



# ACC School Day Curriculum Physical Education 2010 Elementary Edition



Developed by Guilford County Teachers

**ATLANTIC COAST CONFERENCE**

**ELEMENTARY BASKETBALL**

**UNITS**

Guilford County Physical Education Specialists:  
Karen Lux, Kelly Turley and Diana Berry

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BASKETBALL UNIT PLAN  
Kindergarten and First Grades

Healthful Living Competency Goals covered: 8,9,10,11, and 12

Unit Objectives

Psychomotor

1. Students will be able to dribble a ball with correct form in place and using their dominant hand 80% of the time by the end of the unit.
2. Students will be able to send a receivable chest and bounce pass with correct form to a partner 80% of the time by the end of the unit.
3. Students will be able to shoot a ball at a target using correct form 80% of the time by the end of the unit.

Cognitive

1. Students will be able to correctly describe correct form for dribbling, shooting, chest pass, and bounce pass and their importance in a game situation during discussions throughout the unit.

Affective

1. Students will be able to work independently without bothering others in a large group setting during class time throughout the unit.
2. Students will be able to work cooperatively with a partner or small group during class time throughout the unit.
3. Students will be able to demonstrate full participation and enjoyment in activities throughout the unit.

Unit Overview:

Lesson 1: Introduce dribbling, play “Bounce to Spell”, and play “Bean Bag Dribbling Relay”

Lesson 2: Review dribbling; introduce shooting, play “Around the World Shooting”, Play “Basketball Relay”

Lesson 3: Review shooting and dribbling, introduce bounce pass and chest pass, play “Penny Push”

Lesson 4: Skill stations and peer assessment

Lesson 5: Red Light, Green Light Dribble

Lesson 6: Hula Hoop Dribbling

## K/1 Lesson #1: Dribbling

Healthful Living Objectives: 9.03, 10.02-.05, 11.04, 11.05 (Kindergarten)  
9.01-.03, 10.02, 11.02, 12.02 (First grade)

### Objectives

Psychomotor: Students will be able to dribble a ball with correct form in place using their dominant hand 80% of the time by the end of class time.

Cognitive: Students will be able to describe correct form for dribbling and its importance in a game situation during discussion in class time.

Affective: Students will be able to work independently without bothering others during practice time.

Equipment: one ball for each student, bean bags, hula hoops, cones, 3 buckets or baskets

1. Set-induction/student orientation: How many of you have ever played a basketball game? Does anyone know what the ACC is? Today we will be starting our basketball unit by working on some dribbling skills.
2. Teacher instruction and demonstration of dribbling. Cues: fingertips, waist level, keep it close
3. Student independent practice of dribbling.  
Refine: "I'm looking to see how many people can dribble using all three things?"
4. "Hula Hoop Bounce to Spell": Teacher lists names of ACC teams and mascots on a poster (or someplace visible). Each student is working inside a hula hoop attempting to keep their dribbling inside their hula hoop. Teacher calls out a team and its letters. Students repeat team spelling while bouncing the ball for each letter.

Teams and mascots:

Boston College Eagles

Clemson Tigers

Duke Blue Devils

Florida State Seminoles

Georgia Tech Yellow Jackets

Maryland Terrapins

Miami Hurricanes

North Carolina Tar Heels

NC State Wolfpack

Virginia Cavaliers

Virginia Tech Hokies

Wake Forest Demon Deacons

5. "Bean Bag pick-up relay" (time permitting): Divide students into 6 teams. On student's turn, dribble to the basket, pick up bean bag (which has been placed in

front of the basket), continue dribbling, and return to their team, give the ball to next person, and go to the back of the line.

6. Wrap-up and reflection: What are the three things to remember about dribbling? Talk about enjoyment of today's activity.

## K/1 Lesson #2: Shooting

Healthful Living Objectives: 9.03, 10.02-.05, 11.05 (Kindergarten)  
8.01, 9.01-.03, 10.02, 11.01 (First grade)

### Objectives

Psychomotor: Students will be able to shoot a ball at a target using correct form 80% of the time during practice time by the end of class.

