

jr. nba



Grades K–2 Physical Education



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Curriculum Summary

In the Jr. NBA Grades K-2 curriculum the focus is on introducing and providing opportunities to practice fundamental motor skills in an encouraging, noncompetitive environment. The goal of the Jr. NBA Grades K-2 curriculum is to engage in activities that form a foundation of motor skills through skills practice.

Grades K–2 ABCD's

ALWAYS FUN

High-Fives and Smiles Positive Encouragement Interactive Games

One very important way we can ensure that students have fun is through our high-fives, smiles, and positive encouragement. Teachers should use their body language and positive reinforcement to create an enjoyable environment. Fun also plays out through a variety of skill-related interactive games. Skill-related games like red light and dribble tag make it fun to learn and play.

BUILDING SKILLS

See SHAPE America National Standards and Grade-Level Outcomes

In the Jr. NBA Grades K-2 curriculum, students need opportunities to explore and experiment with skills in a variety of practice environments. As they mature through these practice opportunities, basic fundamentals of the game will be acquired. Some of the fundamentals that are introduced in the Jr. NBA K-2 curriculum include having a good athletic stance, running, jumping, stopping, balance, and ball handling. These movements and skills will lay the foundation for skills acquired later in the pathway.

CORE VALUES

Sportsmanship and Fairness Confidence Respect

In their first introduction to basketball skills, some students have the tendency to be individualistic or shy, while others see the activities as an opportunity to spend time with friends. Students at this level may be very aware of their feelings and the feelings of others. Therefore, it is important to emphasize sportsmanship and fairness, instill confidence, and teach them to respect each other. By incorporating these messages into every class, students will grow in their social understanding and sport etiquette.

DEVELOPING WELLNESS

Active Lifestyle

The Jr. NBA encourages all students to lead an active lifestyle. Exercising through multiple activities helps create healthy habits for the rest of their lives. Being active also translates to better productivity in school and overall health. The foundation of being active develops a base for not only athletic development in basketball, but also the development of physical literacy. Encourage all students to be active!

SHAPE America National Standards and Grade-Level Outcomes addressed in the Jr. NBA Grades K-2 curriculum

Throughout grades K-2, students will work to acquire skills related to the following National Standards and Grade-Level Outcomes.

STANDARD 1

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

HOPPING, GALLOPING, RUNNING, SLIDING, SKIPPING

- Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)
- Hops, gallops, jogs and slides using a mature pattern. (S1.E1.1)
- Skips using a mature pattern. (S1.E1.2)

JUMPING & LANDING, HORIZONTAL

- Performs jumping and landing actions with balance. (S1.E3.K)
- Demonstrates two of the five critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings. (S1.E3.1)
- Demonstrates four of the five critical elements for jumping and landing in a horizontal plane using a variety of one- and two- foot take-offs and landings. (S1.E3.2)

BALANCE

- Maintains momentary stillness on different bases of support. (S1.E7.Ka)

CATCHING

- Drops a ball and catches it before it bounces twice. (S1.E16.Ka)
- Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. (S1.E16.2)

DRIBBLING/BALL CONTROL WITH HANDS

- Dribbles a ball with one hand, attempting the second contact. (S1.E17.K)
- Dribbles continuously in self-space using a preferred hand. (S1.E17.1)
- Dribbles in self-space with preferred hand demonstrating a mature pattern. (S1.E17.2a)
- Dribbles using the preferred hand while walking in general space. (S1.E17.2b)

STANDARD 2

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

SPACE

- Differentiates between movement in personal (self-space) and general space. (S2.E1.Ka)

PATHWAYS, SHAPES, LEVELS

- Travels in three different pathways. (S2.E2.K)
- Travels demonstrating low, middle, and high levels. (S2.E2.1a)
- Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (S2.E2.1b)

SPEED, DIRECTION, FORCE

- Travels in general space with different speeds. (S2.E3.K)
- Differentiates between fast and slow speeds. (S2.E3.1a)
- Differentiates between strong and light force. (S2.E3.1b)
- Varies time and force with gradual increases and decreases. (S2.E3.2)

STANDARD 3

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

ENGAGES IN PHYSICAL ACTIVITY

- Actively participates in physical education class. (S3.E2.K)
- Actively engages in physical education class. (S3.E2.1)
- Actively engages in physical education class in response to instruction and practice. (S3.E2.2)

STANDARD 4

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

PERSONAL RESPONSIBILITY

- Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)
- Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)
- Practices skills with minimal teacher prompting. (S4.E1.2)
- Acknowledges responsibility for behavior when prompted. (S4.E2.K)
- Follows the rules and parameters of the learning environment. (S4.E2.1)
- Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)

ACCEPTING FEEDBACK

- Following instructions/directions when prompted. (S4.E3.K)
- Responds appropriately to general feedback from the teacher. (S4.E3.1)
- Accepts specific corrective feedback from the teacher. (S4.E3.2)

Standard 4 (continued)

WORKING WITH OTHERS

- Shares equipment and space with others. **(S4.E4.K)**
- Works independently with others in a variety of class environments (e.g., small and large groups). **(S4.E4.1)**
- Works independently with others in partner environments. **(S4.E4.2)**

RULES & ETIQUETTE

- Recognizes the established protocols for class activities. **(S4.E5.K)**
- Exhibits the established protocols for class activities. **(S4.E5.1)**
- Recognizes the role of rules and etiquette in teacher-designed physical activities. **(S4.E5.2)**

SAFETY

- Follows teacher directions for safe participation and proper use of equipment with minimal reminders. **(S4.E6.K)**
- Follows teacher directions for safe participation and proper use of equipment without teacher reminders. **(S4.E6.1)**
- Works independently and safely in physical education. **(S4.E6.2a)**
- Works safely with physical education equipment.

STANDARD 5

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

HEALTH

- Recognizes that physical activity is important for good health. **(S5.E1.K)**
- Identifies physical activity as a component of good health. **(S5.E1.1)**
- Recognizes the value of “good health balance.” **(S5.E1.2)**

CHALLENGE

- Acknowledges that some physical activities are challenging/difficult. **(S5.E2.K)**
- Recognizes that challenge in physical activities can lead to success. **(S5.E2.1)**
- Compares physical activities that bring confidence and challenge. **(S5.E2.2)**

SELF-EXPRESSION & ENJOYMENT

- Identifies physical activities that are enjoyable. **(S5.E3.Ka)**
- Discusses the enjoyment of playing with friends. **(S5.E3.Kb)**
- Describes positive feelings that result from participating in physical activities. **(S5.E3.1a)**
- Discusses personal reasons for enjoying physical activities. **(S5.E3.1b)**
- Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in game environments). **(S5.E3.2)**

YOUTH BASKETBALL GUIDELINES

For Players Ages 7–8



PLAYER SEGMENTATION FOR 2019-2020

| DIVISIONS | 2019-2020 SEASON ELIGIBILITY |
|-----------|-----------------------------------|
| 6U | Born on or before August 31, 2014 |
| 7U | Born on or before August 31, 2013 |
| 8U | Born on or before August 31, 2012 |
| 9U | Born on or before August 31, 2011 |

RECOMMENDED PARTICIPATION GUIDELINES

| GAME LENGTH | GAMES PER WEEK | PRACTICE LENGTH | PRACTICES PER WEEK |
|-------------|----------------|-----------------|--------------------|
| 20-28 min | 1 | 30-60 min | 1 |

MAXIMUM PARTICIPATION GUIDELINES

| MAX. GAMES PER DAY | MAXIMUM HOURS PER WEEK OF ORGANIZED BASKETBALL |
|--------------------|--|
| 1 | 3 Hours |

REST GUIDELINES

| MINIMUM REST DAYS PER WEEK | MAXIMUM MONTHS PER YEAR IN ORGANIZED BASKETBALL | RECOMMENDED HOURS OF SLEEP PER NIGHT |
|----------------------------|---|--------------------------------------|
| 2 | 4 Months | 9-12 Hours |

EQUIPMENT & COURT SPECIFICATIONS

| SIZE OF BALL | HEIGHT OF BASKET | SIZE OF COURT | DISTANCE OF 3-POINT ARC | DISTANCE OF FREE THROW LINE |
|-----------------------------|------------------|---------------|-------------------------|-----------------------------|
| Boys & Girls Size 5 (27.5") | 8' | 50' x 42' | Not applicable | 14' |

GAME TACTICS

| PLAYING TIME | SET DEFENSE | PRESSING DEFENSE | DOUBLE-TEAM/ CROWDING | STEALING FROM THE DRIBBLER |
|--------------------|--|--|---|--|
| Equal playing time | Only player-to-player defense throughout the competition | Pressing is not allowed throughout the competition | Double-team/ crowding is not allowed throughout the competition | Stealing from a dribbler is not allowed throughout the competition |

(continued)

YOUTH BASKETBALL GUIDELINES

For Players Ages 7–8 (continued)



STRUCTURE

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

HIGHLIGHTED GAME PLAY RULES

| BACKCOURT TIMELINE | SHOT CLOCK | 5 SEC. CLOSELY GUARDED | CLOCK STOPPAGE |
|--------------------|----------------|------------------------|------------------|
| Not applicable | Not applicable | Not applicable | On any dead ball |

HIGHLIGHTED GAME PLAY RULES CONTINUED

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

Grades K–2 Lesson and Skill Progression

| | LESSON FOCUS | SKILLS TAUGHT |
|----|--|--|
| 1 | Ball Handling Footwork | <ul style="list-style-type: none"> • Holding a Ball, Balancing a Ball, Rolling a Ball • Triple-Threat Position |
| 2 | Ball Handling | <ul style="list-style-type: none"> • Holding a Ball, Balancing a Ball, Rolling a Ball • Bounce and Catch (to self-stationary) • Toss and Catch (to self-stationary) |
| 3 | Ball Handling | <ul style="list-style-type: none"> • Stationary Low Dribble • Stationary Middle Dribble • Walking Control Dribble |
| 4 | Ball Handling Footwork | <ul style="list-style-type: none"> • Stationary Dribbling (Low, Middle) • Walking Control Dribble • Two Foot Jump Stop |
| 5 | Ball Handling | <ul style="list-style-type: none"> • Stationary Dribbling (Low, Middle) • Walking Control Dribble • Change of Direction Dribble |
| 6 | Ball Handling | <ul style="list-style-type: none"> • Walking Control Dribble • Jogging Dribble • Change of Direction Dribble |
| 7 | Ball Handling and Footwork | <ul style="list-style-type: none"> • Pivoting Basics |
| 8 | Ball Handling, Footwork and Passing | <ul style="list-style-type: none"> • Hitting the Target • Catching and Receiving • Stationary Chest Pass • Stationary Bounce Pass • Pivot and Pass |
| 9 | Ball Handling, Footwork and Passing | <ul style="list-style-type: none"> • Hitting the Target • Catching and Receiving • Stationary Chest Pass • Stationary Bounce Pass • Recognizing Open Teammates • Catch and Pass Quick Decision |
| 10 | Ball Handling, Footwork and Passing | <ul style="list-style-type: none"> • Catching and Receiving • Recognizing Open Teammates • Pass to a Moving Player • Catch and Pass Quick Decision |

Lesson Considerations

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



Lesson Considerations (continued)

| LESSON COMPONENT / TIME | DETAILS |
|---------------------------|---|
| Values |  <p>Every class begins with students entering the gymnasium and becoming active right away. While students are walking, the teacher will introduce the “value” for the day. Students will have an opportunity to discuss the “value” with their classmates.</p> |
| Warm-Up |  <p>The warm-up activity is designed to get students prepared for class, and in some cases, incorporates ball-handling practice opportunities.</p> |
| Building Skills |  <p>Skill-building activities are focused on developing fundamental skills and movement concepts to help students achieve competency in grade-level outcomes associated with this unit. Students should participate in multiple practice opportunities to develop their skills. Teachers should continuously assess students learning during skill-building activities and adjust lesson activities as necessary to ensure that students’ needs are being met.</p> <p>Fundamental Skill Introductions provide teachers with a brief overview of key skills. They should be used to guide skill instruction and provide reinforcement of skill cues while students are participating in skill-related activities.</p> <p>Modifications provide differentiation to recommended activities that can assist in meeting the needs of all students.</p> <p>Key Points are provided to assist teachers in identifying key teaching points to share with students during instruction.</p> |
| Closure |  <p>During the closure, teachers will 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 so that all students leave with a positive feeling.</p> |

Lesson Considerations (continued)

Other Considerations

ASSESSMENT

Every lesson should include an assessment to check for evidence of student learning. This can be done through a variety of informal assessments including question and answer, as well as group demonstrations of a skill or movement.

