINUTES
Warm-Up	DYNAMIC WARM-UP <i>(1 x from sideline to sideline)</i>	Warm up the body to prepare it for movement.	5 MINUTES
	BALL-HANDLING WARM-UP	<ul style="list-style-type: none"> • Figure 8 Fingertips • Single-Leg Wraps • Double-Leg Wraps • Front-to-Back Dribble • Side-to-Side Dribble • 3-3-3 Dribbling • Dribble Balance Push • Running Dribble Right, Left, Crossover 	5 MINUTES
Skill Building	TEACH: Passing		
	STATIONARY PARTNER PASS <i>(chest, overhead, bounce)</i>	Passing with a partner helps improve 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 using a jump stop, maintaining balance, passing effectively and showing a target for receiving a pass. Be sure to mix up the pivots and passes.	5 MINUTES
	WHO IS READY?	This activity helps students recognize when a teammate is ready to receive a pass.	4 MINUTES
	PASS AND MOVE	Emphasize effective passing and moving to open space.	5 MINUTES
KEEP AWAY	Work on movement, teamwork, passing and defense.	5 MINUTES	
Closure	CLOSURE	Students demonstrate the knowledge and ability to perform stationary low and middle dribbles, as well as dribbling while walking.	2 MINUTES

(continued)

Lesson 3 of 10 (continued)

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

LESSON OBJECTIVE:

- Students will be able to continue practicing pivot and jump stop skills.
- Students will be able to perform chest, bounce and overhead passes with a partner during various activities.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

- STANDARD 1** S1.M6.6, S1.M6.7, S1.M6.8 (offensive skills); S1.M8.6, S1.M8.7, S1.M8.8 (dribbling/ball control)
- STANDARD 2** S2.M1.6, S2.M1.7, S2.M1.8 (creating space with movement)
- STANDARD 3** S3.M9.6, S3.M9.8; S3.M12.6 (fitness knowledge)
- STANDARD 4** S4.M1.6, S4.M1.7, S4.M1.8, S4.M2.6 (personal responsibility); S4.M3.6, S4.M3.7, S4.M3.8 (accepting feedback); S4.M4.6, S4.M4.7, S4.M4.8, S4.M5.6, S4.M5.7, S4.M5.8 (working with others); S4.M6.6, S4.M6.7, S4.M4.8 (rules & etiquette); S4.M7.6, S4.M7.7, S4.M7.8 (safety)
- STANDARD 5** S5.M3.6, S5.M3.7 (challenge); S5.M4.6 (self-expression and enjoyment); S5.M6.6, S4.M6.7, S4.M6.8 (social interaction)

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

(continued)

Lesson 3 of 10 (continued)

THEME	ACTIVITY	DETAILS	TIME
Values	CONFIDENCE	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> As students enter the gymnasium, have them start walking around the perimeter and share what they think it means to show humility when playing sports. <p>© The Positive Coaching Alliance values humility. It is one of the greatest traits a person can exhibit, and it is especially helpful in team sports, such as basketball. The best teams are those in which even the most talented and accomplished players are humble enough to accept a less prominent role for the good of the team. For example, a player who can score more easily than many teammates can show humility by passing more and giving others the chance to score. That humility helps the other players improve and gain confidence, which contributes to the team’s overall success. Ultimately, the leading scorer’s short-term sacrifice in prominence might lead to greater long-term prominence as team success increases, as opponents must spread their defensive focus, and the player who sacrificed has an even easier time returning to a high-scoring role.</p>	2 MINUTES
Warm-Up	<p>DYNAMIC WARM-UP #6 (30s each, stationary in self-space)</p>	<p>ACTIVITY PROGRESSION</p> <p>Students stand on the baseline and complete the following warm-up activities:</p> <ul style="list-style-type: none"> • Skipping in Place • Forward Walking Lunge • Power Skips • High Knees • Run Forward • Backpedal • Split Squat Hold • Quadriceps Stretch • Hamstring Stretch • Arm Circles <p>TRANSITION: Each student retrieves a ball and stands with the ball between the feet in self-space.</p>	5 MINUTES

(continued)

Lesson 3 of 10 (continued)

Warm-Up
(continued)

BALL-HANDLING WARM-UP

ACTIVITY PROGRESSION

5 MINUTES

Students complete the following ball-handling drills:

- Figure 8 Fingertips
- Single-Leg Wraps
- Double-Leg Wraps
- Front-to-Back Dribble
- Side-to-Side Dribble
- 3-3-3 Dribbling
- Dribble Balance Push
- Running Dribble Right, Left, Crossover

Skill Building

FUNDAMENTAL SKILL INTRODUCTION

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 teammate, and pushing the ball from the middle of the body to the teammate. Passing the ball to teammates moves the ball quicker than dribbling, and also forces defenders to move and react.

STATIONARY-PARTNER PASSING: CHEST, OVERHEAD AND BOUNCE

ACTIVITY PROGRESSION

4 MINUTES

- Students partner up on the sideline using the toe-to-toe method, retrieve a basketball and line up about 10 feet apart.
- Based on the fundamental passing skills and wall passing, students step and pass to their partners.
- Each pair of partners makes 10 bounce passes to each other, then completes 10 chest passes and 10 overhead passes.

KEY POINTS: Ensure that partners make eye contact before passing and the receiver shows the hands as a target. See that, with bounce passes, the ball bounces more than halfway to the receiver. Passers should take a big step toward their partners, extend the elbows and snap the wrists down to make a good pass.

(continued)

Lesson 3 of 10 (continued)

Skill Building
(continued)

PARTNER PASSING CHALLENGE **ACTIVITY PROGRESSION**

6 MINUTES

- Students use the toe-to-toe method to find a partner.
- Each set of partners stands 5-10 feet apart, facing each other, with 1 basketball per set.
- Partner 1 starts passing the ball to Partner 2.
- The teacher will lead 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 make 10 chest passes? 10 bounce passes?
 - How many bounce passes can you complete in 30 seconds? Chest passes in 30 seconds? Overhead passes in 30 seconds?
 - 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: Ensure that passers make eye contact before passing and receivers show the hands as a target. See that, with bounce passes, the ball bounces more than halfway to the receiver. Passers should take a big step toward the receivers, extend the elbows and snap the wrists down to make a good pass.

JUMP-STOP PIVOT PASS

ACTIVITY PROGRESSION

5 MINUTES

- Students remain in pairs. Both partners stand on the sideline with a basketball and a poly spot 5-10 feet in front of them.
- Both partners stand in a good stance on the sideline.
- Partner 1 dribbles to the poly spot, jump-stops, and then pivots until facing the Partner 2.
- Partner 1 then passes to Partner 2, who repeats the drill.

KEY POINTS: Help students understand the importance of using a jump stop, maintaining balance on pivots, passing effectively and showing a target to receive the ball.

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

(continued)

Lesson 3 of 10 (continued)

Skill Building
(continued)

WHO IS READY?

ACTIVITY PROGRESSION

4 MINUTES

- Divide students into groups of three, who stand in a triangle, with 1 basketball.
- Students with a ball face away from other group members.
- Group members without a ball use a “thumbs up” or “thumbs down” method to determine who will make eye contact with the group member with the ball.
- Students with a ball jump and turn around to face other group members, determine which group member is making eye contact and holding up hands as a target, then make a quick step and pass.
- Repeat this action with a new student with the ball.

KEY POINTS: Students with a ball must recognize quickly when a teammate is ready to receive a pass. Students without a ball must decide quickly who will make eye contact and prepare to receive a pass.

PASS AND MOVE

ACTIVITY PROGRESSION

5 MINUTES

- Students pair up, with 1 ball.
- Partner 1 takes five steps to an open space and puts up two hands to receive a pass.
- Partner 2 passes the ball ahead of the partner and moves five steps to another open space, then prepares to receive a return pass.

MODIFICATIONS

- Students start by walking, then jog.
- Allow chest and bounce passes.

(continued)

Lesson 3 of 10 (continued)

Skill Building
(continued)

KEEP AWAY

ACTIVITY PROGRESSION:

5 MINUTES

- Divide students into groups of four.
- Set up four cones in a square.
- Three students play offense and one student plays defense.
- Students on offense each stand at a different cone, leaving one cone open.
- The student on defense stands in the middle of the cones.
- Students on offense may pass only left or right and may not pass the ball across to the opposite side.
- The other two students on offense who do not have the ball either must receive the pass or “fill in” at the open cone.
- The student on defense tries to steal the ball.
- Groups play for 30 seconds, then rotate positions.

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

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Have students review the chest, overhead and bounce passes.
- Think, pair and share: Have students explain why it’s important to make good passes in basketball.

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, then encouraging students to follow suit.