Cognitive: Students will be able to describe correct form for shooting during discussion in class time.

Affective: Students will work independently without bothering others during class time.

Equipment: One ball for each student, space appropriate targets to practice shooting around the perimeter of teaching area, cones

1. Set induction: quickly review previous lesson and cues for dribbling. "Today we will be working on the correct way to shoot, and if we have time we will practice dribbling".
2. Teacher instruction and demonstration of correct form for shooting. Cues: 1) ball at your chest; 2) bend your knees; 3) push up to the target (basket)
3. Student independent practice of shooting in: "Around the world".
4. Teacher has previously made targets around the perimeter of teaching area. Any of the following can be used: baskets or buckets, taped targets on wall at basket height, or traditional basketball goals.
5. Divide the students equally between targets. Students take turns shooting at the target until the teacher indicates that it is time to go to the next target (at the end of 2 minutes). The activity should end when the students have reached their first station or target.
6. "Basketball Relay": Divide the students into 4-6 teams (depending on size of class and teaching area). Each team gets one ball. Students take turns dribbling down to other end of playing area and taking one shot. If the ball hits target (or goes into basket) one point is earned for their team. If the shot is missed, they may not take another shot, but should return to their group. They give the ball to the next person and go to the back of the line. The group continues this pattern for a total time of 2 minutes. Each group should keep track of the number of times the ball hits the target (or goes into the basket...if you have a gym). At the end of 2 minutes, the groups report their total number of points for that 2 minute game. Continue playing as long as time permits. At the end of class time, total the number of baskets earned by the entire class. This is their class total. Post the class totals on a poster outside of the gym or in a prominent place.
7. Wrap-up and reflection: What are the three things to remember for shooting?

## K/1 Lesson 3: Passing

Healthful Living Objectives: 8.01, 9.01, 10.02, 10.04, 11.04 (Kindergarten)  
8.01, 9.01-.02, 10.02, 11.02 (First Grade)

### Objectives

**Psychomotor:** Students will be able to send a receivable bounce and chest pass to a partner with correct form during practice by the end of class time.

**Cognitive:** Students will be able to describe correct form for the bounce and chest pass during discussion in class time.

**Affective:** Students will work cooperatively with a partner using appropriate teamwork during practice time in class.

**Equipment:** One ball and one penny for each set of partners, floor tape (if desired)

1. Set-induction and orientation to lesson: Review cues for shooting and dribbling. Tell students that they will be working on 2 passes- chest and bounce passes.
2. Teacher will instruct and demonstrate a chest pass. Cues: 1) ball on chest; 2) elbows out; 3) step and push to your partner
3. Students will get partners and practice chest pass with correct form.
4. Teacher will instruct and demonstrate a bounce pass. Cues: 1)ball on chest; 2) elbows out; 3) step and push down; 4) ball should bounce in the middle
5. Students return to working area and practice bounce pass with correct form. (During tasks 3 and 4 teacher should stop and refine student performance with the following ideas given to students:  
“I’m looking to see if you can use all three things when sending your pass to your partner.”  
“I’m looking to see if your chest pass gets to your partner at their chest.”  
“I’m looking to see if your bounce pass bounces in the middle and comes up to your partner’s waist level”.
6. “Penny Push”: Each set of partners is given a penny to place on the floor in between them (mark this with floor tape or the like). Using the bounce pass and the cues for correct form given, students attempt to bounce the ball on the penny and push the penny across the floor to their partner. Once they are experiencing some success, challenge students to count the number of times they move the penny toward their partner.
7. Wrap-up and reflection: What are the cues for chest pass? What are the cues for bounce pass?

## K/1 Lesson #4: Culminating activity and station work

Healthful Living Objectives: 8.01, 9.03, 10.02-10.05, 11.04, 12.03 (Kindergarten)  
8.01, 9.03, 10.02, 11.01, 12.02 (First grade)

### Objectives

Psychomotor: Students will be able to practice the following skills with correct form 80% of the time during practice at stations: shooting, dribbling, chest pass, and bounce pass.

Cognitive: Students will be able to describe correct form of skills when discussing during reflection at the end of class.