Summative assessments should be reserved for the end of the unit to determine student competency in appropriate grade-level outcomes.

Sample assessments related to dribbling/ball control with hands can be found in Appendix A.

SAFETY CONSIDERATIONS

Throughout grades K-2, students learn basic ball-handling skills while becoming aware of their personal space in relation to general space. It is important that teachers remind students to be 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

It is recommended that all students have their own ball for most ball-handling activities. When every student has a ball, teachers can maximize the amount of time that students are active and the number of practice opportunities each student gets. When there are not enough balls available for every student, teachers should modify the activities in a way in which activity time and practice opportunities are still maximized.

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



Lesson 1 of 10

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|--|--|---|------------------|
| Values | HAVE FUN! | The game of basketball is fun! Encourage the students to enjoy the game and their classmates! | 2 MINUTES |
| Warm-Up | THE ESCAPE GAME | Students will partner up and “escape” from each other in this fun warm-up game. | 5 MINUTES |
| Building Skills | EXPLORING THE BALL | Explore the ball in personal space. | 1 MINUTE |
| | TEACH: Ball Handling | | |
| | FUNDAMENTALS OF BALL HANDLING | The act of moving and controlling the ball. Ball handling includes ball control, dribbling and dribble moves. The better the ball handler, the easier it becomes for the student to move with the ball. | |
| | BALL HANDLING | Develop comfort with the ball and work on holding, balancing and rolling the ball in a variety of ways. | 8 MINUTES |
| | <ul style="list-style-type: none"> • Holding the Ball • Balancing the Ball • Rolling the Ball | | |
| | TEACH: Footwork | | |
| FUNDAMENTALS OF THE TRIPLE THREAT | The triple threat stance is an athletic stance for students to stand in when they have the ball. | | |
| 1.2.3. TRIPLE THREAT | Students will get comfortable with the triple threat position. | 2 MINUTES | |
| TEACH: Ball Handling and Footwork | | | |
| BALL HANDLING CHALLENGES | Challenge the students to hold, balance and roll the ball in a variety of ways. | 8 MINUTES | |
| <ul style="list-style-type: none"> • Holding the Ball • Balancing the Ball • Rolling the Ball | | | |
| 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 the 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.
- ➔ Time listed for activities serves as approximate recommendations on how to allocate class time. Adjust activity time to meet the needs of your students and their ability levels.

Lesson 1 of 10 (continued)

LESSON OBJECTIVE:

- Students will be able to hold, balance and roll the ball in a variety of ways.
- Students will be able to demonstrate the triple-threat position.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.K, S1.E1.1, S1.E1.2 (locomotor- hopping, galloping, running, sliding, skipping), S1.E7.Ka (balance)

STANDARD 2 S2.E1.Ka (space), S2.E2.K, S2.E2.1a (pathways, shapes, levels), S2.E3.K, S2.E3.1a (speed, direction, force)

STANDARD 3 S3.E2.K, S3.E2.1, S3.E2.2 (engages in physical activity)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2, S4.E2.K, S4.E2.1, S4.E2.2 (personal responsibility), S4.E3.K, S4.E3.1, S4.E3.2 (accepting feedback), S4.E4.K, S4.E4.1, S4.E4.2 (working with others), S4.E5.K, S4.E5.1, S4.E5.2 (rules & etiquette), S4.E6.K, S4.E6.1, S4.E6.2 (safety)

STANDARD 5 S5.E1.K, S5.E1.1, S5.E1.1 (health), S5.E2.K, S5.E2.1, S5.E2.2 (challenge), S5.E3.Ka, S5.E3.Kb, S5.E3.1a, S5.E3.1b, S5.E3.2 (self-expression & enjoyment)

EQUIPMENT NEEDED: One ball and one poly spot per student

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|------------------|-----------|---|-----------|
| Values | HAVE FUN! | <p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> • As students enter the gymnasium, have them start walking around the perimeter and share with them the importance of having fun in today's activities. • Have fun, smile, learn, and enjoy your classmates! <p>☺ The Positive Coaching Alliance (PCA) reminds us that keeping basketball fun for students is the key to their success as players and as people. After all, if students are not having fun, they may stop playing and never develop their full potential. If that happens, they are denied the opportunity to learn all the life lessons available through basketball. However, as long as we keep the game fun, they will always love the game and become all they can be as players and people.</p> <p>TRANSITION: Direct students to go to the center of the gymnasium.</p> | 2 MINUTES |

(continued)

Lesson 1 of 10 (continued)

Warm-Up

THE ESCAPE GAME

5 MINUTES

ACTIVITY PROGRESSION

- Direct students to use the toe-to-toe method to divide the class into pairs and designate a Partner “1” and Partner “2” for each pair.
- All 1s will go to the center of the gymnasium, face the center and cover their eyes.
- All 2s will start by standing next to Partner 1.
- At the teacher’s command “Move with...,” Partner 2s will move away from 1s by travelling with the locomotor movement indicated by the teacher (hopping, skipping, sliding, galloping, running).
- On the command “Find your partners!” partner 1’s open their eyes, travel as their partner was directed, locate and gently tag their partner.
- Once tagged, both partners must go back to the center of the court, where they will switch roles and repeat.

MODIFICATION

- Direct students to travel in a specific pathway (straight, curved, zig-zag).

KEY POINTS: This is a great game to get students actively warmed-up. Students should only run if directed by the teacher to run. Make sure that both partners use the locomotor movement indicated by the teacher.

TRANSITION: Teacher should scatter enough poly spots for every student throughout the gymnasium.

Building Skills

EXPLORING THE BALL

1 MINUTE

ACTIVITY PROGRESSION

- Direct all students to get a ball and find a poly spot. Poly spots should be spread out throughout the gymnasium, indicating a personal space for each individual student.
- Provide students one minute to self-explore with the ball in their personal space.

TRANSITION: Direct students to stand on their poly spot with the ball between their feet.

FUNDAMENTAL SKILL INTRODUCTION

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

(continued)

Lesson 1 of 10 (continued)

Building Skills
(continued)

BALL HANDLING

8 MINUTES

ACTIVITY PROGRESSION

- All students should stand on a poly spot with a ball between their feet.
- **Holding the Ball:** Students should hold the ball with two hands on the sides of the ball so their palms are facing toward each other. It is important that the students can bend their wrists and can keep the ball close to their body.
 - **MODIFICATIONS**
 - Hold the ball at various levels and locations (above head, at waist level, in front, behind), against different body parts (hip, ankle), with different body parts (between ankles, elbows, one hand).
 - Hold the ball and travel using different locomotor movements (skipping, galloping). Always return to a poly spot.
- **Balancing the Ball:** Students should balance the ball on one hand, then various body parts.
 - **MODIFICATIONS**
 - Balancing the ball on one hand while walking.
- **Rolling the Ball:** Students should start by sitting on the ground and rolling the ball in circles around their feet, then in different shapes and letters. Then with students standing, they should roll the ball in circles around their feet (together and figure 8), head and waist.
 - **MODIFICATIONS**
 - Roll the ball at different speeds and in the opposite direction.
 - Switch hands when rolling the ball on the ground.

KEY POINTS: Get comfortable with the ball, warm up the fingers and hands, and develop the ability to control the ball. Help the students gain confidence moving the ball as if it is an extension of their body.

TRANSITION: Direct students to stand on their poly spot with the ball between their feet.

FUNDAMENTAL SKILL INTRODUCTION

FUNDAMENTALS OF THE TRIPLE THREAT: Triple threat 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 students are a threat to 1. Shoot, 2. Pass, 3. Dribble.

The triple-threat stance requires students to bend their knees with their feet a little wider than shoulder width apart. The students will hold the ball and bend their elbows so they are strong, and place the ball slightly toward their dominant hand side.

(continued)

Lesson 1 of 10 (continued)

Building Skills
(continued)

1.2.3. TRIPLE THREAT

ACTIVITY PROGRESSION

2 MINUTES

- Direct student to stand straight up on their poly spot and hold the ball with two hands.
- After the teacher says “1.2.3” all the students and the teacher say, “Triple Threat!” as they drop down into a good triple-threat stance.
- Have the students stand up in a relaxed position before repeating the activity.

BALL-HANDLING CHALLENGES

ACTIVITY PROGRESSION

8 MINUTES

- Direct students to stand on their poly spot with a ball. In between each ball challenge listed below, the teacher will say “1.2.3”. In response, everyone will say “Triple Threat!” as they drop into a good triple-threat stance and wait for the teacher to provide the next ball challenge.
- **Holding the Ball**
 - Can you hold the ball with elbows? In between your knees? In between your ankles?
 - Can you walk with the ball between your elbows? How many steps can you take?
 - Can you jump with the ball between your knees or ankles? How many jumps can you take?
- **Balancing the Ball**
 - Can you balance the ball on the palm of your hand? On the back of your hand? How long can you balance it for? Can you walk while you balance the ball on your hand?
 - Can you balance the ball on your thigh? On your foot? What other body parts can you balance the ball on? How long can you balance your ball for?
- **Rolling the Ball**
 - Can you spell your name by rolling the ball on the ground?
 - How many times can you roll the ball around your feet in 10 seconds? Waist?
 - How fast can you roll the ball around your waist five times?

TRANSITION: Direct students put the ball away and move to the center of the gymnasium.

(continued)

Lesson 1 of 10 (continued)

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Have students demonstrate basic ball-handling skills including: holding, balancing and rolling the ball.
- Have students demonstrate the triple-threat position.
- Ask students to explain why the triple-threat position is important.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hand and give another classmate a compliment.
- If needed, the teacher can start the session by giving a compliment and letting the students follow.

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

TRANSITION: Direct students to line up by the exit of the activity area.