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

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

Lesson 4 of 10

THEME	ACTIVITY	DETAILS	TIME
Values	TIME MANAGEMENT	Help students understand how to manage school, fun, sports and other hobbies.	2 MINUTES
Warm-Up	SKIP TAG	Warm up the body to prepare it for movement.	5 MINUTES
	LINE HOPS (2x 20 seconds)	<ul style="list-style-type: none"> • Figure 8 Fingertips • Single-Leg Wraps • Double-Leg Wraps • Front-to-Back Dribble • Side-to-Side Dribble • 3-3-3 Dribbling • Dribble Balance Push • Running Dribble Right, Left, Crossover 	5 MINUTES
Skill Building	TEACH: Shooting		
	FUNDAMENTALS OF SHOOTING	Shooting is the act of throwing the ball with the purpose of having it go through the basket.	
	FORM SHOOTING (NO BALL)	Focus on proper form and visualization.	1 MINUTE
	PERFECT SHOT (NO BASKET)	This is a fun shooting drill that challenges students to work on their shooting form.	2 MINUTES
	1, 2, 3, SHOOT	Help students think of shooting in a simple three-step process.	3 MINUTES
	AROUND THE WORLD	Students will practice shooting from designated spots and retrieving the ball following each shot.	4 MINUTES
	MAKE FOR A CONE	Making a shot allows you to take a cone from the other team.	3 MINUTES
	DRIBBLE, JUMP STOP, PASS AND SHOOT	Have students work on combining skills.	4 MINUTES

(continued)

Lesson 4 of 10 (continued)

Skill Building
(continued)

FUNDAMENTALS OF LAY-UPS

A lay-up is a shot taken close to the basket, generally off the backboard.

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.

4 MINUTES

GIVE AND GO

This basic basketball movement will help players understand moving without the ball.

4 MINUTES

Closure

CLOSURE

Students will demonstrate the knowledge and ability to perform jump shots and lay-ups.

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.
- Times listed for activities serve 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 practice shooting a basketball with correct form.
- Students will be able to perform lay-ups during various practice activities.
- Students will be able to apply skills learned previously, such as dribbling, jump stop and passing, during various activities.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.M6.6, S1.M6.7, S1.M6.8 (offensive skills); S1.M8.6, S1.M8.7, S1.M8.8 (dribbling/ball control); S1.M11.6, S1.M11.7 (shooting on goal)

STANDARD 2 S2.M1.6, S2.M1.7, S2.M1.8 (creating space with movement); S2.M2.6, S2.M2.7, S2.M2.8 (creating space with offensive tactics)

STANDARD 3 S3.M12.6 (fitness knowledge)

STANDARD 4 S4.M1.6, S4.M1.7, S4.M1.8, S4.M2.6 (personal responsibility); S4.M3.6, S4.M3.7, S4.M3.8 (accepting feedback); S4.M4.6, S4.M4.7, S4.M4.8, S4.M5.6, S4.M5.7, S4.M5.8 (working with others); S4.M6.6, S4.M6.7, S4.M4.8 (rules & etiquette); S4.M7.6, S4.M7.7, S4.M7.8 (safety)

STANDARD 5 S5.M3.6, S5.M3.7 (challenge); S5.M4.6 (self-expression and enjoyment); S5.M6.6, S4.M6.7, S4.M6.8 (social interaction)

EQUIPMENT NEEDED: Equipment Needed -- One basketball and one poly spot per student; two small cones and one set of jerseys per pair of students.

THEME	ACTIVITY	DETAILS	TIME
Values	TIME MANAGEMENT	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> • As students enter the gymnasium, have them walk around the perimeter and discuss how they manage their time outside of school. <p>☺ We all have many obligations outside of school such as family time, sports, other hobbies and activities. We have to keep our activities in perspective. For example, not enough time spent on school work might leave students ineligible to participate in sports. And neglecting family and other important matters might result in losing some of the support structure that is critical to every person's success in all aspects of life. A commitment to implementing time-management skills helps keep all these important parts of our lives in balance.</p>	2 MINUTES

(continued)

Lesson 4 of 10 (continued)

Warm-Up

LINE HOPS

(2x 20 seconds)

ACTIVITY PROGRESSION

5 MINUTES

- Students stand on a line anywhere on the basketball court, and perform line hops in the following ways:
 - Two feet forward and backward
 - Two feet side to side
 - One foot forward and backward
 - One foot side to side
- When students have completed the line hops, have them complete the following:
 - Arm rolls
 - Stationary hip swings

TRANSITION: Each student retrieves a ball and stand in personal space, with a ball between the feet.

BALL-HANDLING WARM-UP

ACTIVITY PROGRESSION

5 MINUTES

- Students complete these ball-handling drills:
 - Figure 8 Fingertips
 - Single-Leg Wraps
 - Double-Leg Wraps
 - Front-to-Back Dribble
 - Side-to-Side Dribble
 - 3-3-3 Dribbling
 - Dribble Balance Push
 - Running Dribble Right, Left, Crossover

(continued)

Lesson 4 of 10 (continued)

Skill Building

FUNDAMENTAL SKILL INTRODUCTION

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

- Students should start with the shooting-hand elbow under the ball and the other hand holding the ball steady 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. Shooters should have their feet a little wider than shoulder-width apart, often with the shooting-hand-side foot slightly ahead of the other foot.

- The shooter’s feet, knees, hips, shoulders and head all should 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 in the fingertips of the shooting hand, with a small gap between the palm and the ball.
- Then, in one motion, the shooter extends the legs while extending the shooting hand.
- The hand and elbow rise to full extension, up high, with the ball coming off, primarily, the fingertips of the index and middle fingers.
- The shooter then flips the wrist forward, creating backspin on the ball, which allows it to land softly on the rim. The opposite hand comes off the ball just before the shooting hand releases it.
- The shooter then lands in the same spot from which he or she jumped, landing well-balanced on both feet.
- Shooter then holds the follow-through until the shot goes through the basket or misses.

FORM SHOOTING (no ball)

ACTIVITY PROGRESSION

1 MINUTE

- All students stand facing the teacher.
- Students bend knees, keep the dominant-hand elbow in, then move the body upward in one motion to simulate shooting the ball.
- Students follow through by straightening the shooting arm and flipping the wrist to put backspin on the ball.
- Students hold the follow-through, waiting for instructions to reset.

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

TRANSITION: Each student retrieves a basketball and finds a place to stand on the perimeter of the gymnasium.

(continued)

Lesson 4 of 10 (continued)

Skill Building
(continued)

PERFECT SHOT
(no basket)

ACTIVITY PROGRESSION

2 MINUTES

- All students need a basketball and should stand on a sideline or baseline.
- Remind them of the proper shooting form- knees bent, elbow under the ball, shoot up and follow through.
- Now have them do this by shooting the ball up in the air on the teacher’s command.
- To make a perfect shot to self, the student must hold up their follow through from where they finished their shot and not move their hand.
- The ball must go up in the air then bounce on the floor just in front of the student and bounce up and hit their hand without them moving it!

KEY POINTS: See that students are focused on proper form and don’t allow them to move the hand after they follow through. Good rotation will help the ball bounce back to students’ hands.

1, 2, 3, SHOOT

ACTIVITY PROGRESSION

3 MINUTES

- Students stand, each with a basketball, around the perimeter of the gymnasium, facing a wall.
- On the teacher’s “One, two, shoot” command, students shoot the ball at the wall, executing these actions according to each number:
 1. Bend down into a leap or jump position; with the basketball in front of the body and 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, lift the ball slightly over the dominant-hand shoulder, with elbow under the ball, forming a 90-degree angle.
 3. Explode upward using the legs, while simultaneously extending the arms to shoot the ball toward the wall. Students follow through by flicking the wrist and holding that hand up while maintaining balance. Students retrieve balls and repeat the process.

KEY POINTS: It is important that students move in one fluid motion while also working on shooting mechanics.

TRANSITION: Assign students evenly to each of five cones.

(continued)

Lesson 4 of 10 (continued)

Skill Building
(continued)

AROUND THE WORLD

ACTIVITY PROGRESSION

4 MINUTES

- Place five cones around each basket as shooting spots and divide students evenly at the cones.
- The first student in each line shoots the ball, retrieves the rebound and goes to the back of the line.
- Each student at each cone takes three shots from that cone.
- Each group then rotates to the next cone and repeats until each group has shot at all five cones.

MAKE FOR A CONE ACTIVITY PROGRESSION

3 MINUTES

- Separate students into two even-size teams at each hoop. Each team has a designated spot (marked by a poly spot) near the basket, where its members will line up.
- Place a line of cones next to each team equal to the number of students on each team.
- The first student from each line shoots the basketball, retrieves the rebound and passes to the next person in that line.
- Each student who makes a shot takes a cone from the other team and puts it his or her team's cones, then moves to the back of the line.
- Each student who misses a shot retrieves the rebound and passes to the next person in line, then moves to the back of the line without taking a cone from the other team.
- The team with the most cones after three minutes wins.