Affective: Students will be able to work cooperatively in the station/rotation environment without bothering others, remain on task during practice time, and demonstrate full participation and enjoyment of activities.

In this lesson set up an appropriate number of stations in your teaching area to allow students to practice the skills covered in the previous three lessons.

Some ideas are:

1. Relays using dribbling and shooting
  2. "Penny Push"
  3. "Bean Bag Pick-Up"
  4. Shooting baskets
  5. Dribbling in and out of cones
  6. Bounce pass into a bucket or basket
- \*\*Use any of your other favorite activity ideas for station work.

This lesson would be a great time to perform your skill assessment. A sample form has been included for you to use at one of these stations.

## K/1 Lesson # 5: Red Light, Green Light Dribble

Purpose of Event: To improve dribbling skills.

Prerequisites: \* Basic knowledge of the game "Red Light, Green Light." \* Students should be able to push the ball towards the ground repetitively using their finger pads and move through various pathways. \* Students should be able to recognize personal space and understand the techniques required to accomplish the activity. \* Students should be able to respect each other's personal space and follow the stop and go commands from the instructor.

Equipment: 1 basketball or playground ball per student, floor tape, and cones

Description:

Each student will have a basketball/playground ball at one end of the court where a piece of floor tape will be placed to indicate where they will begin. The court will be divided into two sections. One section will be known as the blue section and the other section will be known as the red section. Cones will be set up in various pathways throughout each section. The students have to follow these pathways until they get to the other end of the court. The instructor will be at the other end of the court, opposite of the students, voicing the commands red light or green light indicating if they should stop or go through the pathways. The instructor will have a piece of floor tape indicating where the finish line is for the students. When the students reach the finish line for either the blue or the red section there will be a sign on the wall indicating to go to the other section opposite the one they have just completed. For example, if a student finishes in the red section then the sign will tell them to move to the blue section and try that pathway. The instructor can change the pathways at anytime during the game to make them easier or harder for the students. There are no winners in this game. The game just continues on.

Assessment Ideas:

Affective assessment form.

Submitted by: Andrew Poyer teacher at East Stroudsburg University in Hackettstown, NJ. Courtesy of PE Central @ [www.pecentral.org](http://www.pecentral.org)

## K/1 Lesson # 6 : Hula Hoop Dribbling

Purpose of Event: To allow students to practice and improve their ability to consistently dribble a ball, using cues previously introduced.

Prerequisites: Previous introduction to basic dribbling cues (e.g., finger pads; keep it waist high) and ability to dribble while moving.

Equipment: One large hula hoop, one short jump rope, and one bounce-able ball per partner group.

Description:

First review the cues you have previously introduced to students (for example, "use your finger pads" and "keep it waist high"). Then, demonstrate the activity with a student as follows.

First, loop the jump rope around the hula hoop. Have the student be the "Coach" first. The coach's job is to slowly start to pull the hoop along the floor while you dribble the ball in the hula hoop. The Coach can increase the speed only when you (the dribbler) ask, "a little faster please". The coach can move the hoop in any pathway (curves, zigzags, straights, etc). Remind coaches to look where they are going. Partners change roles every minute, to allow all students equal time to improve their skills.

Either group, or allow students to choose, partners of similar ability. Reminding them once again of the cues to focus on, begin the activity.

Assessment Ideas:

Since half the class is dribbling, assessment of skill levels is easier. Observe to see which students are able to consistently use the cues while they are dribbling.

Submitted by: Mike Graham teacher at Lincoln Elementary School in Wausau, WI.  
Courtesy of PE Central @ [www.pecentral.org](http://www.pecentral.org)

# BASKETBALL UNIT PLAN

## Second and Third Grades

Healthful Living Competency Goals covered: 8,9,10,11,12

### Unit Objectives

#### Psychomotor

1. Students will be able to dribble a ball with correct form in place and using their dominant hand 80% of the time by the end of the unit.
2. Students will be able to send a receivable chest and bounce pass with correct form to a partner 80% of the time by the end of the unit.
3. Students will be able to shoot a ball at a target using correct form 80% of the time by the end of the unit.