Lesson 2 of 10

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|---------------------------|--------------------------------|--|------------------|
| Values | ACTIVE LIFESTYLE | Discuss with students the importance of being physically active. | 2 MINUTES |
| Warm-Up | RUN TO THAT LINE | Learn the geography of the court while warming up. | 5 MINUTES |
| Building Skills | EXPLORING THE BALL | Explore the ball in personal space. | 1 MINUTE |
| | TEACH: Ball Handling | | |
| | BALL-HANDLING CHALLENGE | Develop comfort with the ball and review holding, balancing and rolling the ball in a variety of ways. | 4 MINUTES |
| | | <ul style="list-style-type: none"> • Holding the Ball • Balancing the Ball • Rolling the Ball | |
| | BOUNCE AND CATCH | Develop comfort with the ball and work on hand-eye coordination by bouncing and catching the ball. | 5 MINUTES |
| | TOSS AND CATCH | Develop comfort with the ball and work on hand-eye coordination by tossing and catching the ball. | 5 MINUTES |
| | PARTNER CHALLENGE | Challenge students to bounce and catch, and toss and catch the ball in a variety of ways. | 4 MINUTES |
| Closure | CLOSURE | Students will demonstrate knowledge and the ability to perform bouncing and catching a ball, as well as tossing and catching a ball. | 2 MINUTES |
| Compliment Session | COMPLIMENT SESSION | Have the 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)

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

Lesson 2 of 10 (continued)

LESSON OBJECTIVE:

- Students will be able to drop a ball and catch it before it bounces twice.
- Students will be able to catch a self-tossed ball.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.K, S1.E1.1, S1.E1.2 (locomotor- hopping, galloping, running, sliding, skipping), S1.E7.Ka (balance), S1.E16.Ka, S1.E16.2 (catching)

STANDARD 2 S2.E1.Ka (space), S2.E2.K, S2.E2.1a, S2.E3.1b (pathways, shapes, levels), S2.E3.K, S2.E3.1a (speed, direction, force)

STANDARD 3 S3.E2.K, S3.E2.1, S3.E2.2 (engages in physical activity)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2, S4.E2.K, S4.E2.1, S4.E2.2 (personal responsibility), S4.E3.K, S4.E3.1, S4.E3.2 (accepting feedback), S4.E4.K, S4.E4.1, S4.E4.2 (working with others), S4.E5.K, S4.E5.1, S4.E5.2 (rules & etiquette), S4.E6.K, S4.E6.1, S4.E6.2 (safety)

STANDARD 5 S5.E1.K, S5.E1.1, S5.E1.1 (health), S5.E2.K, S5.E2.1, S5.E2.2 (challenge), S5.E3.Ka, S5.E3.Kb, S5.E3.1a, S5.E3.1b, S5.E3.2 (self-expression & enjoyment)

EQUIPMENT NEEDED: One ball and one poly spot per student

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|------------------|------------------|---|-----------|
| Values | ACTIVE LIFESTYLE | <p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> • As students enter the gymnasium, have them start walking around the perimeter, and share with them the importance of being physically active. • Have students share with you their definition of being active in life. <p>© The Positive Coaching Alliance (PCA) explains that one of the toughest issues facing youth sports today is pressure on players and their parents to have children specialize in a single sport before they are ready and to play that sport year-round. Ironically, while many youth programs pursue early specialization, telling parents it is necessary so that their children do not fall behind in chasing any scholarship opportunities, most coaches who do the actual recruiting prefer multi-sport athletes. Athletes who play multiple sports tend to be more well-rounded players and people due to their variety of experiences and are less susceptible to overuse injuries.</p> <p>TRANSITION: Direct students to go to the center of the gymnasium.</p> | 2 MINUTES |

(continued)

Lesson 2 of 10 (continued)

Warm-Up

RUN TO THAT LINE

ACTIVITY PROGRESSION

5 MINUTES

- Walk around the court with the students and identify spaces on the court (half court, 3-point line, sideline, baseline).
- Ask the students to repeat the names of each area you identify.
- Choose from the locomotor movements below to provide the students with a movement to travel to any space you choose to identify.
- Announce both the locomotor movement and the line or area that they should travel to (e.g., everybody skip to the baseline).
- Locomotor movements to choose from: hopping, skipping, sliding, galloping, running.

KEY POINTS: Teach the students about the court, while also teaching them proper execution of fundamental locomotor movements.

TRANSITION: Teacher should scatter enough poly spots for every student throughout the gymnasium.

Building Skills

EXPLORING THE BALL

ACTIVITY PROGRESSION

1 MINUTE

- Direct all students to get a ball and find a poly spot. Poly spots should be spread throughout the gymnasium, indicating a personal space for each individual student.
- Provide students one minute to self-explore with the ball in their personal space.

TRANSITION: Direct students to stand on their poly spot with the ball between their feet.

(continued)

Lesson 2 of 10 (continued)

Building Skills
(continued)

BALL HANDLING CHALLENGE
(Review)

ACTIVITY PROGRESSION

4 MINUTES

- Direct students to stand on their poly spot with a ball. In between each ball challenge listed below, the teacher will say “1.2.3.” In response, everyone will say “Triple Threat!” as they drop into a good triple-threat stance and wait for the teacher to provide the next ball challenge.
- **Holding the Ball**
 - Can you hold the ball with elbows? In between your knees? In between your ankles?
 - Can you walk with the ball between your elbows? How many steps can you take?
 - Can you jump with the ball between your knees or ankles? How many jumps can you take?
- **Balancing the Ball**
 - Can you balance the ball on the palm of your hand? On the back of your hand? How long can you balance it for? Can you walk while you balance the ball on your hand?
 - Can you balance the ball on your thigh? On your foot? What other body parts can you balance the ball on? How long can you balance your ball for?
- **Rolling the Ball**
 - Can you spell your name by rolling the ball on the ground?
 - How many times can you roll the ball around both feet together in 10 seconds? Waist?
 - How many figure 8’s can you make around your feet in 30 seconds?
 - How fast can you roll the ball around your waist five times?

TRANSITION: Direct students to hold the ball with two hands.

(continued)

Lesson 2 of 10 (continued)

Building Skills

(continued)

BOUNCE AND CATCH

ACTIVITY PROGRESSION

5 MINUTES

- All students need a basketball and should stand on their poly spot.
- Students will hold the ball with two hands and drop it in front of them. They should let it bounce once and then catch it with both hands.
- **Bounce and Catch Challenges**
 - Can you bounce and catch the ball at a low level? At a high level?
 - How many times can you bounce and catch the ball without missing?
 - How many times can you bounce and catch the ball in 30 seconds?
 - Can you bounce the ball, clap and then catch it? How many times can you clap before you catch it?

KEY POINTS: Develop hand-eye coordination, and familiarity with the ball bouncing and catching it at different heights. Emphasize spreading fingers apart and a soft catch.

TOSS AND CATCH

ACTIVITY PROGRESSION

5 MINUTES

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

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

(continued)

Lesson 2 of 10 (continued)

Building Skills (continued)

PARTNER CHALLENGE

ACTIVITY PROGRESSION

4 MINUTES

- Direct students to use the toe-to-toe method to find a partner.
- Each set of partners should stand facing each other, with one basketball per partner.
- Partner 1 should use their creativity to create a challenge for ball handling, bounce and catch, or toss and catch.
- Partner 2 should try to complete the challenge from Partner 1 and follow up with a challenge of their own.
- Repeat the process until each partner has an opportunity to present three new challenges.

TRANSITION: Direct students to put the ball away and move to the center of the gymnasium.

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Have a student demonstrate how to bounce and catch the ball.
- Have a student demonstrate how to toss and catch the ball.
- Ask students to share different challenges that they created for ball handling.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hand and give another classmate a compliment.
- If needed, the teacher can start the session by giving a compliment and letting the students follow.

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

TRANSITION: Direct students to line up by the exit of the activity area.

Lesson 3 of 10

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|----------------------------------|---|---|------------------|
| Values | CONFIDENCE | Have students discuss what they think confidence is and how to build it. | 2 MINUTES |
| Warm-Up | SKIP TAG | A fun warm-up game that reinforces skipping and the triple-threat position. | 5 MINUTES |
| Building Skills | EXPLORING THE BALL | Explore the ball in personal space and practice ball handling through bounce and catch, and toss and catch. | 1 MINUTE |
| TEACH: Ball Handling | | | |
| FUNDAMENTALS OF DRIBBLING | | Teach dribbling the ball by using the fingertips of one hand to repeatedly bounce the ball 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 |
| | WALK AND DRIBBLE | This is an opportunity for students to work on dribbling with movement. | 4 MINUTES |
| | FOLLOW THE LEADER | This is a fun game that will help the students keep their eyes up while dribbling. | 5 MINUTES |
| | PARTNER BALL-HANDLING CHALLENGE <i>(Dribbling)</i> | Challenge students to use their ball handling skills, including dribbling, in a variety of ways. | 5 MINUTES |
| Closure | CLOSURE | Students will demonstrate knowledge and the ability to perform the stationary low and middle dribble, as well as walking and dribbling. | 2 MINUTES |
| Compliment Session | COMPLIMENT SESSION | Have the 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)

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

Lesson 3 of 10 (continued)

LESSON OBJECTIVE:

Students will be able to dribble the ball in self space.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.K, S1.E1.1, S1.E1.2 (locomotor- hopping, galloping, running, sliding, skipping), S1.E7.Ka (balance), S1.E16.Ka, S1.E16.2 (catching), S1.E17.K, S1.E17.1, S1.E17.2a, S1.E17.2b

STANDARD 2 S2.E1.Ka (space), S2.E2.K, S2.E2.1a, S2.E3.1b, S2.E3.2 (pathways, shapes, levels), S2.E3.K, S2.E3.1a (speed, direction, force)

STANDARD 3 S3.E2.K, S3.E2.1, S3.E2.2 (engages in physical activity)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2, S4.E2.K, S4.E2.1, S4.E2.2 (personal responsibility), S4.E3.K, S4.E3.1, S4.E3.2 (accepting feedback), S4.E4.K, S4.E4.1, S4.E4.2 (working with others), S4.E5.K, S4.E5.1, S4.E5.2 (rules & etiquette), S4.E6.K, S4.E6.1, S4.E6.2 (safety)

STANDARD 5 S5.E1.K, S5.E1.1, S5.E1.1 (health), S5.E2.K, S5.E2.1, S5.E2.2 (challenge), S5.E3.Ka, S5.E3.Kb, S5.E3.1a, S5.E3.1b, S5.E3.2 (self-expression & enjoyment)

EQUIPMENT NEEDED: One ball and one poly spot per student

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|------------------|------------|--|-----------|
| Values | CONFIDENCE | <p>ACTIVITY PROGRESSION</p> <p>As students enter the gymnasium, have them start walking around the perimeter and ask them to share with a classmate what they think confidence is and how they think you build confidence.</p> <p>Explain that confidence is believing in yourself. You can do it! Teachers and parents believe in you.</p> <p>☺ The Positive Coaching Alliance (PCA) reminds us that teachers can always instill confidence in their students by encouraging them and letting them know you believe in them, but also through non-verbal cues.</p> <p>☺ Confidence also comes from hard work. If students know they have put all they can into practice opportunities, they will feel much more confident when it's time to play a game.</p> | 2 MINUTES |

(continued)

Lesson 3 of 10 (continued)

Warm-Up

SKIP TAG

ACTIVITY PROGRESSION

5 MINUTES

- Designate boundaries (such as staying inside of half court) and have all students stand inside that area.
- Two students will be designated as “it” and two students will be designated as “freer.”
- All students, including the one who is “it,” will skip around the court. Skipping is the only movement students are permitted to do.
- When a student is tagged, they must stay in the triple-threat position until a “freer” tags them and they rejoin the game.
- The teacher should pause the game every 1-2 minutes to allow for other students to have opportunities as “it” and “freer.”

KEY POINTS: Make sure students are travelling by skipping.

TRANSITION: Direct students to get a ball and stand on a poly spot with the ball between their feet.

Building Skills

EXPLORING THE BALL

ACTIVITY PROGRESSION

1 MINUTE

- Direct all students to get a ball and find a poly spot. Poly spots should be spread out throughout the gymnasium, indicating a personal space for each individual student.
- Provide students one minute to self-explore with the ball in their personal space.

TRANSITION: Direct students to stand on their poly spot with the ball between their feet.

FUNDAMENTAL SKILL INTRODUCTION

FUNDAMENTALS OF DRIBBLING: Bouncing the ball to the floor with one hand. A student who is dribbling cannot use two hands at the same time and cannot put any part of their 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 utilized to move around the court and move past defenders.

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

(continued)

Lesson 3 of 10 (continued)

Building Skills
(continued)

STATIONARY LOW DRIBBLE
(2 x 30 seconds
Each hand)

ACTIVITY PROGRESSION

2 MINUTES

- All students need a basketball and should stand on their poly spot.
- The students will start by dribbling the basketball with the right hand low and in a good stance, with their eyes up and their left arm protecting the ball.
- The students will do this for the allotted time, then switch to their left hand and complete the same process.

KEY POINTS: Keep the students in a good stance with their chest and eyes up. Remind them to use their 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

- All students need a basketball and should stand on their poly spot.
- The students will start by dribbling the basketball with the right hand at knee level in a good stance, with their eyes up and their left arm protecting the ball.
- The students will do this for the allotted time and then switch to their left hand and complete the same process.

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

WALK AND DRIBBLE

ACTIVITY PROGRESSION

4 MINUTES

- All students need a basketball and should stand on their poly spot.
- The students will start by dribbling with one hand on their poly spot.
- When the teacher calls out a number, students will walk and dribble for that many counts, then turn and return to their poly spot using the same count. For example, if the teacher calls out “3,” then the students would take three dribbles away from their poly spot and then three dribbles back to their poly spot.