DRIBBLE, JUMP STOP, PASS AND SHOOT

ACTIVITY PROGRESSION

4 MINUTES

- Separate students into two even-size teams at each hoop. Each team lines up behind a designated cone.
- Students in one line dribble to the free-throw line, execute a jump stop and make an accurate bounce pass to a student running toward the basket from the other line.
- That player shoots a lay-up, and the passer retrieves the rebound. Those players then switch lines.
- Continue the activity for two minutes.

FUNDAMENTAL SKILL INTRODUCTION

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

(continued)

Lesson 4 of 10 (continued)

Skill Building
(continued)

LAY-UP HIGH FIVE ACTIVITY PROGRESSION

2 MINUTES

- Students, in pairs, observe as the teacher demonstrate how to take a right-hand lay-up. Take one step on the right foot, a second step on the left, jumping off the left foot and extending the right hand upward.
- Partner 1 stands in front of Partner 2 with right hand in the air. Partner 2 then takes a step toward Partner 1 with the right foot, a second step with the left, saying “One, two,” and jumping off the left foot, and extending the right hand high to give Partner 1 a high five.
- Partners repeat the activity with the opposite footwork (jumping off the right) and opposite hand (left) giving the high five.

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

LAY-UP SKIPS ACTIVITY PROGRESSION

2 MINUTES

- All students line up on the sideline and follow the teacher’s command of “One, two, jump.”
- Designate which foot to step with first.
- Students jump off the designated foot and extend the opposite hand high (jump off the left, extend the right hand).
- Students should move together on the teacher’s command.
- Students repeat the activity across the court in one direction, then repeat it coming back in the opposite direction. and repeat.

KEY POINTS: Students must not move ahead of the teacher’s commands. Emphasize the correct hand/ foot action until the movement becomes natural for the players.

TRANSITION: Students pair up, with each pair retrieving a ball. Divide pairs evenly among all hoops.

(continued)

Lesson 4 of 10 (continued)

Skill Building
(continued)

1, 2, JUMP LAY-UPS

ACTIVITY PROGRESSION

4 MINUTES

- Students in pairs, one ball per pair, Three or more pairs per basket.
- Partner 1 lines up 3-six feet from the basket, and Partner 2 stands just behind the basket.
- On the teacher’s “One, two” prompt, Partner 1 takes two steps, jumps and performs a lay-up, shooting for the square on the backboard.
- Students should not dribble the ball.
- Partner 2 grabs the rebound and gives the ball to Partner 1, who continues performing lay-ups.
- Partners work for 1 minute before switching roles.

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

TRANSITION: Students form into two groups, with Partner 1s forming one group and Partner 2s forming the other group.

GIVE AND GO

ACTIVITY PROGRESSION

4 MINUTES

- At each hoop, one group of students lines up at the top of the key with a few balls at the front of the line, and the other group forms a line on the wing.
- One by one, Group 1 students at the top of the key pass the ball to Group 2 students on the wing and then run to the basket.
- Group 2 students on the wing catch the ball and pass it back to the Group 1 students, who then complete a lay-up, rebound and then switch lines.

KEY POINTS: Emphasize the importance of not following your pass so that you can be open to make a shot.

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

(continued)

Lesson 4 of 10 (continued)

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- All students stand up and demonstrate how to shoot a basketball correctly.
- Students review how to perform a lay-up.
- Think, pair, share: Why is it important not to follow your pass in basketball?

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 encouraging students to 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

THEME	ACTIVITY	DETAILS	TIME
Values	SPORTSMANSHIP 2	Is good sportsmanship just about saying “good game” after each game?	2 MINUTES
Warm-Up	FREEZE TAG	Warm up the body to prepare it for movement by playing Freeze Tag.	5 MINUTES
	BALL-HANDLING WARM-UP	<ul style="list-style-type: none"> • Figure 8 Fingertips • Single-Leg Wraps • Double-Leg Wraps • Front-to-Back Dribble • Side-to-Side Dribble • 3-3-3 Dribbling • Dribble Balance Push • Running Dribble Right, Left, Crossover 	5 MINUTES
Skill Building	TEACH: Passing		
	FUNDAMENTALS OF REBOUNDING	Whenever a shot is missed, the student who retrieves the ball is credited with a rebound.	
	SELF-TOSS REBOUNDING	Student use two hands to toss the ball into the air, move toward it, jump and catch it at the peak.	2 MINUTES
	FUNDAMENTALS OF CHINNING THE BALL	Chinning the ball means grabbing the ball and holding 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: Ball Handling, Passing, Shooting, Rebounding		
FUNDAMENTALS OF THE KICK PASS	A kick pass is a pass from a player driving to the basket, out to a teammate on the perimeter.		
KICK-PASS BREAKDOWN	Work on proper kick-pass form.	6 MINUTES	

(continued)

Lesson 5 of 10 (continued)

Skill Building
(continued)

FUNDAMENTALS OF DRIVE AND KICK Drive and kick is when one player dribbles the ball toward the basket and, as the defense reacts to the drive, the player passes the ball (called a “kick-out” or “kick”) to a teammate who has an open shot.

PERFECT SHOT (no basket) This is a fun shooting drill that challenges students to work on their shooting form. **2 MINUTES**

LAY-UP HIGH FIVE A simple high five can help teach the fundamentals of a lay-up. **2 MINUTES**

FUNDAMENTALS OF CUTTING Several forms of cutting – moving quickly in a different direction – can help players get open for the ball. Examples: back-cut, V-cut and L-cut.

PASS AND CUT Work on passing and cutting, finishing with lay-ups. **7 MINUTES**

DRIVE-AND-KICK COMPETITION Emphasize a good drive and a good kick pass. **6 MINUTES**

Closure

CLOSURE Students will demonstrate the knowledge and the ability to perform the stationary low and middle dribble, 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**

- Maximize activity time by providing every student with a ball.
- Time listed for activities serve 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 5 of 10 (continued)

LESSON OBJECTIVE:

- Students will be able to practice rebounding during various activities.
- Students will practice offensive skills such as the kick pass, drive and kick, and cutting in basketball.
- Students will be able explain the importance of the kick pass and cutting in basketball.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.M6.6, S1.M6.7, S1.M6.8 (offensive skills); S1.M8.6, S1.M8.7, S1.M8.8 (dribbling/ball control); S1.M11.6, S1.M11.7 (shooting on goal)

STANDARD 2 S2.M1.6, S2.M1.7, S2.M1.8 (creating space with movement); S2.M2.6, S2.M2.7, S2.M2.8 (creating space with offensive tactics)

STANDARD 3 S3.M12.6 (fitness knowledge)

STANDARD 4 S4.M1.6, S4.M1.7, S4.M1.8, S4.M2.6 (personal responsibility); S4.M3.6, S4.M3.7, S4.M3.8 (accepting feedback); S4.M4.6, S4.M4.7, S4.M4.8, S4.M5.6, S4.M5.7, S4.M5.8 (working with others); S4.M6.6, S4.M6.7, S4.M4.8 (rules & etiquette); S4.M7.6, S4.M7.7, S4.M7.8 (safety)

STANDARD 5 S5.M3.6, S5.M3.7 (challenge); S5.M4.6 (self-expression and enjoyment); S5.M6.6, S4.M6.7, S4.M6.8 (social interaction)

EQUIPMENT NEEDED: One basketball for each student.

THEME	ACTIVITY	DETAILS	TIME
Values	SPORTSMANSHIP 2	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> • As students enter the gymnasium, have them walk around the perimeter and discuss how they show good sportsmanship other than saying “good game” after each game. • Ask students to discuss whether good sportsmanship means you don’t mind losing. <p>© One way to show sportsmanship, instead of saying “good game,” is to say “I enjoyed competing with you.” 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 5 of 10 (continued)

Warm-Up

DYNAMIC WARM-UP #1
(1 x from sideline to sideline)

ACTIVITY PROGRESSION

5 MINUTES

Students stand on the sideline and complete these warm-up activities across and back the court:

- Heel Walks
- Toe Walks
- Skip Forward
- Skip Backward
- Jog Forward
- Jog Backward

TRANSITION: Each student retrieves a ball and stands with it between the feet in self-space.

BALL-HANDLING WARM-UP

ACTIVITY PROGRESSION

5 MINUTES

Students complete these ball-handling warm-up activities:

- Figure 8 Fingertips
- Single-Leg Wraps
- Double-Leg Wraps
- Front-to-Back Dribble
- Side-to-Side Dribble
- 3-3-3 Dribbling
- Dribble Balance Push
- Running Dribble Right, Left, Crossover

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 be physical, react quickly and pursue the ball.

SELF-TOSS REBOUNDING

ACTIVITY PROGRESSION

2 MINUTES

- Each student has a basketball and stands in self-space.
- Students use two hands to toss the ball into the air, then move toward the ball, jump and catch it at its peak height.
- Repeat.

KEY POINTS: Students should be able to see the ball, track its trajectory, and jump and catch the ball at its peak.

TRANSITION: Students spread out around the perimeter of the gymnasium, facing the wall, each with a partner and a ball per pair.