#### Cognitive

1. Students will be able to correctly describe correct form for dribbling, shooting, chest and bounce pass, and their importance in a game situation during discussions throughout the unit.

#### Affective

1. Students will be able to work independently without bothering others in a large group setting during class time throughout the unit.
2. Students will be able to work cooperatively with a partner or small group during class time throughout the unit.
3. Students will be able to demonstrate full participation and enjoyment in activities throughout the unit.

### Unit Overview

Lesson 1: Introduce dribbling, dribbling in self and general space, lead up to “Pirate City”

Lesson 2: Review dribbling, introduce shooting, play “ACC FanFest” and “Long and Short of It”

Lesson 3: Review shooting and dribbling, introduce bounce and chest pass, play “Penny Push” and “Mascot in the Middle”

Lesson 4: Review dribbling, shooting, and passing cues for correct form, play “Fastest Hands in the ACC” and “2 vs. 1 Keep Away” with dribbling and passing, perform assessment

Lesson 5: Dribbling Beanbag Transfer where students work on their dribbling control

## 2/3 Lesson 1: Dribbling

Healthful Living Objectives: 8.02, 9.01, 9.02, 10.01, 12.04 (Second grade)  
8.04, 9.01, 9.02, 10.01-10.03, 11.04, 11.05, 12.01, 12.02, 12.04 (Third grade)

### Objectives

**Psychomotor:** Students will be able to dribble a ball with their dominant and non-dominant hand with correct form in place during practice time by the end of class.

**Cognitive:** Students will be able to correctly describe correct form for dribbling during discussion at the end of class.

**Affective:** Students will be able to work by themselves without bothering others, and remain on task during class activities. Students will be able to demonstrate full participation and enjoyment during all class activities.

Equipment: one ball for each student, cones

Set induction and orientation of students to lesson: What do you know about playing a basketball game? What do you know about the ACC? Today we will begin working on some basketball skills.

1. Teacher will give instruction and demonstration of dribbling. Cues: fingertips, waist level, eyes up, keep it close.
2. Dribbling in self-space: Students will spread out and begin dribbling with their dominant hand. Students will try to control the dribble first with their eyes open, and then with eyes closed. They will then switch and use their non-dominant hand. Teacher should be observing students for use of cues (presented earlier) and giving feedback according to those cues relative to student performance.  
Refinement: How many of you can do it with eyes closed and open using all four of the things for good dribbling?
3. Dribbling in general space: Students will start by dribbling around the gym with their heads up. As time progresses, teacher will decrease the size of the area in which students are allowed to dribble.  
Refinement: How many of you can do it using all four of the cues for good dribbling?
4. "Pirate City": Use cones to mark off a square area in the center of the gym. Students will be dribbling and traveling around the interior of the cones attempting to stay away from other students. Allow them to move in this area for a few minutes without touching other players. When they are able to control the ball with correct dribbling form, allow them to begin playing "Pirate City". Each student must dribble their ball within the confines of the square without leaving the area. While dribbling, each student must try to knock other students' balls outside of the square. If a student's ball leaves the square or if a student stops dribbling, he/she is out of the game, but he/she can continue practicing dribbling around the outside of the square. The last student in the square wins.
5. Wrap-up and reflection: What is the correct form for dribbling?

## 2/3 Lesson 2: Shooting

Healthful Living Objectives: 8.02, 9.01, 9.02, 10.01, 12.04 (Second grade)  
8.04, 9.01, 9.02, 10.01-10.03, 11.04, 11.05, 12.01, 12.02, 12.04 (Third grade)

### Objectives

**Psychomotor:** Students will be able to shoot a ball at a target with correct form 80% of the time during practice by the end of class time.

**Cognitive:** Students will be able to correctly describe correct form for shooting a ball during discussion at the end of class.

**Affective:** Students will be able to demonstrate full participation and work cooperatively with others within a group setting during activities throughout class time.

Equipment: One ball per team, a target-goals (if a gym is used), taped targets on wall, buckets, baskets (if teaching in a small space)

**Set induction:** Does anyone remember what to remember for good dribbling form? Today we will be working on shooting skills.