MODIFICATIONS

- Direct students to walk and dribble in different pathways (straight, curved, zig-zag).

TRANSITION: Direct students to use the toe-to-toe method to find a partner.

(continued)

Lesson 3 of 10 (continued)

Building Skills
(continued)

FOLLOW THE LEADER

ACTIVITY PROGRESSION

5 MINUTES

- Direct students to use the toe-to-toe method to find partners.
- All students will have a partner and a basketball.
- Partner 1 will be the first leader and walk while dribbling around the gymnasium.
- Partner 2 must follow Partner 1 and go wherever they go.
- Partner 1 remains the leader for 1 minute, then students switch roles. Repeat the same process.

PARTNER BALL-HANDLING CHALLENGE
(Dribbling)

ACTIVITY PROGRESSION

5 MINUTES

- Each set of partners should stand facing each other, with one basketball per partner.
- Partner 1 should use their creativity to create a challenge for ball handling, bounce and catch, toss and catch, dribble stationary, or dribble while walking.
- Partner 2 should try to complete the challenge from Partner 1 and follow up with a challenge of their own.
- Repeat the process until each partner has an opportunity to present three new challenges.

TRANSITION: Direct students put the ball away and move to the center of the gymnasium.

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Have a student demonstrate the stationary low dribble, and then the stationary middle dribble.
- Have a student demonstrate how to walk and dribble.
- Ask students what the differences were between the low and middle dribble.
- Ask students to explain the key points of dribbling using their own words.

(continued)

Lesson 3 of 10 (continued)

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hand and give another classmate a compliment.
- If needed, the teacher can start the session by giving a compliment and letting the students follow.

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

TRANSITION: Direct students to line up by the exit of the activity area.

Lesson 4 of 10

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|--|---|---|------------------|
| Values | SPORTSMANSHIP 1 | Have students talk about and provide examples of good and bad sportsmanship. | 2 MINUTES |
| Warm-Up | AVOID THE TEACHER | This is a great way to build a fun rapport with the students while working on ball handling. | 5 MINUTES |
| Building Skills | EXPLORING THE BALL | Explore the ball in personal space and practice ball handling through bounce and catch, and toss and catch. | 1 MINUTE |
| TEACH: Ball Handling | | | |
| | 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 |
| | WALK AND DRIBBLE | This is an opportunity for students to continue to work on dribbling with movement. | 4 MINUTES |
| TEACH: Footwork | | | |
| | FUNDAMENTALS OF JUMP STOP | Teach the jump stop to be used after a student'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. | 4 MINUTES |
| TEACH: Ball Handling and Footwork | | | |
| | RED LIGHT | This is a fun interactive game that involves applying the jump stop. | 6 MINUTES |
| Closure | CLOSURE | Students will demonstrate knowledge and the ability to perform the stationary low and middle dribble, as well as walking and dribbling. | 2 MINUTES |
| Compliment Session | COMPLIMENT SESSION | Have the 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.
- Time listed for activities serves as approximate recommendations on how to allocate class time. Adjust activity time to meet the needs of your students and their ability levels.

Lesson 4 of 10 (continued)

LESSON OBJECTIVE:

- Students will be able to dribble the ball in self space, and dribble and walk in general space at a slow speed.
- Students will be able to demonstrate how to perform a jump stop.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.K, (locomotor- hopping, galloping, running, sliding, skipping), S1.E3.K, S1.E3.1, S1.E3.2 (jumping & landing, horizontal), S1.E7.Ka (balance), S1.E16.Ka, S1.E16.2 (catching), S1.E17.K, S1.E17.1, S1.E17.2a, S1.E17.2b

STANDARD 2 S2.E1.Ka (space), S2.E2.K, S2.E2.1a, S2.E3.1b, S2.E3.2 (pathways, shapes, levels), S2.E3.K, S2.E3.1a (speed, direction, force)

STANDARD 3 S3.E2.K, S3.E2.1, S3.E2.2 (engages in physical activity)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2, S4.E2.K, S4.E2.1, S4.E2.2 (personal responsibility), S4.E3.K, S4.E3.1, S4.E3.2 (accepting feedback), S4.E4.K, S4.E4.1, S4.E4.2 (working with others), S4.E5.K, S4.E5.1, S4.E5.2 (rules & etiquette), S4.E6.K, S4.E6.1, S4.E6.2 (safety)

STANDARD 5 S5.E1.K, S5.E1.1, S5.E1.1 (health), S5.E2.K, S5.E2.1, S5.E2.2 (challenge), S5.E3.Ka, S5.E3.Kb, S5.E3.1a, S5.E3.1b, S5.E3.2 (self-expression & enjoyment)

EQUIPMENT NEEDED: One ball and one poly spot per student

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|------------------|-----------------|--|-----------|
| Values | SPORTSMANSHIP 1 | <p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> • As students enter the gymnasium, have them start walking around the perimeter and ask them to share examples of good and bad sportsmanship. <p>© The Positive Coaching Alliance (PCA) refers to sportsmanship as Honoring the Game. Basketball is bigger than us all. To keep the game as great as it is, all who play it must honor it. And, with our game kept great, the game can continue to give back to all who play.</p> | 2 MINUTES |

(continued)

Lesson 4 of 10 (continued)

Warm-Up

AVOID THE TEACHER

ACTIVITY PROGRESSION

5 MINUTES

- All students line up on the baseline.
- When the teacher says “GO!” all students will try and run to the other baseline.
- The teacher starts at half court and tries to tag as many students as possible before they reach the opposite baseline.
- If a student is tagged by the teacher, they will also be a tagger with the teacher.
- Repeat the same process until all students have been tagged.

TRANSITION: Direct all students to get a ball, find a poly spot, and stand with the ball between their feet.

Building Skills

EXPLORING THE BALL

ACTIVITY PROGRESSION

1 MINUTE

- Direct all students to get a ball and find a poly spot. Poly spots should be spread throughout the gymnasium, indicating a personal space for each student.
- Provide students one minute to self-explore with the ball in their personal space.

TRANSITION: Direct students to stand on their poly spot with the ball between their feet.

STATIONARY LOW DRIBBLE

(2 x 30 seconds each hand)

ACTIVITY PROGRESSION

2 MINUTES

- All students need a basketball and should stand on their poly spot.
- The students will start by dribbling the basketball with the right hand low and in a good stance, with their eyes up and their left arm protecting the ball.
- The students will do this for the allotted time, then switch to their left hand and complete the same process.

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

(continued)

Lesson 4 of 10 (continued)

Building Skills
(continued)

STATIONARY MIDDLE DRIBBLE
(2 x 30 seconds each hand)

ACTIVITY PROGRESSION

2 MINUTES

- All students need a basketball and should stand on their poly spot.
- The students will start by dribbling the basketball with the right hand at knee level in a good stance, with their eyes up and their left arm protecting the ball.
- The students will do this for the allotted time, then switch to their left hand and complete the same process.

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

WALK AND DRIBBLE

ACTIVITY PROGRESSION

4 MINUTES

- All students need a basketball and should stand on their poly spot.
- The students will start by dribbling with one hand on their poly spot.
- When the teacher calls out a number, students will walk and dribble for that many counts, then turn and return to their poly spot using the same count. For example, if the teacher calls out “3,” then the students would take three dribbles away from their poly spot and then three dribbles back to their poly spot.

MODIFICATIONS

Direct students to walk and dribble in different pathways (straight, curved, zig-zag).

TRANSITION: Direct students to place their ball against the wall and stand on the sideline.

FUNDAMENTAL SKILL INTRODUCTION

JUMP STOP FUNDAMENTAL SKILL: The act of landing on both feet at the same time when either receiving a pass or after a student’s last dribble. Landing on both feet at the same time helps the student gain balance, and allows the student to use either foot as a pivot foot

(continued)

Lesson 4 of 10 (continued)

Building Skills
(continued)

JUMP STOP

ACTIVITY PROGRESSION

4 MINUTES

- Without a ball, students should stand in a good athletic stance on the sideline.
- All students will jog about one-third of the way across and make a deliberate jump stop.
- On the teacher’s command, the students will repeat halfway, two-thirds of the way, and at the opposite sideline.
- Students will then repeat the activity all the way back to the other sideline.
- Repeat activity with students dribbling across and making deliberate jump stops at the same locations.

TRANSITION: Direct all students to retrieve their ball, move to the baseline and place the ball between their feet.

RED LIGHT

ACTIVITY PROGRESSION

6 MINUTES

- All students will start on the baseline with a basketball, and the teacher will stand on the opposite baseline with his/her back to the students.
- When the teacher says, “Green light,” the students will dribble the ball and walk quickly toward the other baseline.
- When the teacher says, “Yellow light,” the students will walk slowly while dribbling.
- When the teacher says, “Red light,” the students must quickly come to a jump stop and stay in the triple-threat stance. At the same time, the teacher will turn around and try to catch students still moving.
- When the teacher says, “Red light,” and turns around, if the teacher sees a student still dribbling or moving, the student must return to the baseline and start over.

MODIFICATIONS

Allow the student who makes it to the baseline first to call out the commands for the next round.

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

TRANSITION: Direct students put the ball away and move to the center of the gymnasium.

(continued)

Lesson 4 of 10 (continued)

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Have a student demonstrate the stationary low dribble, then the stationary middle dribble.
- Ask students to demonstrate how to jump stop.
- Ask students to explain why they would use a jump stop.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hand and give another classmate a compliment.
- If needed, the teacher can start the session by giving a compliment and letting the students follow.

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

TRANSITION: Direct students to line up by the exit of the activity area.

Lesson 5 of 10

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|-----------------------------|--|---|------------------|
| Values | SPORTSMANSHIP 2 | Is good sportsmanship just about saying “good game” after each game? | 2 MINUTES |
| Warm-Up | RUNNING STOP | Work on listening, stopping quickly and being balanced. | 5 MINUTES |
| Building Skills | EXPLORING THE BALL | Explore the ball in personal space and practice ball handling through bounce and catch, and toss and catch. | 1 MINUTE |
| TEACH: Ball Handling | | | |
| | LOW/MIDDLE DRIBBLE <i>(30 seconds each level/ each hand)</i> | Keep the students in a good stance with their chest and eyes up. Remind them to use their fingertips to execute low and middle dribbles to improve coordination and ball control. | 2 MINUTES |
| | FOLLOW THE LEADER | This is a fun game that will help students keep their eyes up and work on a variety of ball-handling moves. | 3 MINUTES |
| | CREATIVE CONE DRIBBLE | Work on dribbling on the move, with the option of changing directions. | 4 MINUTES |
| | CONE DRIBBLING | This is a great ball-handling activity to work on moving with the ball while simulating a stationary defender. | 4 MINUTES |
| | UP OR DOWN GAME | Play a fun dribbling game to help develop dribbling skills. | 5 MINUTES |
| Closure | CLOSURE | Students will demonstrate knowledge and the ability to perform the stationary low and middle dribble, as well as walking and dribbling. | 2 MINUTES |
| Compliment Session | COMPLIMENT SESSION | Have the 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.
- Time listed for activities serves as approximate recommendations on how to allocate class time. Adjust activity time to meet the needs of your students and their ability levels.