(continued)

Lesson 5 of 10 (continued)

Skill Building
(continued)

FUNDAMENTALS OF CHINNING THE BALL Chinning the ball means grabbing the ball and holding it strongly with two hands under the chin to protect the ball from defenders.

TOSS AND GET IT ACTIVITY PROGRESSION

4 MINUTES

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

KEY POINTS: Work on seeing the ball come off the wall, timing it and getting to the rebound.

TRANSITION: Students line up on the sideline without a ball.

FUNDAMENTALS OF THE KICK PASS A kick pass is a pass from a player driving to the basket out to a teammate on the perimeter.

The kick pass usually happens while moving and often is passed from the side of the body, usually with the hand that is nearest the recipient.

When making the kick pass, the arm should extend and the thumb should snap down toward the floor.

KICK-PASS BREAKDOWN

ACTIVITY PROGRESSION

6 MINUTES

- Students partner up, with 1 ball per pair. Partners face in the same direction so that Partner 1 can see Partner 2 by turning the head to the left and Partner 2 can see Partner 1 by turning the head to the right.
- With both partners in a good stance, they pass the ball back and forth by pushing the ball with the arm that is closer to the partner and snapping the thumb down.
- Students continue passing back and forth for the allotted amount of time before switching sides.

FUNDAMENTALS OF DRIVE AND KICK Drive and kick is when a player dribbles the ball toward the basket and the defense reacts to the drive. As the defense closes in, the offensive player “kicks” or “kicks out” (passes) the ball to a teammate who is open.

(continued)

Lesson 5 of 10 (continued)

Skill Building
(continued)

PERFECT SHOT
(no basket)

ACTIVITY PROGRESSION

2 MINUTES

- Students stand on the sideline, each with a basketball.
- Remind students of the perfect shooting form: knees bent, elbow under the ball, push the ball up, off of the fingertips, follow through.
- On the teacher’s command, students shoot the ball up in the air, using perfect form.
- To make a perfect shot to self, students must hold the follow-through from the point at which the ball left the fingertips.
- The ball must go up in the air, then hit the floor just in front of the shooter and bounce up to the shooting hand, which should still be in follow-through position.

KEY POINTS: Make sure that students are focused on everything being perfect; don’t allow them to move their shooting hands after they follow through. Gentle backspin – caused when the ball rolls off the fingertips of the shooting hand -- will help the ball bounce back up to the shooter’s hand.

TRANSITION: Students pair up using the toe-toe method.

LAY-UP HIGH FIVE Activity Progression

2 MINUTES

- Divide students into pairs (with no ball).
- The teacher demonstrates how to shoot a lay-up: take 1 step on the right foot, a second step on the left, then jump off the left foot and extend the right hand upward..
- Partner 1 stands in front of Partner 2 with 1 hand in the air. Partner 2 performs the lay-up motion toward Partner 1, saying “One, two,” while taking the right step and the left, then giving Partner 1 a high five with the right (shooting) hand.
- Partners repeat the activity using 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 players.

FUNDAMENTALS OF CUTTING

Cutting means moving quickly to get open to receive a pass. Students can use a variety of cuts, a back cut, V cut and L cut.

(continued)

Lesson 5 of 10 (continued)

Skill Building
(continued)

PASS AND CUT

ACTIVITY PROGRESSION

7 MINUTES

- Students line up at the top of the key with a few balls at the front of the line, with another line of students on the wing.
- Students at the top of the key pass the ball to the line on the wing and then cut by running to the basket.
- Students on the wing catch the ball and pass it back to the cutter, who completes a lay-up, rebounds the ball, then moves to the back of the line on the wing.

KEY POINT: Emphasize making a crisp, accurate good pass and a quick cut while looking for the ball.

DRIVE-AND-KICK COMPETITION

ACTIVITY PROGRESSION

6 MINUTES

- Students form two lines at the top of the key at each basket, with a ball, and another line at each wing.
- Students at the top of the key dribble the ball down both sides of the paint, each dribbling with the hand closer to the wing line on that side of the court.
- As dribblers near the basket, they jump stop and pass (kick) the ball to a classmate on the wing, who catches and shoots.
- Students rebound and switch lines.
- The two groups at each basket compete to see which team can make the most baskets.

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Ask students why rebounding is important in basketball. Why do players chin the ball when they rebound?
- Ask students what a kick pass is and why it's helpful.
- Have students explain why a player would cut during a game of basketball.

(continued)

Lesson 5 of 10 (continued)

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hands and give another classmate a compliment.
- If necessary, start the session by giving a compliment and letting students follow.

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

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

Lesson 6 of 10

THEME	ACTIVITY	DETAILS	TIME
Values	FAIRNESS	Discuss why it is important to have rules and why it is unfair to break the rules.	2 MINUTES
Warm-Up	DYNAMIC WARM-UP <i>(1 x from sideline to sideline)</i>	Students prepare for safe participation in the lesson activities.	5 MINUTES
	BALL-HANDLING WARM-UP	Students practice and improve their ball control 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 specified player on the other team, knowing where that player is on the court and staying between the player and the basket. Defenders also are responsible for knowing where the ball is and for helping teammates guard other players 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.	5 MINUTES
	ZIG-ZAG DEFENSIVE SLIDE <i>(3 times across and back)</i>	Become comfortable with changing directions while defending the dribbler.	5 MINUTES
	KEEP-AWAY	Work on movement, teamwork, passing and defense.	11 MINUTES
	OFFENSE/DEFENSE	Emphasize both offense and defense in 1 v 1 play.	4 MINUTES
Closure	CLOSURE	Students demonstrate the knowledge and ability to perform the stationary low and middle dribble, 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

- Maximize activity time by providing every student with a ball. *(continued)*
- Times listed for activities serve 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 correct defensive position.
- Students will be able to push off their back foot while in a defensive position and traveling quickly down the court.
- Students will be able to defend a dribbler by using strategies to reduce the space between them.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.M6.6, S1.M6.7, S1.M6.8 (offensive skills); S1.M8.6, S1.M8.7, S1.M8.8 (dribbling/ball control); S1.M11.6, S1.M11.7 (shooting on goal); S1.M11.6, S1.M11.7, S1.M11.8 (defensive skills)

STANDARD 2 S2.M1.6, S2.M1.7, S2.M1.8 (creating space with movement); S2.M2.6, S2.M2.7, S2.M2.8 (creating space with offensive tactics); S2.M3.6, S2.M3.7, S2.M3.8 (creating space using width & length); S2.M4.6, S2.M4.7, S2.M4.8 (reducing space by changing size & shape); S2.M5.6, S2.M5.7, S2.M5.8 (reducing space using denial); S2.M6.6, S2.M6.7, S2.M6.8 (transitions)

STANDARD 3 S3.M9.6, S3.Mp.7, S3.M9.8, S3.M12.6 (fitness knowledge)

STANDARD 4 S4.M1.6, S4.M1.7, S4.M1.8, S4.M2.6 (personal responsibility); S4.M3.6, S4.M3.7, S4.M3.8 (accepting feedback); S4.M4.6, S4.M4.7, S4.M4.8, S4.M5.6, S4.M5.7, S4.M5.8 (working with others); S4.M6.6, S4.M6.7, S4.M4.8 (rules & etiquette); S4.M7.6, S4.M7.7, S4.M7.8 (safety)

STANDARD 5 S5.M3.6, S5.M3.7 (challenge); S5.M4.6 (self-expression and enjoyment); S5.M6.6, S4.M6.7, S4.M6.8 (social interaction)

EQUIPMENT NEEDED: One ball per student.

THEME	ACTIVITY	DETAILS	TIME
Values	FAIRNESS	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> • As students enter the gymnasium, have them walk around the perimeter and discuss why we have rules. Is it fair to break the rules? <p>☺ Class rules and rules of basketball are important. They keep class safe and fun. If you break the rules, you or someone else may get hurt. It's always important to follow the rules.</p>	2 MINUTES

(continued)

Lesson 6 of 10 (continued)

Warm-Up

LINE HOPS (2x 20 seconds)

Students stand on a line anywhere on the basketball court. Students perform line hops in these ways:

- 2 Feet Forward & Backward
- 2 Feet Side to Side
- 1 Foot Forward & Backward
- 1 Foot Side to Side

Once students have completed the line hops, have them complete these:

- Arm rolls
- Stationary hip swing

5 MINUTES

BALL-HANDLING WARM-UP

Direct students to complete the following ball-handling skills:

- Figure 8 Fingertips
- Single-Leg Wraps
- Double-Leg Wraps
- Front-to-Back Dribble
- Side-to-Side Dribble
- 3-3-3 Dribbling
- Dribble Balance Push
- Running Dribble Right, Left, Crossover

5 MINUTES

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 specified player on the other team, for knowing where that player is on the court, and staying between the player and the basket. Defenders also are responsible for knowing where the ball is and for helping teammates guard other players at any point.