1. Teacher will instruct and give demonstration of correct form for shooting. Cues: hands at your chest, bend your knees, push up to the basket.
2. Play “Long and Short of It”: Divide students into equal groups with at least three in each group. Mark two designated distances from each target - one long and one short. One student should be placed underneath or beside the target to get the rebound and give the ball to the next person. Students will take one shot from the “long and short” marker. They will then become the rebounder, and the rebounder will go to the back of the line. The long shot is worth 2 points and the short shot is worth 1. Each team should count the total number of points earned in three rotations.
3. Play “ACC FanFest”: Divide students into groups of 5 or 6 students. Use a target, goal, bucket or basket and have the students placed in a semicircle with one student underneath the basket or beside the target. This student is the “fan”, and will say something positive to each student after he/she shoots (whether they make the shot or not), and then passes the ball to the next student. After the “fan” throws to each student, the line rotates and another student becomes the “fan”.  
\*\*Throughout game play in “Long and Short of It” and “ACC FanFest” teacher looks for correct form, circulates to observe student performance and gives feedback according to teaching cues and student performance.
4. Reflection: Discuss and review correct form for shooting. Additional discussion regarding affective objectives (previously stated) if desired.

## 2/3 Lesson 3: Passing

Healthful Living Objectives: 8.02, 9.01, 9.02, 10.01, 12.04 (Second grade)  
8.04, 9.01, 9.02, 10.01-10.03, 11.04, 11.05, 12.01, 12.02, 12.04 (Third grade)

### Objectives

**Psychomotor:** Students will be able to send a receivable bounce and chest pass to a partner with correct form during practice time by the end of class time.

**Cognitive:** Students will be able to describe correct form for the bounce and chest pass during discussion in class time.

**Affective:** Students will work cooperatively with a partner using appropriate teamwork during practice time.

Equipment: One ball and one penny for each set of partners

**Set induction:** What are the cues for shooting? Does anyone remember what is important for good dribbling? Today we are going to work on two passes that are used in a basketball game: chest and bounce passes. These passes are used when a team is on “offense”. This means that they have the ball and are attempting to score while keeping the ball away from the other team.

1. Teacher will give instruction and demonstrate a chest pass. Cues: 1) ball on chest; 2) elbows out; 3) step and push to your partner
2. Students will partner up and practice chest pass.
3. Teacher will give instruction and demonstrate a bounce pass. Cues: 1) ball on chest; 2) elbows out; 3) step and push down; 4) ball should bounce in the middle
4. “Penny Push”: Each set of partners is given a penny to place on the floor in between them (mark this with floor tape or the like). Using the bounce pass and the cues for correct form given, students attempt to bounce the ball on the penny and push the penny across the floor to their partner. Once they are experiencing some success, challenge students to count the number of times they move the penny toward their partner.
5. Play “Mascot in the Middle”: Discuss the mascots from the ACC teams. Divide students into groups of 6-8, and place students in a circle with one student in the middle. Each group can decide which ACC team/mascot it would like to be. On the word “GO”, the ball starts with the student in the middle of the circle who passes the ball using chest or bounce pass to a player in the circle who then bounces it back. This continues until each player in the circle has received and sent a pass. Play the first time to practice the pattern, and then challenge the kids to pass as quickly as possible without losing control. Teams can be timed and challenged to do the passing as quickly as possible.

Teams and mascots:  
Boston College Eagles  
Clemson Tigers

Duke Blue Devils  
Florida State Seminoles  
Georgia Tech Yellow Jackets  
Maryland Terrapins  
Miami Hurricanes (Ibis)  
North Carolina Tar Heels  
NC State Wolfpack  
Virginia Cavaliers  
Virginia Tech Hokies  
Wake Forest Demon Deacons

6. Reflection: What is the correct form for chest pass? Bounce pass? What could you do to help your team be successful? What kind of team talk helped your group do the task faster?