Lesson 5 of 10 (continued)

LESSON OBJECTIVE:

Students will be able to dribble the ball in self space, and dribble and walk in general space at a moderate speed.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.2 (locomotor- hopping, galloping, running, sliding, skipping), S1.E3.K, S1.E3.1, S1.E3.2 (jumping & landing, horizontal), S1.E7.Ka (balance), S1.E16.Ka, S1.E16.2 (catching), S1.E17.K, S1.E17.1, S1.E17.2a, S1.E17.2b

STANDARD 2 S2.E1.Ka (space), S2.E2.K, S2.E2.1a, S2.E3.1b, S2.E3.2 (pathways, shapes, levels), S2.E3.K, S2.E3.1a (speed, direction, force)

STANDARD 3 S3.E2.K, S3.E2.1, S3.E2.2 (engages in physical activity)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2, S4.E2.K, S4.E2.1, S4.E2.2 (personal responsibility), S4.E3.K, S4.E3.1, S4.E3.2 (accepting feedback), S4.E4.K, S4.E4.1, S4.E4.2 (working with others), S4.E5.K, S4.E5.1, S4.E5.2 (rules & etiquette), S4.E6.K, S4.E6.1, S4.E6.2 (safety)

STANDARD 5 S5.E1.K, S5.E1.1, S5.E1.1 (health), S5.E2.K, S5.E2.1, S5.E2.2 (challenge), S5.E3.Ka, S5.E3.Kb, S5.E3.1a, S5.E3.1b, S5.E3.2 (self-expression & enjoyment)

EQUIPMENT NEEDED: One ball per student; four small cones per every set of two students; one set of jerseys for every two students

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|------------------|-----------------|---|-----------|
| Values | SPORTSMANSHIP 2 | <p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> As students enter the gymnasium, have them start walking around the perimeter and ask them to discuss how they show good sportsmanship other than saying good game? Ask students to discuss “Does good sportsmanship mean 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

RUNNING STOP

ACTIVITY PROGRESSION

5 MINUTES

- Students will start on the baseline without a ball.
- The teacher will ask students to demonstrate standing on their left foot, followed by standing on their right foot.
- The teacher will say “Go!” and the students will start running around the gym in any direction.
- The teacher will say either “2-Feet!,” “Left Foot,” or “Right Foot” to indicate how the students should stop.
- The students will then stop in the manner in which the teacher has commanded and hold that position.
- Stopping should be very quick and work on balance.
- Repeat the process for 5 minutes

TRANSITION: Direct students to get a ball and stand in their own personal space with the ball between their feet.

Building Skills

EXPLORING THE BALL

ACTIVITY PROGRESSION

1 MINUTE

- Direct all students to get a ball and spread out in their own personal space.
- Provide students one minute to self-explore with the ball in their personal space.

TRANSITION: Direct students to stand with the ball between their feet.

LOW/MIDDLE DRIBBLE

(30 seconds each level/each hand)

ACTIVITY PROGRESSION

2 MINUTES

- All students need a basketball and should stand in their own personal space.
- The students will start by dribbling the basketball with the right hand low in a good stance, with their eyes up and their left arm protecting the ball.
- The students will do this for 30 seconds, then switch to their left hand and complete the same process.
- Next, the student will move back to their right hand, and dribble at the middle level for 30 seconds and then switch hands.

TRANSITION: Direct students to use the toe-to-toe method to find a partner.

(continued)

Lesson 5 of 10 (continued)

Building Skills
(continued)

FOLLOW THE LEADER

2 MINUTES

ACTIVITY PROGRESSION

- Direct students to use the toe-to-toe method to find a partner.
- All students will have a partner and a ball.
- Partner 1 will be the first leader, and walk while dribbling around the gymnasium.
- Partner 2 must follow Partner 1 and go wherever they go.
- Partner 1 remains the leader for 1 minute, then students switch roles.

MODIFICATIONS

- Students can dribble in different pathways (straight, curved, zig zag).

TRANSITION: Direct students to stay in partners and direct one partner to get four cones. Each set of partners should spread the cones out across the gymnasium in a line, from sideline to sideline.

CREATIVE CONE DRIBBLE

4 MINUTES

ACTIVITY PROGRESSION

- All students need a basketball and should stand on the sideline.
- The students will be divided into partners, with two cones in front of each.
- The students will dribble to the first cones, and will choose to dribble past the cone or to make a creative dribble move at the cone.
- The students will then dribble to the next cone, and again choose to dribble past the cone or make a creative dribble move at the cone.
- After the second cone, the students will continue dribbling to the sideline.

MODIFICATIONS

- Direct students to move freely throughout the court by walking and dribbling to the cones of their choice.

KEY POINTS: The students can work on fun creative moves with no pressure.

TRANSITION: Students should add the remaining two cones to the line across to the other sideline.

(continued)

Lesson 5 of 10 (continued)

Building Skills
(continued)

CONE DRIBBLING
3 times across and back

5 MINUTES

ACTIVITY PROGRESSION

- All students will have a partner and a ball.
- Place four cones from sideline to sideline in a straight line for each set of partners.
- All students in each line will have a ball.
- Students will dribble through the cones in a zig-zag motion.
- Once the student is halfway through the cones, the next student can begin.
- After all students have dribbled through the cones, the first student will repeat the process by going back through the cones the opposite direction.

MODIFICATIONS

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

KEY POINTS: Make sure the students are staying low and controlling the dribble.

TRANSITION: Direct Partner 1 to pick up two cones and scatter them one half of the court. Then, Partner 2 should pick up the remaining two cones and scatter them on the other half of the gym. Once the cones are set up, the students should stay on the half of the court on which they set up the cones. Each student should still have a ball.

(continued)

Lesson 5 of 10 (continued)

Building Skills

(continued)

UP OR DOWN GAME

ACTIVITY PROGRESSION

5 MINUTES

- Divide the students into two teams- Team “Up” and Team “Down.” Teachers can easily split partners into teams by having Partner 1 be on Team “Up” and Partner 2 be in Team “Down.” Direct one team to wear jerseys.
- Spread cones around the gym standing up, and the same number of cones around the gym knocked down.
- All students will have a ball. Students on Team “Up” will walk and dribble around the gym trying to put all the cones standing up.
- Students on Team “Down” will walk and dribble around the gym trying to put all the cones facing down.

TRANSITION: Direct students put the ball away and move to the center of the gymnasium

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Have a student demonstrate how to dribble between the cones. Was this harder or easier than last class?
- Have a student demonstrate how to walk and dribble in different pathways (straight, curved, zig-zag).
- Ask students what the differences were when dribbling in different pathways. What pathways were easier? What pathways were more challenging?

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hand and give another classmate a compliment.
- If needed, the teacher can start the session by giving a compliment and letting the students follow.

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

TRANSITION: Direct students to line up by the exit of the activity area.

Lesson 6 of 10

| LESSON COMPONENT | 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 | CAPTURE THE CONES | Students will warm up by capturing as many cones as they can. | 5 MINUTES |
| Building Skills | EXPLORING THE BALL | Explore the ball in personal space, and practice ball handling through bounce and catch, and toss and catch. | 1 MINUTE |
| TEACH: Ball Handling | | | |
| | LOW/MIDDLE DRIBBLE <i>(30 seconds each level/ each hand)</i> | Keep the students in a good stance with their chest and eyes up. Remind them to use their fingertips to execute low and middle dribbles to improve coordination and ball control. | 2 MINUTES |
| | WALK-TO-JOG DRIBBLE | This is a good opportunity for students to work on dribbling with movement in a controlled activity. | 3 MINUTES |
| | FOLLOW THE LEADER <i>(Walk to Jog)</i> | This is a fun game that will help students keep their eyes up and work on a variety of ball-handling moves. | 4 MINUTES |
| | CONE DRIBBLING <i>(Walk to Jog)</i> | This is a great ball-handling activity to work on moving with the ball, while also simulating a stationary defender. | 4 MINUTES |
| | TEACHER, WHAT TIME IS IT? | Enjoy a fun game that will work on ball-handling skills. | 5 MINUTES |
| Closure | CLOSURE | Students will demonstrate knowledge and the ability to perform the stationary low and middle dribble, as well as walking/jogging and dribbling. | 2 MINUTES |
| Compliment Session | COMPLIMENT SESSION | Have the 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.
- Time listed for activities serves as approximate recommendations on how to allocate class time. Adjust activity time to meet the needs of your students and their ability levels.

Lesson 6 of 10 (continued)

LESSON OBJECTIVE:

Students will be able to dribble the ball in self-space, and dribble and walk in general space, while transitioning from a slow to moderate speed.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.K, S1.E1.1, S1.E1.2 (locomotor- hopping, galloping, running, sliding, skipping), S1.E7.Ka (balance), S1.E16.Ka, S1.E16.2 (catching), S1.E17.K, S1.E17.1, S1.E17.2a, S1.E17.2b

STANDARD 2 S2.E1.Ka (space), S2.E2.K, S2.E2.1a, S2.E3.1b, S2.E3.2 (pathways, shapes, levels), S2.E3.K, S2.E3.1a (speed, direction, force)

STANDARD 3 S3.E2.K, S3.E2.1, S3.E2.2 (engages in physical activity)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2, S4.E2.K, S4.E2.1, S4.E2.2 (personal responsibility), S4.E3.K, S4.E3.1, S4.E3.2 (accepting feedback), S4.E4.K, S4.E4.1, S4.E4.2 (working with others), S4.E5.K, S4.E5.1, S4.E5.2 (rules & etiquette), S4.E6.K, S4.E6.1, S4.E6.2 (safety)

STANDARD 5 S5.E1.K, S5.E1.1, S5.E1.1 (health), S5.E2.K, S5.E2.1, S5.E2.2 (challenge), S5.E3.Ka, S5.E3.Kb, S5.E3.1a, S5.E3.1b, S5.E3.2 (self-expression & enjoyment)

EQUIPMENT NEEDED: One ball and one small cone per student

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|------------------|----------|---|-----------|
| Values | FAIRNESS | <p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> As students enter the gymnasium, have them start walking around the perimeter and ask them to 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

CAPTURE THE CONES

ACTIVITY PROGRESSION

5 MINUTES

- Divide the students into four teams and assign them a corner of the gymnasium. Each corner will have one cone per student.
- Each team's goal is to collect cones from the other teams' corners and place them in their own corner.
- Students are not allowed to protect their team's corner.
- The game will end after 5 minutes, and the team with the most cones wins.

MODIFICATIONS

- Students can only go for cones diagonal from their corner. The teacher should explain and demonstrate traveling to a diagonal cone.
- Students can only travel using a teacher-directed locomotor movement (galloping, running, sliding, skipping).
- The teacher can tag students, which means the student must return the cone to where they took it from.

TRANSITION: Direct students to get a ball and spread out with the ball between their feet.

Building Skills

EXPLORING THE BALL

ACTIVITY PROGRESSION

1 MINUTE

- Direct all students to get a ball and spread out in their own personal space.
- Provide students one minute to self-explore with the ball in their personal space.

TRANSITION: Direct students to move to the sideline and stand with the ball between their feet.

LOW/MIDDLE DRIBBLE

(30 seconds each level/each hand)

ACTIVITY PROGRESSION

2 MINUTES

- All students need a basketball and should stand in their own personal space.
- The students will start by dribbling the basketball with the right hand low in a good stance, with their eyes up and their left arm protecting the ball.
- The students will do this for 30 seconds and then switch to their left hand and complete the same process.
- Next the student will move back to their right hand and dribble at the middle level for 30 seconds, then switch hands.

(continued)

Lesson 6 of 10 (continued)

Building Skills

(continued)

WALK TO JOG DRIBBLE

ACTIVITY PROGRESSION

3 MINUTES

- All students need a basketball and should stand on the sideline.
- The students will walk slowly in a low stance while dribbling the ball halfway.
- Once the students reach halfway, they will transition into a jogging dribble to the other sideline.
- The students will change hands and do the same thing coming back.

MODIFICATION

- If students are demonstrating good ball control, then the teacher may direct them to dribble freely throughout the gymnasium. On the command “Jog,” students will switch from walking to jogging.

KEY POINTS: This is a good opportunity for the students to work on dribbling with movement in a controlled activity. There is no rush and the students should focus on controlling the ball with their eyes up.

TRANSITION: Direct students to use the toe-to-toe method to find a partner.

FOLLOW THE LEADER

(Walk to Jog)

ACTIVITY PROGRESSION

4 MINUTES

- Direct students to use the toe-to-toe method to find a partner.
- All students will have a partner and a ball.
- Partner 1 will be the first leader, and jog while dribbling around the gymnasium.
- Partner 2 must follow Partner 1 and go wherever they go.
- Partner 1 remains the leader for 1 minute, then students switch roles. Repeat the process.