SIDE/LATERAL PUSH

(4 x 15 seconds)

Activity Progression

- Students line up on a sideline and face the teacher.
- On the teacher’s “Go” prompt, students push off the back foot to slide to the other side, until the teacher commands them to go in the other direction. On that command, they plant and push back.
- Repeat.

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

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

5 MINUTES

(continued)

Lesson 6 of 10 (continued)

Skill Building
(continued)

ZIG-ZAG DEFENSIVE SLIDE
(3 times across and back)

ACTIVITY PROGRESSION

5 MINUTES

- Equal-size groups of students stand at each corner of the baseline and sideline.
- The first student in each line starts in good stance with back to the court. Student then slides back at angles, touching the foot to the sideline and the lane line extended all the way to half court. Once students reach half court, they jog along the sideline back to the end of the line.
- When one student reaches the free-throw line, the next student in line begins.

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

TRANSITION: Students use the toe-to-toe method to organize into groups of three.

KEEP-AWAY

ACTIVITY PROGRESSION

11 MINUTES

- Students are in groups of three.
- In each group, two students start on offense and one student starts on defense.
- One offensive player starts with the ball and tries to pass to the other offensive student, while the defender tries to deny the pass.
- Students on offense may dribble (while moving) up to two times and then must pass to the other offensive student.
- Play for one minute and then rotate responsibilities.

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

OFFENSE/ DEFENSE

ACTIVITY PROGRESSION

8 MINUTES

- Have students partner up, with 1 ball per pair.
- Partner 1 is on offense, and Partner 2 is on defense, starting about 10-15 feet from the basket.
- Partner 1 starts with the ball, facing the basket, and takes a maximum of three dribbles and only 1 shot attempt. Remind students of strategies for getting open for a good shot.
- After 1 shot – make or miss -- both partners go back to the starting point and switch roles.

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

(continued)

Lesson 6 of 10 (continued)

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Have a student demonstrate correct defensive position.
- Ask students how they can move down the court quickly while defending the dribbler.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

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

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

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

Lesson 7 of 10

THEME	ACTIVITY	DETAILS	TIME
Values	RESPECT: TEACHERS	Students discuss what respect is and what it means to respect one's teachers.	2 MINUTES
Warm-Up	DYNAMIC WARM-UP (LINE HOPS) <i>(1 x from sideline to sideline)</i>	Students warm up by capturing as many cones as they can while dribbling a ball.	5 MINUTES
	BALL-HANDLING WARM-UP	Students learn and practice ball-control skills.	5 MINUTES
Skill Building	TEACH: Defense		
	SIDE/LATERAL PUSH	Help students grow more comfortable in traveling in a variety of directions and changing direction quickly.	4 MINUTES
	ZIG-ZAG DEFENSIVE SLIDE	Allow students an opportunity to practice moving backward quickly down the court as a defender.	4 MINUTES
	OFFENSE/DEFENSE	This is a fun game that allows students to apply their skills in creating and reducing space while transitioning between offense and defense.	6 MINUTES
	KEEP-AWAY <i>(2 v 2)</i>	Students demonstrate the knowledge and ability to apply offensive and defensive skills and concepts in a small-sided game-like activity.	6 MINUTES
	KEEP AWAY <i>(2 v 2 with shooting)</i>	Students apply multiple skills and concepts in a small-sided game-like activity.	9 MINUTES
Closure	CLOSURE	Students demonstrate the knowledge and ability to perform the stationary low and middle dribble, 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 serve 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 correct defensive position.
- Students will be able to push off the back foot while in a defensive position and while traveling quickly down the court.
- Students will be able to defend a dribbler by using strategies to reduce the space between them.
- Students will be able to transition between offense and defense and apply strategies to open space or reduce space.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.M6.6, S1.M6.7, S1.M6.8 (offensive skills); S1.M8.6, S1.M8.7, S1.M8.8 (dribbling/ball control); S1.M11.6, S1.M11.7 (shooting on goal); S1.M11.6, S1.M11.7, S1.M11.8 (defensive skills)

STANDARD 2 S2.M1.6, S2.M1.7, S2.M1.8 (creating space with movement); S2.M2.6, S2.M2.7, S2.M2.8 (creating space with offensive tactics); S2.M3.6, S2.M3.7, S2.M3.8 (creating space using width & length); S2.M4.6, S2.M4.7, S2.M4.8 (reducing space by changing size & shape); S2.M5.6, S2.M5.7, S2.M5.8 (reducing space using denial); S2.M6.6, S2.M6.7, S2.M6.8 (transitions)

STANDARD 3 S3.M9.6, S3.Mp.7, S3.M9.8, S3.M12.6 (fitness knowledge)

STANDARD 4 S4.M1.6, S4.M1.7, S4.M1.8, S4.M2.6 (personal responsibility); S4.M3.6, S4.M3.7, S4.M3.8 (accepting feedback); S4.M4.6, S4.M4.7, S4.M4.8, S4.M5.6, S4.M5.7, S4.M5.8 (working with others); S4.M6.6, S4.M6.7, S4.M4.8 (rules & etiquette); S4.M7.6, S4.M7.7, S4.M7.8 (safety)

STANDARD 5 S5.M3.6, S5.M3.7 (challenge); S5.M4.6 (self-expression and enjoyment); S5.M6.6, S4.M6.7, S4.M6.8 (social interaction)

EQUIPMENT NEEDED: One basketball per pair of students.

THEME	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 your teachers. <p>☺ Students should respect their teachers, and teachers should respect their students. A big part of the mutual respect between teachers and students is listening to each other and getting to know each other to establish a level of trust.</p> <p>TRANSITION: Each student retrieves a ball and stands with it between the feet.</p>	2 MINUTES

(continued)

Lesson 7 of 10 (continued)

Warm-Up

DYNAMIC WARM-UP (LINE HOPS)
(1 x from sideline to sideline)

Students warm up by capturing as many cones as they can while dribbling a ball.

5 MINUTES

BALL-HANDLING WARM-UP

Students learn and practice ball-control skills.

5 MINUTES

Skill Building

TEACH: Defense

SIDE/LATERAL PUSH

ACTIVITY PROGRESSION

4 MINUTES

- Have students line up on a sideline and face the teacher.
- On the teacher's "Go" prompt, students should push off the back foot to slide to the other side, until the teacher prompts them to go the other direction. Upon hearing that command, students plant and push back.
- Repeat.

KEY POINTS: See that students maintain a proper stance, with chest and eyes up. Work on changing directions quickly.

TRANSITION: Divide students into four equal groups at each corner of the court.

ZIG-ZAG DEFENSIVE SLIDE

ACTIVITY PROGRESSION

4 MINUTES

- Equal-size groups of students stand in each corner of the baseline and sideline.
- The first student in each line starts with back to the court, then slides back at angles, touching the foot to the sideline and the lane line extended all the way to half court. Once students reach half-court, they jog along the sideline back to the end of the line.
- When one student reaches the free-throw line, the next student in line begins.

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

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

(continued)

Lesson 7 of 10 (continued)

Skill Building
(continued)

**OFFENSE/
DEFENSE**

ACTIVITY PROGRESSION

6 MINUTES

- Students partner up, with 1 ball per pair.
- Partner 1 is on offense, and Partner 2 is on defense, starting around 10-15 feet from the basket.
- Starting with the ball, Partner 1 faces the basket and takes a maximum of three dribbles and only one shot attempt. Remind students of strategies for getting open to take a good 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.

KEEP-AWAY
(2 v 2)

ACTIVITY PROGRESSION

6 MINUTES

- Divide students into groups of four, with two students starting on offense and two on defense.
- Starting with the ball, one student on offense tries to create open space and pass to the other student on offense, while the two defenders work to deny the pass
- Students on offense may dribble (while moving) up to two times and then must pass to the other student on offense.
- Teams play for one minute and then switch responsibilities.

TRANSITION: Students who finished the activity on offense partner up with two students from another group who finished on defense. Once the new groups are created, students put the basketballs away, keeping one ball for each group of four students.

(continued)

Lesson 7 of 10 (continued)

Skill Building
(continued)

KEEP AWAY
(2 v 2 with shooting)

ACTIVITY PROGRESSION

9 MINUTES

- Assign each group of four students to a basket; two students on offense and two on defense.
- Limit play space at each basket to within the three-point line.
- Offensive students dribble and pass to create an open shot on the basket, while defenders try to deny passes and shots.
- When an offensive player scores or turns the ball over, defenders go on offense and play begins again from the three-point line.

KEY POINTS: Remind students of the strategies they have learned for creating open space while on offense and for reducing space by changing size and shape and using denial while on defense.

TRANSITION: Students use the toe-to-toe method to partner up. Pairs keep one ball and put the other away. Those with a ball will form one team for the next activity, and those without a ball will form another team.

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Have a student demonstrate defending the ball.
- Ask students what they must do to maintain effective defensive position.
- Ask students what they must do to create open space while being guarded.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

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

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

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

Lesson 8 of 10

THEME	ACTIVITY	DETAILS	TIME
Values	RESPECT: TEAMMATES	Discuss how we respect our teammates (classmates).	2 MINUTES
Warm-Up	DYNAMIC WARM-UP <i>(1 x from sideline to sideline)</i>	Students warm up to prepare for participating safely in the lesson activities.	5 MINUTES
	BALL-HANDLING WARM-UP	Students practice ball-control skills. <ul style="list-style-type: none"> • Figure 8 Fingertips • Single-Leg Wraps • Double-Leg Wraps • Front-to-Back Dribble • Side-to-Side Dribble • 3-3-3 Dribbling • Dribble Balance Push • Running Dribble Right, Left, Crossover 	5 MINUTES
Skill Building	DRIBBLE, JUMP STOP, PASS AND SHOOT	• Students apply multiple skills in a fun game-like activity.	4 MINUTES
	SELF-TOSS REBOUNTING	Students use both hands to toss the ball into the air, move toward it, and jump and catch it at its peak height.	4 MINUTES
	OFFENSE/DEFENSE	Emphasize both offense and defense in 1–v-1 play.	4 MINUTES
	3-v- 3 <i>(passes)</i>	Emphasize the offensive and defensive skills and concepts learned through a 3–v-3 passing challenge.	8 MINUTES
	3-v- 3 <i>(pass and shoot)</i>	Emphasize the offensive and defensive skills and concepts learned through a 3-v- 3 small-sided game.	9 MINUTES
Closure	CLOSURE	Students demonstrate the knowledge and ability to create and reduce open space.	2 MINUTES
Compliment Session	COMPLIMENT SESSION	Have 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 serve 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 use strategies to create open space to effectively pass or shoot the ball while on offense.
- Students will be able to use strategies to reduce open space to deny the offense from making open passes or shots on the basket.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.M6.6, S1.M6.7, S1.M6.8 (offensive skills); S1.M8.6, S1.M8.7, S1.M8.8 (dribbling/ball control); S1.M11.6, S1.M11.7 (shooting on goal); S1.M11.6, S1.M11.7, S1.M11.8 (defensive skills)

STANDARD 2 S2.M1.6, S2.M1.7, S2.M1.8 (creating space with movement); S2.M2.6, S2.M2.7, S2.M2.8 (creating space with offensive tactics); S2.M3.6, S2.M3.7, S2.M3.8 (creating space using width & length); S2.M4.6, S2.M4.7, S2.M4.8 (reducing space by changing size & shape); S2.M5.6, S2.M5.7, S2.M5.8 (reducing space using denial); S2.M6.6, S2.M6.7, S2.M6.8 (transitions)

STANDARD 3 S3.M9.6, S3.Mp.7, S3.M9.8, S3.M12.6 (fitness knowledge)

STANDARD 4 S4.M1.6, S4.M1.7, S4.M1.8, S4.M2.6 (personal responsibility); S4.M3.6, S4.M3.7, S4.M3.8 (accepting feedback); S4.M4.6, S4.M4.7, S4.M4.8, S4.M5.6, S4.M5.7, S4.M5.8 (working with others); S4.M6.6, S4.M6.7, S4.M4.8 (rules & etiquette); S4.M7.6, S4.M7.7, S4.M7.8 (safety)

STANDARD 5 S5.M3.6, S5.M3.7 (challenge); S5.M4.6 (self-expression and enjoyment); S5.M6.6, S4.M6.7, S4.M6.8 (social interaction)

EQUIPMENT NEEDED: One basketball per pair of students.

THEME	ACTIVITY	DETAILS	TIME
Values	RESPECT: TEAMMATES	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> • As students enter the gymnasium, have them walk around the perimeter and discuss what it means to respect your teammates. Encourage them to lead by example. <p>☺ Basketball brings people together. It's a team game, and teammates often become and remain friends for life, on the court and off. That's why it is important to respect teammates. You must be able to communicate well to play well as a team, and you must care about one another enough to sacrifice for the good of the team.</p>	2 MINUTES

(continued)

Lesson 8 of 10 (continued)

Warm-Up

DYNAMIC WARM-UP

(1 x from sideline to sideline)

ACTIVITY PROGRESSION

5 MINUTES

Students travel from the baseline to the center of the gym and back while performing each of these activities:

- Leg Swings
- Knee Hugs
- Imaginary Dunks
- Backward Run
- Trunk Twists
- Explosion Leap

KEY POINTS: Work on controlling the ball and executing jump stops. Remind students to keep the head up so that they don't run into one another and can avoid being tagged. In this game, players may not be un-tagged.

TRANSITION: Students find self-space and have a ball between the feet.

BALL-HANDLING WARM-UP

Students to go through these ball-control skills:

5 MINUTES

- Figure 8 Fingertips
- Single-Leg Wraps
- Double-Leg Wraps
- Front-to-Back Dribble
- Side-to-Side Dribble
- 3-3-3 Dribbling
- Dribble Balance Push
- Running Dribble Right, Left, Crossover

TRANSITION: Students form two lines at each hoop behind a designated cone. Students in one line keep their basketballs, while students in the other line put theirs away.

(continued)

Lesson 8 of 10 (continued)

Skill Building

DRIBBLE, JUMP STOP, PASS AND SHOOT

ACTIVITY PROGRESSION

4 MINUTES

- Students are separated into two even-size lines at each hoop. Each line stands behind its designated cone.
- Each student in the line with balls dribbles to the free-throw line, comes to a jump stop and throws a bounce pass to a player running in from the other line on the side, who then shoots a lay-up.
- The passer retrieves the rebound, and the players switch lines.
- Continue for two minutes, then move the line on the side to the other side of the passing line.

TRANSITION: Direct students to form groups of six. Each group needs 1 basketball.

SELF-TOSS REBOUNDING

ACTIVITY PROGRESSION

4 MINUTES

- All students stand in self-space, each with a ball.
- Students use both hands to toss the ball into the air.
- Student then move toward the ball, jump and catch it at its peak height.
- Repeat.

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

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

OFFENSE/ DEFENSE

ACTIVITY PROGRESSION

4 MINUTES

- Students paired up, 1 ball per pair.
- Partner 1 is on offense, and Partner 2 is on defense, starting about 10-15 feet from the basket.
- With the ball, Partner 1 faces the basket, and takes a maximum of three dribbles and only one shot attempt. Remind students of strategies for getting open to take a good 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.

(continued)

Lesson 8 of 10 (continued)

Skill Building
(continued)

3-v-3
(passes)

8 MINUTES

ACTIVITY PROGRESSION

- Students are in groups of six. All Partner 1s form one team and all Partner 2s form another team.
- Each team tries to maintain possession of the ball by passing and dribbling to teammates, while the other team plays defense.
- Each team scores one point for each pass completed. The team with the highest number of points wins the game.
- After four minutes, one team rotates to another basket so that students can 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 and regains possession of the ball, it must restart its pass count at zero.

KEY POINTS: Encourage students to hustle to the ball and make good passes to score. Also, encourage defensive players to move their feet and play active defense.

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

(continued)

Lesson 8 of 10 (continued)

Skill Building
(continued)

3-v- 3
(pass and shoot)

ACTIVITY PROGRESSION

9 MINUTES

- Each set of partners joins with two other pairs, so that all students are in groups of six, with 1 group per basket. Partner 1s from previous activity form one team and Partner 2s form another.
- Each team tries to maintain possession of the ball when on offense and tries to deny passes and shots when on defense.
- Students must dribble and pass the ball to their teammates.
- Each team scores one point for each shot made. The team with the most points wins the game.
- After three minutes, one team rotates to another basket to play 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, make good passes and take shots to score. Also, encourage defensive players to move their feet and play active defense.

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

Closure

CLOSURE

ACTIVITY PROGRESSION

2 MINUTES

- Ask students to identify strategies on offense for creating open space to pass or shoot the ball.
- Ask students to identify strategies for reducing open space to deny the offense from making open passes or shots on the basket.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Have students raise their hands to offer a compliment to a classmate,
- If necessary, the teacher can start the session by complimenting someone, then encouraging students to follow suit.