TRANSITION: Direct students to stay in partners, while one partner gets four cones. Each set of partners should spread the four cones out across the gymnasium in a line to the other sideline.

(continued)

Lesson 6 of 10 (continued)

Building Skills
(continued)

CONE DRIBBLING
(Walk to Jog)

ACTIVITY PROGRESSION

4 MINUTES

- All students will have a partner and a ball.
- Place four cones from sideline to sideline in a straight line for each set of partners.
- All students in each line will have a ball.
- The students will dribble through the cones in a zig-zag motion.
- Once the student is halfway through the cones, the next student can begin.
- After all students have dribbled through the cones, the first student will repeat the process by going back through the cones the opposite direction.

MODIFICATIONS

- Direct students to switch hands as they change directions around each cone. This requires students to push off their outside foot to change directions.
- Direct students to try jogging while dribbling around the cones.

KEY POINTS: Make sure the students are staying low and controlling the dribble.

TEACHER, WHAT TIME IS IT?

ACTIVITY PROGRESSION

5 MINUTES

- All students will start on the baseline. The teacher will start near the opposite baseline facing away from the students.
- The students will all together say “Teacher, Teacher, what time is it?”
- The teacher will then respond by yelling out any number (e.g., “10 o’clock!”).
- The students will then take that number (10) of big steps and dribble the ball forward.
- After completing the steps, the students will ask again, “Teacher, Teacher, what time is it?” the teacher will continue with another number and yell out “Game time!”
- At any point, if the teacher yells “Game Time,” the teacher can turn around and tag the students.
- The students will dribble back to the baseline that they started on to be “safe.”
- If a student is caught, they will then join the teacher.

KEY POINTS: If needed, start off the game without a ball and add in dribbling.

TRANSITION: Direct students put the ball 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 jogging and dribbling.
- What were some differences you noticed in walking and dribbling versus jogging and dribbling?_

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hand and give another classmate a compliment.
- If needed, the teacher can start the session by giving a compliment and letting the students follow.

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

TRANSITION: Direct students to line up by the exit of the activity area.

Lesson 7 of 10

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|---------------------------|---|---|------------------|
| Values | RESPECT: TEACHERS | Have students discuss what respect is and what it means to respect your teachers | 2 MINUTES |
| Warm-Up | CAPTURE THE CONES <i>(with a Ball)</i> | Students will warm-up by capturing as many cones as they can while dribbling a ball. | 5 MINUTES |
| Building Skills | EXPLORING THE BALL | Explore the ball in personal space and practice ball handling. | 1 MINUTE |
| | TEACH: BALL HANDLING | | |
| | LOW/MIDDLE DRIBBLE <i>(30 seconds each level/each hand)</i> | Keep the students in a good stance with their chest and eyes up. Remind them to use their fingertips to execute low and middle dribbles to improve coordination and ball control. | 2 MINUTES |
| | TEACH: FOOTWORK | | |
| | FUNDAMENTALS OF PIVOTING | Teach the students that a pivot requires students to have one pivot foot that stays on the ground at all times. | |
| | FORWARD PIVOT BASIC | Help the students gain comfort, confidence and balance while pivoting. | 4 MINUTES |
| | TEACH: BALL HANDLING AND FOOTWORK | | |
| | EYES UP AND PIVOT | Allow students an opportunity to practice pivoting. | 5 MINUTES |
| | SWIPERS | This is a fun game that allows the students to work on their ball handling in a game-speed environment. | 7 MINUTES |
| Closure | CLOSURE | Students will demonstrate knowledge and the ability to perform the stationary low and middle dribble, walking and dribbling, and pivoting. | 2 MINUTES |
| Compliment Session | COMPLIMENT SESSION | Have the 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.
- Time listed for activities serves as approximate recommendations on how to allocate class time. Adjust activity time to meet the needs of your students and their ability levels.

Lesson 7 of 10 (continued)

LESSON OBJECTIVE:

Students will be able to demonstrate how to dribble and then pivot, while maintaining balance and control of the ball.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.2 (locomotor- hopping, galloping, running, sliding, skipping), S1.E7.Ka (balance), S1.E16.Ka, S1.E16.2 (catching), S1.E17.K, S1.E17.1, S1.E17.2a, S1.E17.2b

STANDARD 2 S2.E1.Ka (space), S2.E2.K, S2.E2.1a, S2.E3.1b, S2.E3.2 (pathways, shapes, levels), S2.E3.K, S2.E3.1a (speed, direction, force)

STANDARD 3 S3.E2.K, S3.E2.1, S3.E2.2 (engages in physical activity)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2, S4.E2.K, S4.E2.1, S4.E2.2 (personal responsibility), S4.E3.K, S4.E3.1, S4.E3.2 (accepting feedback), S4.E4.K, S4.E4.1, S4.E4.2 (working with others), S4.E5.K, S4.E5.1, S4.E5.2 (rules & etiquette), S4.E6.K, S4.E6.1, S4.E6.2 (safety)

STANDARD 5 S5.E1.K, S5.E1.1, S5.E1.1 (health), S5.E2.K, S5.E2.1, S5.E2.2 (challenge), S5.E3.Ka, S5.E3.Kb, S5.E3.1a, S5.E3.1b, S5.E3.2 (self-expression & enjoyment)

EQUIPMENT NEEDED: One ball and one small cone per student

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|------------------|-------------------|--|-----------|
| Values | RESPECT: TEACHERS | <p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> As students enter the gymnasium, have them start walking around the perimeter and ask them to discuss what respect is and what it means to respect your teachers. <p>© Students should respect their teachers and teachers should also 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 so that there is a level of trust.</p> <p>TRANSITION: Direct each student to get a ball and stand with it between their feet.</p> | 2 MINUTES |

(continued)

Lesson 7 of 10 (continued)

Warm-Up

CAPTURE THE CONES (with a Ball)

5 MINUTES

ACTIVITY PROGRESSION

- Divide the students into four teams and assign them a corner of the gymnasium. Every student has a ball. Each corner will have one cone per student.
- Each team's goal is to collect cones from the other teams' corners and place them in their own corner.
- Students are not allowed to protect their team's corner.
- The game will end after 5 minutes, and the team with the most cones wins.
- Make sure students dribble at all times and encourage them to go for the cones diagonal from them.

MODIFICATIONS:

- Students can only go for cones diagonal from their corner. The teacher should explain and demonstrate traveling to a diagonal cone.
- The teacher can tag students, which means the student must return the cone to where they took it from.

TRANSITION: Direct each student to stand with the ball between their feet in their own personal space.

Building Skills

EXPLORING THE BALL

1 MINUTE

ACTIVITY PROGRESSION

- Direct all students to get a ball and spread out in their own personal space.
- Provide students one minute to self-explore with the ball in their personal space.

TRANSITION: Direct students to stand on the sideline with the ball between their feet.

LOW/MIDDLE DRIBBLE (30 seconds each level/ each hand)

2 MINUTES

ACTIVITY PROGRESSION

- All students need a basketball and should stand on the sideline.
- The students will start by dribbling the basketball with the right hand low in a good stance, with their eyes up and their left arm protecting the ball.
- The students will do this for 30 seconds, then switch to their left hand and complete the same process.
- Next, the student will move back to their right hand and dribble at the middle level for 30 seconds, and then switch hands.

(continued)

Lesson 7 of 10 (continued)

Building Skills
(continued)

FUNDAMENTAL SKILL INTRODUCTION

FUNDAMENTALS OF PIVOTING: Teach the students that a pivot requires the student to have one pivot foot that stays on the ground at all times. The other foot can move in any direction as far as wanted, but the pivot foot can never change in the same sequence, or it is a travel. Explain that a pivot is used to keep the ball from the defense.

FORWARD PIVOT BASIC

ACTIVITY PROGRESSION

4 MINUTES

- Have the 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 your command “Pivot!”
- After four pivots, they should be facing forward again.
- Have them relax and then repeat the drill using the other foot as their pivot foot.

KEY POINTS: Help the students understand the basics of pivoting, while gaining comfort, confidence and balance. Ensure students stay in a good stance while pivoting.

TRANSITION: Direct students to stand in their own personal space with the ball between their feet.

EYES UP AND PIVOT

ACTIVITY PROGRESSION

5 MINUTES

- Direct students to spread out in the gymnasium. Every student has a ball.
- Students start to dribble throughout the area, while watching the teacher for hand signals.
- If the teacher holds up one finger, then all students freeze where they are, say “Pivot!” and pivot one time before starting to dribble again.
- Students pivot according to the number of fingers that the teacher is holding up.

MODIFICATION

If students can maintain good control of the ball while dribbling, then the teacher may direct them to jog and dribble.

TRANSITION: Direct students to use the toe-to-toe method to find a partner. Partner 1 will put their ball away, and Partner 2 will keep their ball. For the next activity, all students with a ball will be on a team, and all students without a ball will be on a team.

(continued)

Lesson 7 of 10 (continued)

Building Skills
(continued)

SWIPERS

ACTIVITY PROGRESSION

7 MINUTES

- Divide the students into two teams.
- One team will have basketballs and will dribble around the court.
- The other team will move around waiting on the teacher to call “Swipers.”
- When the teacher says swipers, the team without the basketballs can go try to knock the ball away from students with the basketballs.
- If the ball gets knocked away from a student, they must go get the ball and put it over their head.
- If a teammate with a ball rolls their ball between their teammate’s legs, it allows a teammate to begin dribbling again.
- The game should last two minutes before switching teams.
- There should be no contact between students in this game. Swipers can only touch the ball.

TRANSITION: Direct students put the ball away and move to the center of the gymnasium.

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Have a student demonstrate pivoting.
- Ask students what they needed to do to maintain good control of the ball while protecting it from the swipers.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hand and give another classmate a compliment.
- If needed, the teacher can start the session by giving a compliment and letting the students follow.

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

TRANSITION: Direct students to line up by the exit of the activity area.

Lesson 8 of 10

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|---------------------------|--|---|------------------|
| Values | RESPECT: TEAMMATES | Discuss how we respect our teammates (classmates). | 2 MINUTES |
| Warm-Up | DRIBBLE FREEZE TAG | This is a fun tag game while dribbling the ball. | 5 MINUTES |
| Building Skills | EXPLORING THE BALL | Explore the ball in personal space and practice ball handling. | 1 MINUTE |
| | TEACH: Passing | | |
| | FUNDAMENTALS OF PASSING | Passing is the act of delivering the ball to a teammate. | |
| | STATIONARY WALL PASSING: CHEST | Find a target on the wall and practice hitting it with the perfect pass. | 4 MINUTES |
| | STATIONARY PARTNER PASS: CHEST & BOUNCE | Passing with a partner helps both passing and receiving. | 6 MINUTES |
| | PARTNER PASSING CHALLENGE | Challenge students to complete both chest and bounce passes in a variety of conditions. | 5 MINUTES |
| | TEACH: Ball Handling, Footwork and Passing | | |
| | JUMP STOP PIVOT PASS | Help the students understand the importance of a good jump stop, good balance, good passes and showing a target. Be sure to mix up the pivots and passes. | 5 MINUTES |
| Closure | CLOSURE | Students will demonstrate knowledge and the ability to perform chest passes, bounces passes, and combining the jump stop, pivot and pass. | 2 MINUTES |
| Compliment Session | COMPLIMENT SESSION | Have the 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.
- Time listed for activities serves as approximate recommendations on how to allocate class time. Adjust activity time to meet the needs of your students and their ability levels.