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

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

Lesson 9 of 10

THEME	ACTIVITY	DETAILS	TIME
Values	RESPECT: OPPONENTS	Discuss how to show respect for an opponent.	2 MINUTES
Warm-Up	DYNAMIC WARM-UP <i>(1 x from sideline to sideline)</i>	Students warm up to prepare for participating safely in the lesson activities.	5 MINUTES
	BALL-HANDLING WARM-UP	Students practice and improve ball-control skills. <ul style="list-style-type: none"> • Figure 8 Fingertips • Single-Leg Wraps • Double-Leg Wraps • Front-to-Back Dribble • Side-to-Side Dribble • 3-3-3 Dribbling • Dribble Balance Push • Running Dribble Right, Left, Crossover 	5 MINUTES
Skill Building	DRIBBLE, JUMP STOP, PASS AND SHOOT	Students apply multiple skills in a fun game-like activity.	6 MINUTES
	GIVE AND GO	This basic basketball movement helps students understand moving without the ball.	6 MINUTES
	3-v-3 <i>(pass and shoot)</i>	Emphasize the offensive and defensive skills and concepts learned through a 3-v-3 small-sided game.	7 MINUTES
	3-v-3 <i>(continuous)</i>	Emphasize the offensive and defensive skills and concepts learned through continuous 3-v-3 small-sided game play.	10 MINUTES
Closure	CLOSURE	Students demonstrate the knowledge and ability to create and reduce open space.	2 MINUTES
Compliment Session	COMPLIMENT SESSION	Have 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 serve 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 combinations of basketball skills.
- Students will be able to apply offensive and defensive skills and concepts in game-like activities.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.M6.6, S1.M6.7, S1.M6.8 (offensive skills); S1.M8.6, S1.M8.7, S1.M8.8 (dribbling/ball control); S1.M11.6, S1.M11.7 (shooting on goal); S1.M11.6, S1.M11.7, S1.M11.8 (defensive skills)

STANDARD 2 S2.M1.6, S2.M1.7, S2.M1.8 (creating space with movement); S2.M2.6, S2.M2.7, S2.M2.8 (creating space with offensive tactics); S2.M3.6, S2.M3.7, S2.M3.8 (creating space using width & length); S2.M4.6, S2.M4.7, S2.M4.8 (reducing space by changing size & shape); S2.M5.6, S2.M5.7, S2.M5.8 (reducing space using denial); S2.M6.6, S2.M6.7, S2.M6.8 (transitions)

STANDARD 3 S3.M9.6, S3.Mp.7, S3.M9.8, S3.M12.6 (fitness knowledge)

STANDARD 4 S4.M1.6, S4.M1.7, S4.M1.8, S4.M2.6 (personal responsibility); S4.M3.6, S4.M3.7, S4.M3.8 (accepting feedback); S4.M4.6, S4.M4.7, S4.M4.8, S4.M5.6, S4.M5.7, S4.M5.8 (working with others); S4.M6.6, S4.M6.7, S4.M4.8 (rules & etiquette); S4.M7.6, S4.M7.7, S4.M7.8 (safety)

STANDARD 5 S5.M3.6, S5.M3.7 (challenge); S5.M4.6 (self-expression and enjoyment); S5.M6.6, S4.M6.7, S4.M6.8 (social interaction)

EQUIPMENT NEEDED: One basketball per pair of students.

(continued)

Lesson 9 of 10 (continued)

THEME	ACTIVITY	DETAILS	TIME
Values	RESPECT: OPPONENTS	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> As students enter the gymnasium, have them 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	<p>DYNAMIC WARM-UP (1 x from sideline to sideline)</p>	<p>ACTIVITY PROGRESSION</p> <p>Each student travels from the baseline to the center of the gymnasium and back, performing each of these activities one time:</p> <ul style="list-style-type: none"> The Bear Hold Ankling Carioca Pogo Jumps Leg Swings Walking Kicks 	5 MINUTES
	BALL-HANDLING WARM-UP	<p>Students practice and improve ball-control skills.</p> <ul style="list-style-type: none"> Figure 8 Fingertips Single-Leg Wraps Double-Leg Wraps Front-to-Back Dribble Side-to-Side Dribble 3-3-3 Dribbling Dribble Balance Push Running Dribble Right, Left, Crossover 	5 MINUTES

(continued)

Lesson 9 of 10 (continued)

Skill Building

DRIBBLE, JUMP STOP, PASS AND SHOOT

ACTIVITY PROGRESSION

6 MINUTES

- Separate students into two even-size teams at each hoop. Each team stands behind a designated cone.
- Each player on one team dribbles a ball to the free-throw line, executes a jump stop and completes a bounce pass to a player running in from the other line on the side, who shoots a lay-up.
- The passer retrieves the rebound, and the players switch lines.
- Continue for two minutes, then resume with pass recipients running in from the opposite side.

GIVE AND GO

ACTIVITY PROGRESSION

6 MINUTES

- At each hoop, students line up at the top of the key, with a few balls at the front of the line. Another line of students form on the wing.
- A student at the top of the key passes the ball to a student on the wing and then runs to the basket.
- The student on the wing catches the ball and passes it back to the running student, who completes a lay-up, rebounds the ball and then switches lines.

KEY POINTS: Emphasize the importance of not following your pass so that you can be open to take a shot.

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

- Divide students into teams of three, two groups per basket.
- Teams take turns on offense, trying to maintain possession of the ball.
- Teams must complete a teacher-specified number of passes before taking any shots. Each team scores one point for each shot made. The team with the most baskets wins the game.
- After three minutes, one team rotates to another basket.

MODIFICATIONS

- Limit the number of dribbles that students may take (e.g., three), or how long they can 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, make good passes and take shots to score. Also, encourage defensive players 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
(continuous)

9 MINUTES

ACTIVITY PROGRESSION

- Group students into groups of nine , with three students on each team.
- Each group of nine plays at one of the side baskets in the gymnasium.
- Team 1 begins on offense, with Team 2 on defense. Team 3 stands on the sidelines.
- Team 1 begins with the ball just above the key and tries to score while Team 2 plays defense.
- Play continues until Team 1 scores a basket or turns the ball over to Team 2. Then, Team 1 moves to the sidelines. Team 2 plays offense and Team 3 plays defense.
- Teams must complete a teacher-specified number of passes before taking any shots.
- Each team scores one point for each shot made. The team with more points wins the game.
- Teams rotate every time a basket is made or the ball is turned over.
- The rotation is defense → offense → sidelines. The rotation repeats until the teacher directs students to stop.

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.
- After every team has rotated through each phase, rotate the teams so that each team has new opponents.

KEY POINTS: Encourage students to hustle to the ball, make good passes and take shots to score. Also, encourage defensive players 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)

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Ask students to identify strategies for creating open space on offense to pass or shoot the ball.
- Ask students to identify strategies for reducing open space on defense to deny the offense from making open passes and shots.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

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

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

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

Lesson 10 of 10

THEME	ACTIVITY	DETAILS	TIME
Values	RESPECT: PARENTS	Discuss how to show respect for parents.	2 MINUTES
Warm-Up	DYNAMIC WARM-UP <i>(1 x from sideline to sideline)</i>	Students warm up to prepare for participating safely in the lesson activities.	5 MINUTES
	BALL-HANDLING WARM-UP	Students practice and improve ball-handling skills. <ul style="list-style-type: none"> • Figure 8 Fingertips • Single-Leg Wraps • Double-Leg Wraps • Front-to-Back Dribble • Side-to-Side Dribble • 3-3-3 Dribbling • Dribble Balance Push • Running Dribble Right, Left, Crossover 	5 MINUTES
Skill Building	DRIBBLE, JUMP STOP, PASS AND SHOOT	Students apply multiple skills in a fun game-like activity.	6 MINUTES
	GIVE AND GO	This basic basketball movement helps students understand moving without the ball.	6 MINUTES
	3-v- 3 <i>(pass and shoot)</i>	Emphasize the offensive and defensive skills and concepts learned through a 3–v-3 small-sided game.	<i>(continued)</i> 7 MINUTES
	3-v- 3 <i>(continuous)</i>	Emphasize all the skills worked on in practice.	10 MINUTES
Closure	CLOSURE	Students demonstrate the knowledge and ability to apply offensive and defensive strategies in game-like situations.	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 serve 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 combinations of basketball skills.
- Students will be able to apply offensive and defensive skills and concepts in game-like activities.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.M6.6, S1.M6.7, S1.M6.8 (offensive skills); S1.M8.6, S1.M8.7, S1.M8.8 (dribbling/ball control); S1.M11.6, S1.M11.7 (shooting on goal); S1.M11.6, S1.M11.7, S1.M11.8 (defensive skills)

STANDARD 2 S2.M1.6, S2.M1.7, S2.M1.8 (creating space with movement); S2.M2.6, S2.M2.7, S2.M2.8 (creating space with offensive tactics); S2.M3.6, S2.M3.7, S2.M3.8 (creating space using width & length); S2.M4.6, S2.M4.7, S2.M4.8 (reducing space by changing size & shape); S2.M5.6, S2.M5.7, S2.M5.8 (reducing space using denial); S2.M6.6, S2.M6.7, S2.M6.8 (transitions)

STANDARD 3 S3.M9.6, S3.Mp.7, S3.M9.8, S3.M12.6 (fitness knowledge)

STANDARD 4 S4.M1.6, S4.M1.7, S4.M1.8, S4.M2.6 (personal responsibility); S4.M3.6, S4.M3.7, S4.M3.8 (accepting feedback); S4.M4.6, S4.M4.7, S4.M4.8, S4.M5.6, S4.M5.7, S4.M5.8 (working with others); S4.M6.6, S4.M6.7, S4.M4.8 (rules & etiquette); S4.M7.6, S4.M7.7, S4.M7.8 (safety)

STANDARD 5 S5.M3.6, S5.M3.7 (challenge); S5.M4.6 (self-expression and enjoyment); S5.M6.6, S4.M6.7, S4.M6.8 (social interaction)

EQUIPMENT NEEDED: One basketball per pair of students.