Lesson 8 of 10 (continued)

LESSON OBJECTIVE:

Students will be able to catch a ball tossed by a skilled thrower.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.2 (locomotor- hopping, galloping, running, sliding, skipping), S1.E3.K, S1.E3.1, S1.E3.2 (jumping & landing, horizontal), S1.E7.Ka (balance), S1.E16.Ka, S1.E16.2 (catching), S1.E17.K, S1.E17.1, S1.E17.2a, S1.E17.2b

STANDARD 2 S2.E1.Ka (space), S2.E2.K, S2.E2.1a, S2.E3.1b, S2.E3.2 (pathways, shapes, levels), S2.E3.K, S2.E3.1a (speed, direction, force)

STANDARD 3 S3.E2.K, S3.E2.1, S3.E2.2 (engages in physical activity)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2, S4.E2.K, S4.E2.1, S4.E2.2 (personal responsibility), S4.E3.K, S4.E3.1, S4.E3.2 (accepting feedback), S4.E4.K, S4.E4.1, S4.E4.2 (working with others), S4.E5.K, S4.E5.1, S4.E5.2 (rules & etiquette), S4.E6.K, S4.E6.1, S4.E6.2 (safety)

STANDARD 5 S5.E1.K, S5.E1.1, S5.E1.1 (health), S5.E2.K, S5.E2.1, S5.E2.2 (challenge), S5.E3.Ka, S5.E3.Kb, S5.E3.1a, S5.E3.1b, S5.E3.2 (self-expression & enjoyment)

EQUIPMENT NEEDED: One ball per student

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|------------------|--------------------|---|-----------|
| Values | RESPECT: TEAMMATES | <p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> As students enter the gymnasium, have them start walking around the perimeter and ask them to 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 often teammates become and remain friends for life, on and off the court. 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 each other enough to sacrifice for the good of the team.</p> | 2 MINUTES |

(continued)

Lesson 8 of 10 (continued)

Warm-Up

DRIBBLE FREEZE TAG

ACTIVITY PROGRESSION

5 MINUTES

- All students should have a basketball and spread out on the court in a designated area.
- The teacher will designate a few students to be “it.”
- The students who are “it” will dribble around and tag the other students while they are trying to avoid being tagged.
- When a student is tagged, they must jump stop and stay in one spot until another classmate unfreezes them.
- It is the goal of the “it” students to tag as many students as possible in 1 minute.
- Change who is “it” and repeat.

KEY POINTS: Work on controlling the ball and executing good jump stops. Remind the students to keep their head up so they don’t run into each other and can avoid being tagged. Students cannot be un-tagged in this game.

TRANSITION: Direct students to stand with the ball between their feet in their own personal space.

Building Skills

EXPLORING THE BALL

ACTIVITY PROGRESSION

1 MINUTE

- Direct all students to get a ball and spread out in their own personal space.
- Provide students one minute to self-explore with the ball in their personal space.

TRANSITION: Direct students to find their own personal space on a sideline or baseline with the ball between their feet.

FUNDAMENTAL SKILL INTRODUCTION

PASSING FUNDAMENTAL SKILL: Passing is the act of delivering the ball to a teammate. A basic pass happens by holding the ball with two hands, stepping toward a classmate, and pushing the ball from the middle of the body to a teammate. Passing the ball to teammates moves the ball quicker than dribbling, and forces the defensive students to move and react.

(continued)

Lesson 8 of 10 (continued)

Building Skills

(continued)

STATIONARY WALL PASSING- CHEST

ACTIVITY PROGRESSION

4 MINUTES

- All students should get a basketball, stand a short distance from a wall and find a target on the wall.
- Direct students to step with a lead foot toward the target as they snap their thumbs down and extend their arms to pass the ball to the target.
- After the ball hits the wall, the students should catch the ball and repeat the process.
- Modifications
- Increase or decrease the distance between the student and the wall.
- Allow students to use a large foam or rubber ball, instead of a basketball.

KEY POINTS: Make sure the students have good balance, look at the target, step toward the target, extend their arms, and snap their thumbs down as they pass the ball.

TRANSITION: Direct students to use the toe-to-toe method to find a partner. One partner should put their ball away.

STATIONARY PARTNER PASS: CHEST & BOUNCE

ACTIVITY PROGRESSION

6 MINUTES

- Direct students to partner up on the sideline using the toe-to-toe method, get a basketball and line up about 10 feet apart.
- Based on the fundamental passing skills and wall passing, have students now step and pass to their partner.
- The two partners will make bounce passes to each other for three sets of 60 seconds and then do the same thing with chest passes.

KEY POINTS: Ensure that the students make eye contact before passing and the receiver shows their hands as a target. With a bounce pass, the pass will need to bounce more than halfway to the teammate. The students should take a big step toward their partner, extend their elbows and snap their wrists down to make a good pass.

(continued)

Lesson 8 of 10 (continued)

Building Skills

(continued)

PARTNER PASSING CHALLENGE

ACTIVITY PROGRESSION

5 MINUTES

- Direct students to use the toe-to-toe method to find a partner.
- Each set of partners should stand 5-10 feet apart, facing each other, with one basketball per pair.
- Partner 1 should start passing the ball to Partner 2.
- The teacher will lead the students in the following challenges:
- How many consecutive chest passes can you make?
- How many consecutive bounce passes can you make?
- How quickly can you make 10 chest passes? 10 bounce passes?
- How many chest passes can you make in 30 seconds? Bounce passes in 30 seconds?
- Can you create a pattern with chest and bounce passes (i.e., Partner 1 chest pass, Partner 2 bounce pass, Partner 1 bounce pass, Partner 2 chest pass, etc.)?

TRANSITION: Direct students to put the ball against the wall and to find a spot to stand on the sideline.

JUMP STOP PIVOT PASS

ACTIVITY PROGRESSION

5 MINUTES

- Students will remain in partners. Both partners will be standing on the sideline with a basketball and a poly spot 5-10 feet in front of them.
- Both partners will stand in a good stance on the sideline.
- Partner 1 will dribble to the poly spot and jump stop, then pivot until they are facing their partner.
- Partner 1 will then pass back to Partner 2 and continue the process.

KEY POINTS: Help the students understand the importance of a good jump stop, good balance on pivots, good passes and showing a target.

TRANSITION: Direct students to put the ball away and move to the center of the gymnasium.

(continued)

Lesson 8 of 10 (continued)

| | | | |
|----------------|--------------------------------|---|------------------|
| Closure | CHECK FOR UNDERSTANDING | ACTIVITY PROGRESSION | 2 MINUTES |
| | | <ul style="list-style-type: none"> • Have a student demonstrate how to pass and receive, using both the chest and bounce pass. • What were the key points to being successful with the Jump Stop Pivot Pass activity? | |

| | | | |
|---------------------------|---------------------------|--|------------------|
| Compliment Session | COMPLIMENT SESSION | ACTIVITY PROGRESSION | 2 MINUTES |
| | | <ul style="list-style-type: none"> • Encourage students to raise their hand and give another classmate a compliment. • If needed, the teacher can start the session by giving a compliment and letting the students follow. <p>KEY POINTS: All compliments should be natural. Not every student has to give or receive a compliment.</p> <p>TRANSITION: Direct students to line up by the exit of the activity area.</p> | |

Lesson 9 of 10

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|---------------------------|--|--|------------------|
| Values | RESPECT: OPPONENTS | Discuss how to respect an opponent. | 2 MINUTES |
| Warm-Up | THE ESCAPE GAME <i>(with a Ball)</i> | The students will partner up and “escape” from each other in this fun warm-up game. | 5 MINUTES |
| Building Skills | EXPLORING THE BALL | Explore the ball in personal space and practice ball handling. | 1 MINUTE |
| | TEACH: Passing | | |
| | STATIONARY WALL PASSING: CHEST | Find a target on the wall and practice hitting it with the perfect pass. | 4 MINUTES |
| | STATIONARY PARTNER PASS: CHEST & BOUNCE | Passing with a partner helps both passing and receiving. | 4 MINUTES |
| | WHO IS READY? | This activity helps students recognize when a teammate is ready to receive a pass. | 5 MINUTES |
| | TEACH: Ball Handling, Footwork and Passing | | |
| | CATCH WITH TEACHER | Ensure that the students make eye contact before passing and showing their hands as a target before catching. | 5 MINUTES |
| Closure | CLOSURE | Students will demonstrate knowledge and the ability to perform passing and receiving the ball. | 2 MINUTES |
| Compliment Session | COMPLIMENT SESSION | Have the 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)

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

Lesson 9 of 10 (continued)

LESSON OBJECTIVE:

Students will be able to catch a well-thrown ball with hands, while attempting to not trap or cradle the ball against the body.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.2 (locomotor- hopping, galloping, running, sliding, skipping), S1.E7.Ka (balance), S1.E16.Ka, S1.E16.2 (catching), S1.E17.K, S1.E17.1, S1.E17.2a, S1.E17.2b

STANDARD 2 S2.E1.Ka (space), S2.E2.K, S2.E2.1a, S2.E3.1b, S2.E3.2 (pathways, shapes, levels), S2.E3.K, S2.E3.1a (speed, direction, force)

STANDARD 3 S3.E2.K, S3.E2.1, S3.E2.2 (engages in physical activity)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2, S4.E2.K, S4.E2.1, S4.E2.2 (personal responsibility), S4.E3.K, S4.E3.1, S4.E3.2 (accepting feedback), S4.E4.K, S4.E4.1, S4.E4.2 (working with others), S4.E5.K, S4.E5.1, S4.E5.2 (rules & etiquette), S4.E6.K, S4.E6.1, S4.E6.2 (safety)

STANDARD 5 S5.E1.K, S5.E1.1, S5.E1.1 (health), S5.E2.K, S5.E2.1, S5.E2.2 (challenge), S5.E3.Ka, S5.E3.Kb, S5.E3.1a, S5.E3.1b, S5.E3.2 (self-expression & enjoyment)

EQUIPMENT NEEDED: One ball per student

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|------------------|-------------------|--|-----------|
| Values | RESPECT OPPONENTS | <p>ACTIVITY PROGRESSION</p> <p>As students enter the gymnasium, have them start walking around the perimeter and ask them to discuss how to respect opponents.</p> <p>☺ Another important component of basketball is respecting your opponents. After all, without opponents, we wouldn't have a game. Jr. NBA partner Positive Coaching Alliance uses the phrase "fierce but friendly" to describe the best type of competition.</p> | 2 MINUTES |

(continued)

Lesson 9 of 10 (continued)

Warm-Up

THE ESCAPE GAME (with a Ball)

5 MINUTES

ACTIVITY PROGRESSION

- Direct students to use the toe-to-to method to divide the class into pairs and designate a “1” and “2” for each pair. Both partners will have a ball.
- All 1s will go to the center of the gymnasium, face the center and cover their eyes.
- All 2s will start by standing next to Partner 1.
- At the teacher’s command “Move with...,” Partner 2s will move away from 1s by moving as indicated by the teacher (dribbling with left hand, dribbling with right hand, dribbling in a straight path, dribbling in a curved path, dribbling in a zig-zag path).
- On the command “Find your partners!” Partner 1s open their eyes, move as their partner was directed, locate and gently tag their partner.
- Once tagged, both partners must go back to the center of the court, where they will switch roles and repeat.

KEY POINTS: This is a great game to get students actively warmed-up. Students should only jog if directed by the teacher to jog. Make sure that both partners use the ball-handling skill that the teacher commands.

TRANSITION: Direct students to stand with the ball between their feet in their own personal space.

Building Skills

EXPLORING THE BALL

ACTIVITY PROGRESSION

1 MINUTE

- Direct all students to get a ball and spread out in their own personal space.
- Provide students one minute to self-explore with the ball in their personal space.

TRANSITION: Direct students to find their own personal space on a sideline or baseline with the ball between their feet.

(continued)

Lesson 9 of 10 (continued)

Building Skills
(continued)

STATIONARY WALL PASSING: CHEST

4 MINUTES

ACTIVITY PROGRESSION

- All students should get a basketball, stand a short distance from a wall, and find a target on the wall.
- Direct students to step with a lead foot toward the target as they snap their thumbs down and extend their arms to pass the ball to the target.
- After the ball hits the wall, the students should catch the ball and repeat the process.
- Modifications
- Increase or decrease the distance between the student and the wall.
- Allow students to use a large foam or rubber ball, instead of a basketball.