(continued)

Lesson 10 of 10 (continued)

THEME	ACTIVITY	DETAILS	TIME
Values	RESPECT: PARENTS	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> As students enter the gymnasium, have them walk around the perimeter and discuss how to show respect for 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: Each student retrieves a ball and stands on the baseline.</p>	2 MINUTES
Warm-Up	<p>DYNAMIC WARM-UP (1 x from sideline to sideline)</p>	<p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> Each student travel from the baseline to the center of the gymnasium and back, performing each of these activities once: <ul style="list-style-type: none"> The Bear Hold Ankling Carioca Pogo Jumps Leg Swings Walking Kicks 	5 MINUTES
	BALL-HANDLING WARM-UP	<p>Students practice and improve ball-handling skills.</p> <ul style="list-style-type: none"> Figure 8 Fingertips Single-Leg Wraps Double-Leg Wraps Front-to-Back Dribble Side-to-Side Dribble 3-3-3 Dribbling Dribble Balance Push Running Dribble Right, Left, Crossover 	5 MINUTES (continued)

(continued)

Lesson 10 of 10 (continued)

Skill Building

DRIBBLE, JUMP STOP, PASS AND SHOOT

ACTIVITY PROGRESSION

6 MINUTES

- Divide students into two even-size groups at each hoop. Each group stands behind its designated cone.
- Students in line with the ball dribble to the free-throw line, come to a jump stop and throw a bounce pass to a player running in from the other line on the side, who shoots a lay-up.
- The passer retrieves the rebound, and passer and shooter switch lines.
- Continue for two minutes, then repeat with the second line on the other side of the court.

GIVE AND GO

ACTIVITY PROGRESSION

6 MINUTES

- At each hoop, have students line up at the top of the key with a few balls at the front of the line, and have another line on the wing.
- Have students pass the ball to the line on the wing and then run to the basket.
- The student on the wing will catch the ball and pass it back to the running student who will complete a lay-up, rebound and then switch lines.

KEY POINTS: Emphasize the importance of not following your pass so that you can be open to make a shot.

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

(continued)

Lesson 10 of 10 (continued)

Skill Building
(continued)

3-v-3
(pass and shoot)

7 MINUTES

ACTIVITY PROGRESSION

- Each set of partners joins with two other pairs, so that all students are in groups of 6, with one group per basket. All Partner 1s from the previous activity form one team, and all Partner 2s form another.
- Each team tries to maintain possession of the ball, while the other team plays defense.
- Students must dribble and pass the ball to their teammates.
- Each team scores one point for each shot made. The team with the most points wins the game.
- After three minutes, one team rotates to another basket to play against another team.

MODIFICATIONS

- Limit the number of dribbles students 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, make good passes and take shots to score. Also, encourage defensive players to move their feet and play active defense.

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

(continued)

Lesson 10 of 10 (continued)

Skill Building
(continued)

3-v-3
(continuous)

ACTIVITY PROGRESSION

10 MINUTES

- Divide students into groups of nine; then divide each group into three teams of three students.
- Each group of nine plays at one of the side baskets in the gymnasium.
- Team 1 begins on offense, with Team 2 on defense. Team 3 stands on the sidelines.
- Team 1 begins with the ball just above the key and tries to score against Team 2.
- Play continues until Team 1 scores or turns the ball over to Team 2. Then, Team 1 moves to the sidelines, Team 2 plays offense and Team 3 plays defense.
- Students must dribble and pass the ball to their teammates.
- Each team scores one point for each shot made. The team with the most points wins the game.
- Teams rotate every time a basket is made or the ball is turned over.
- The rotation is defense -> offense -> sidelines. The rotation repeats until the teacher directs students to stop.

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.
- After every team has rotated through each phase, rotate the teams so that each team has new opponents.

KEY POINTS: Encourage students to hustle to the ball, make good passes and take shots to score. Also, encourage defensive players 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 identify strategies on offense for creating open space to pass or shoot the ball.
- Ask students to identify strategies on defense for reducing open space to deny passes and shots on the basket.

(continued)

Lesson 10 of 10 (continued)

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 complimenting someone, then encouraging students to follow suit.

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

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

Appendix A

Grade 6 Dribbling Assessment

DRIBBLING/BALL CONTROL WITH HANDS

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

GRADE-LEVEL OUTCOME:

Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. **(S1.M8.6)**

LEVEL	FORM
3 PROFICIENT	Displays all the selected critical elements, in a variety of practice tasks, and attempts a second contact.
2 COMPETENT	Dribbles with all the selected critical elements in a variety of practice tasks: <ul style="list-style-type: none"> a) Knees bent slightly and opposite foot forward. b) One-hand contact. c) Contacts ball with finger pads (no slapping). d) Eyes look “over,” not down at, the ball. e) Firm contact with top of the ball with contact slightly behind the ball for travel.
1 NEEDS IMPROVEMENT	Dribbles with two fewer critical elements present in a variety of practice tasks.

Appendix A (continued)

Grade 6 Shooting Assessment

SHOOTING

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

GRADE-LEVEL OUTCOME:

Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.M10.6)

LEVEL	FORM
3 PROFICIENT	Displays all the selected critical elements and shoots on goal in a dynamic environment.
2 COMPETENT	Shoots with all the selected critical elements: <ul style="list-style-type: none"> a) Contacts ball with finger pads, fingers spread. b) Bends knees and uses legs for power. c) Keeps shooting elbow near the body.
1 NEEDS IMPROVEMENT	Shoots with two or fewer critical elements present.

Grade 6 Offense/Defense Assessment

OFFENSIVE AND DEFENSIVE SKILLS

STANDARD 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

GRADE-LEVEL OUTCOMES:

Executes at least one of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go. (S2.M2.6)

Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)

LEVEL	OFFENSE	DEFENSE
3 PROFICIENT	Consistently (more than 80% of the time) moves to open space to receive or send a pass.	Consistently (more than 80% of the time) makes the body larger and reduces passing angles.
2 COMPETENT	Usually (760-80% of the time) moves to open space to receive or send a pass.	Usually (670-80% of the time) makes the body larger and reduces passing angles.
1 NEEDS IMPROVEMENT	Sometimes (less than 6780% of the time) moves to open space to receive or send a pass.	Sometimes (less than 6780% of the time) makes the body larger and reduces passing angles.

Appendix A (continued)

Grade 8 Dribbling Assessment

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 with dominant and nondominant hands using a change of speed and direction in small-sided game play. **(S1.M8.8)**

LEVEL	OFFENSE
3 PROFICIENT	Displays all the selected critical elements in small-sided game play. with fluid motion.
2 COMPETENT	Dribbles with all the selected critical elements in small-sided game play: <ul style="list-style-type: none"> a) Knees bent slightly and opposite foot forward. b) One-hand contact. c) Contacts ball with finger pads (no slapping). d) Eyes look “over,” not down at, the ball. e) Firm contact with top of the ball with contact slightly behind the ball for travel.
1 NEEDS IMPROVEMENT	Dribbles with two or fewer critical elements present in small-sided game play.

Grade 8 Shooting Assessment

SHOOTING

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

GRADE-LEVEL OUTCOMES:

Shoots on goal with power and accuracy in a dynamic environment as appropriate to the activity. **(S1.M10.7).**

LEVEL	FORM
3 PROFICIENT	Displays all the selected critical elements and shoots on goal with accuracy in a dynamic environment.
2 COMPETENT	Shoots with all the selected critical elements: <ul style="list-style-type: none"> a) Contacts ball with finger pads, fingers spread. b) Bends knees and uses legs for power. c) Keeps shooting elbow near the body. d) Releases the ball off fingertips.
1 NEEDS IMPROVEMENT	Shoots with two or fewer critical elements present.

Appendix A (continued)

Grade 8 Offense/Defense Assessment

OFFENSIVE AND DEFENSIVE SKILLS

STANDARD 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

GRADE-LEVEL OUTCOMES:

Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. **(S2.M2.8)**

Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). **(S2.M4.8)**

LEVEL	OFFENSE	DEFENSE
3 PROFICIENT	Consistently (more than 80% of the time) moves to create open space, uses a variety of passes and uses the give-and-go tactic.	Consistently (more than 80% of the time) stays on the goal side of the opponent.
2 COMPETENT	Usually (670-80% of the time) moves to create open space, uses a variety of passes and uses the give-and-go tactic.	Usually (670-80% of the time) stays on the goal side of the opponent.
1 NEEDS IMPROVEMENT	Sometimes (less than 6780% of the time) moves to create open space, uses a variety of passes and uses the give-and-go tactic.	Sometimes (less than 6780% of the time) stays on the goal side of the opponent.