KEY POINTS: Make sure the students have good balance, look at the target, step toward the target, extend their arms, and snap their thumbs down as they pass the ball. The ball should have back spin as it is in the air

TRANSITION: Direct students to use the toe-to-toe method to find a partner. One partner should put their ball away.

STATIONARY PARTNER PASS: CHEST & BOUNCE

4 MINUTES

ACTIVITY PROGRESSION

- Direct students to partner up on the sideline using the toe-to-toe method, get a basketball and line up about 10 feet apart.
- Based on the fundamental passing skills and wall passing, have students now step and pass to their partner.
- The two partners will make bounce passes to each other for two sets of 60 seconds and then do the same thing with chest passes.

KEY POINTS: Ensure that the students make eye contact before passing and the receiver shows their hands as a target. With a bounce pass, the pass will need to bounce more than halfway to the teammate. The students should take a big step toward their partner, extend their elbows and snap their wrists down to make a good pass.

TRANSITION: Direct students to get into groups of three, with one ball.

(continued)

Lesson 9 of 10 (continued)

Building Skills
(continued)

WHO IS READY?

ACTIVITY PROGRESSION

5 MINUTES

- Divide the students into groups of three, standing in a triangle with one basketball.
- The student with the ball will be facing away from the other two students.
- The two students will use a “thumbs-up” or “thumbs-down” method to determine who will make eye contact with the student with the ball.
- The student with the ball will then jump and turn around to face the two students and locate which student is looking at them with their hands up for the pass, and then make a quick step and pass.
- Repeat this action with a new student with the ball.

KEY POINTS: The student with the ball must quickly read and recognize when a student is ready to receive a pass. The other two students must quickly decide who will make eye contact.

TRANSITION: Direct all students to get a ball and spread throughout the gymnasium.

(continued)

Lesson 9 of 10 (continued)

Building Skills
(continued)

CATCH WITH TEACHER

ACTIVITY PROGRESSION

5 MINUTES

- All students need a basketball and should find their own personal space in the gymnasium.
- On the teacher’s command, all students will dribble their ball throughout the gymnasium.
- The teacher will approach students individually as they are dribbling and ask for a pass by showing their hands and looking at the student.
- The student must see the teacher and make a good chest pass.
- The teacher will pass the ball back to the student.
- The student will then continue to dribble the ball as the teacher moves on to the next student.
- The teacher will continue moving through all the students.
- After completing one round with the chest pass, the students will execute the bounce pass.

KEY POINTS: Ensure that the students make eye contact before passing, and show their hands as a target before catching. With a bounce pass, the pass will need to bounce more than half way to the teacher. Encourage the students to make good quick sharp passes, communicate loudly by calling names, and work on their ball handling.

TRANSITION: Direct students to put the ball away and move to the center of the gymnasium.

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Ask students how they know that a teammate is ready to receive a pass.
- Ask students what they need to do to let a teammate know they are ready to receive the ball.
- Have two students demonstrate passing and receiving the ball.

(continued)

Lesson 9 of 10 (continued)

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hand and give another classmate a compliment.
- If needed, the teacher can start the session by giving a compliment and letting the students follow.

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

TRANSITION: Direct students to line up by the exit of the activity area.

Lesson 10 of 10

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|---------------------------|--|---|------------------|
| Values | RESPECT: PARENTS | Discuss how to show respect for parents. | 2 MINUTES |
| Warm-Up | AVOID THE TEACHER <i>(with a Ball)</i> | This is a fun warm-up activity that encourages good ball-handling skills. | 5 MINUTES |
| Building Skills | EXPLORING THE BALL | Explore the ball in personal space and practice ball handling. | 1 MINUTE |
| | TEACH: Passing | | |
| | STATIONARY PARTNER PASS: BOUNCE & CHEST | Passing with a partner helps both passing and receiving. | 4 MINUTES |
| | TEACH: Ball Handling, Footwork and Passing | | |
| | DRIBBLE, JUMP STOP & PASS | Work on dribbling, jump stops and passing. | 5 MINUTES |
| | PASS AND MOVE | Emphasize a good pass and moving to open space. | 4 MINUTES |
| | KEEP AWAY | Work on movement, teamwork, passing and defense. | 5 MINUTES |
| Closure | CLOSURE | Students will demonstrate knowledge and the ability to perform dribbling, jump stop, passing and moving to an open space. | 2 MINUTES |
| Compliment Session | COMPLIMENT SESSION | Have the students volunteer to say something positive about another student's actions or performance in class. | 2 MINUTES |

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

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

(continued)

Lesson 10 of 10 (continued)

LESSON OBJECTIVE:

Students will be able to move in general space, and then catch a well-thrown ball with hands, while attempting to not trap or cradle the ball against the body.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES:

STANDARD 1 S1.E1.2 (locomotor- hopping, galloping, running, sliding, skipping), S1.E3.K, S1.E3.1, S1.E3.2 (jumping & landing, horizontal), S1.E7.Ka (balance), S1.E16.Ka, S1.E16.2 (catching), S1.E17.K, S1.E17.1, S1.E17.2a, S1.E17.2b

STANDARD 2 S2.E1.Ka (space), S2.E2.K, S2.E2.1a, S2.E3.1b, S2.E3.2 (pathways, shapes, levels), S2.E3.K, S2.E3.1a (speed, direction, force)

STANDARD 3 S3.E2.K, S3.E2.1, S3.E2.2 (engages in physical activity)

STANDARD 4 S4.E1.K, S4.E1.1, S4.E1.2, S4.E2.K, S4.E2.1, S4.E2.2 (personal responsibility), S4.E3.K, S4.E3.1, S4.E3.2 (accepting feedback), S4.E4.K, S4.E4.1, S4.E4.2 (working with others), S4.E5.K, S4.E5.1, S4.E5.2 (rules & etiquette), S4.E6.K, S4.E6.1, S4.E6.2 (safety)

STANDARD 5 S5.E1.K, S5.E1.1, S5.E1.1 (health), S5.E2.K, S5.E2.1, S5.E2.2 (challenge), S5.E3.Ka, S5.E3.Kb, S5.E3.1a, S5.E3.1b, S5.E3.2 (self-expression & enjoyment)

EQUIPMENT NEEDED: One ball and one cone per student

| LESSON COMPONENT | ACTIVITY | DETAILS | TIME |
|------------------|------------------|--|-----------|
| Values | RESPECT: PARENTS | <p>ACTIVITY PROGRESSION</p> <ul style="list-style-type: none"> As students enter the gymnasium, have them start walking around the perimeter and ask them to 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: Direct all students to get a ball and stand on the baseline.</p> | 2 MINUTES |

(continued)

Lesson 10 of 10 (continued)

Warm-Up

AVOID THE TEACHER
(with a Ball)

ACTIVITY PROGRESSION

5 MINUTES

- All students line up on the baseline with a basketball.
- When the teacher says “GO!” all students will try and dribble to the other baseline.
- The teacher starts at half court and tries to tag as many students as possible before they reach the opposite baseline.
- If a student is tagged by the teacher, they then become a tagger with the teacher.
- Repeat the same process until all students have been tagged.

TRANSITION: Direct students to find their own personal space and put the ball between their feet.

Building Skills

EXPLORING THE BALL

ACTIVITY PROGRESSION

1 MINUTE

- Direct all students to get a ball and spread out in their own personal space.
- Provide students one minute to self-explore with the ball in their personal space.

TRANSITION: Direct students to use the toe-to-toe method to find a partner. One partner should put their ball away.

STATIONARY PARTNER PASS: BOUNCE & CHEST

ACTIVITY PROGRESSION

4 MINUTES

- Direct students to partner up on the sideline using the toe-to-toe method, get a basketball and line up about 10 feet apart.
- Based on the fundamental passing skills and wall passing, have students step and pass to their partner.
- The two partners will make bounce passes to each other for two sets of 60 seconds and then do the same thing with chest passes.

KEY POINTS: Ensure that the students make eye contact before passing and the receiver shows their hands as a target. With a bounce pass, the pass will need to bounce more than halfway to the teammate. The students should take a big step toward their partner, extend their elbows, and snap their wrists down to make a good pass.

TRANSITION: Direct students to find a spot to stand on the sideline with their partner.

(continued)

Lesson 10 of 10 (continued)

Building Skills
(continued)

DRIBBLE, JUMP STOP AND PASS

ACTIVITY PROGRESSION

5 MINUTES

- Direct students to line up on the sideline, with their partner and a ball.
- One partner will stand on the sideline, with a cone 10 feet in front of them, and the other partner will stand 10 feet on the other side of the cone.
- The partner on the sideline will dribble to the cone, come to a good jump stop, and make a good bounce pass to their partner.
- The partner will receive the ball and dribble back to the sideline.
- Repeat.

PASS AND MOVE

ACTIVITY PROGRESSION

4 MINUTES

- Students will be matched with a partner and one ball.
- Partner 1 takes five steps to an open space and puts their hands up to receive a pass.
- Partner 2 passes the ball ahead of their partner and moves five steps to another open space, where they show they are ready to receive the ball.

MODIFICATIONS

- Students can start by walking and then jogging.
- Allow chest and bounce passes.

(continued)

Lesson 10 of 10 (continued)

Building Skills
(continued)

KEEP AWAY

ACTIVITY PROGRESSION

5 MINUTES

- Divide the students into groups of four.
- Set four cones up in a square.
- Three students will play offense and one student will play defense.
- The three students on offense will each stand at a different cone leaving one cone open.
- The student on defense will stand in the middle of the cones.
- The student with the ball can only pass left or right and cannot pass the ball across to the opposite side.
- The students who do not have the ball must either receive the pass or “fill in” the open spot.
- The student on defense will try their best to steal the ball within 30 seconds before rotating positions with a student on offense.

TRANSITION: Direct students put the ball away and move to the center of the gymnasium.

Closure

CHECK FOR UNDERSTANDING

ACTIVITY PROGRESSION

2 MINUTES

- Have students demonstrate Dribble, Jump Stop and Pass, and Keep Away activities.
- Ask them to describe what made them successful with the Keep Away activity.

Compliment Session

COMPLIMENT SESSION

ACTIVITY PROGRESSION

2 MINUTES

- Encourage students to raise their hand and give another classmate a compliment.
- If needed, the teacher can start the session by giving a compliment and letting the students follow.

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

TRANSITION: Direct students to line up by the exit of the activity area.

Appendix A

Kindergarten 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 a ball with one hand, attempting a second contact. **(S1.E17.K)**

| LEVEL | FORM |
|---------------------------|---|
| 3 PROFICIENT | Displays all the selected critical elements, and attempts a second contact. |
| 2 COMPETENT | Dribbles with all the selected critical elements: <ul style="list-style-type: none"> a) Knees slightly bent and opposite foot forward b) One hand contact c) Contact ball with finger pads (no slapping) |
| 1 NEED IMPROVEMENT | Dribbles with two or less critical elements present. |

Grade 1 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 continuously in self-space using the preferred hand. **(S1.E17.1)**

| LEVEL | FORM |
|---------------------------|---|
| 3 PROFICIENT | Displays all the selected critical elements, with continuous motion. |
| 2 COMPETENT | Dribbles with all the selected critical elements: <ul style="list-style-type: none"> a) Knees slightly bent and opposite foot forward b) One hand contact c) Contact ball with finger pads (no slapping) |
| 1 NEED IMPROVEMENT | Dribbles with two or less critical elements present. |

Appendix A (continued)

Grade 2 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 in self-space with preferred hand demonstrating a mature pattern. **(S1.E17.2a)**

Dribbles using the preferred hand while walking in general space. **(S1.E17.2b)**

| LEVEL | FORM |
|---------------------------|---|
| 3 PROFICIENT | Displays all the selected critical elements, with fluid motion. |
| 2 COMPETENT | Dribbles with all the selected critical elements: <ul style="list-style-type: none"> a) Knees slightly bent and opposite foot forward b) One hand contact c) Contact ball with finger pads (no slapping) d) Eyes looking “over”, not down at, the ball. |
| 1 NEED IMPROVEMENT | Dribbles with two or less critical elements present. |