## 2/3 Lesson 4: “Fastest Hands in the ACC”, “No Dribble Zone”

Healthful Living Objectives: 8.02, 9.01, 9.02, 10.01, 12.04 (Second grade)  
8.04, 9.01, 9.02, 10.01-10.03, 11.04, 11.05, 12.01, 12.02, 12.04 (Third grade)

### Objectives

**Psychomotor:** Students will be able to perform a chest and bounce pass quickly with correct form 80% of the time during practice by the end of class.  
Students will be able to shoot a ball at a target with correct form during the game “No Dribble Zone” 80% of the time by the end of class.

**Cognitive:** Students will be able to correctly describe correct form for passes, dribbling, and shooting during reflection at the end of class.  
Students will be able to correctly describe the difference between offense and defense, and the objectives of each team during reflection at the end of class.

**Affective:** Students will be able to work cooperatively thinking about what they can do to help the group (rather than themselves) during activities throughout class time.

**Set induction:** Brief review of correct form for passing, dribbling, and shooting. “Today we will be playing a passing game, and a game that uses both shooting and passing”.  
Brief discussion of offense and defense in game situation.

1. Play “Fastest Hands in the ACC”:  
Divide the class into two teams. Each team should be in two lines facing each other in front of the target or basket. On the word “GO”, the ball starts at the end of the line farthest from the basket. Players pass the ball in a zig-zag pattern until it gets to the player closest to the basket, who takes one shot and returns with the ball to the beginning of the line to start the pattern again. Play a few times to practice the pattern. Teams can be timed or can race against each other. A time limit can be given, and students challenged to get through as many rotations as possible before time is called. Teams can be asked to use either bounce pass, chest pass, or a combination of both.
2. Play “No Dribble Zone”:  
Divide the court into four equal zones. Floor tape can be used to mark the lines between each zone. A dividing line down the middle of the playing area separates the room to allow for 2 games to be played at the same time. Divide students into four groups (two groups will play against each other in game area one and two groups will play against each other in game area two).

Rules:

1. The ball must move from one zone to the next by passing only. One step may be taken when sending a pass to another player.
2. Players cannot leave their zone unless directed by the teacher.
3. The ball cannot be dribbled.
4. Only players in the end zone (nearest the basket) may shoot the ball.
5. Each player on your team must receive a pass before the ball can be shot by a player in the end zone.

\*Rotate players from zone to zone to give everyone a chance to play different positions.

Stop students as needed to discuss and clarify offensive and defensive strategies. Brainstorm with students about what each person can do to help the group be successful...even if your team is not on offense.

3. Reflection and wrap-up: Discuss the objectives of teams on offense and defense. Review cues and high points of unit as needed.

## 2/3 Lesson 5: Dribbling Beanbag Transfer

Purpose of Event: To have students work on their hand dribbling control.

Activity cues: Eyes Up, Keep the ball at a medium level, Finger pads

Equipment: Balls that students can successfully bounce, one beanbag for each student, one hoop for every student

Description:

Have students get a ball to dribble, a hoop, and a beanbag. Tell them to find a good self space in the playing area and then put their beanbags in the middle of their hoop which will be on the floor in front of them.

On the teachers signal, the students, while dribbling their ball, go throughout the room picking up one beanbag from hoops and then they are to take them and drop them in the center of hoops that are unoccupied. Each student can only transfer one beanbag at a time.

If they choose to, students can keep score by counting how many successful beanbags they transfer in a given amount of time. Students cannot dribble the ball inside the hoops. Make sure students don't throw the beanbags. They are to drop them into the center of the hoop.

Variations:

Have students use only their favorite hand to dribble with.

Have students dribble while switching the beanbag from one hand to the other.

Submitted by: Sharon Welch, Teacher at Potowmack Elementary School in Sterling, VA. Courtesy of PE Central @ [www.pecentral.org](http://www.pecentral.org)

## BASKETBALL UNIT PLAN

### Fourth and Fifth Grades

Healthful Living Competency Goals covered: 8,9,10,11,12

#### Objectives:

##### Psychomotor

Students will be able to dribble with both hands while traveling with correct form 80% of the time during practice by the end of the unit. Students will be able to send a receivable bounce pass and chest pass to a teammate in game situation 80% of the time by the end of the unit. Students will be able to demonstrate appropriate spatial movement in a game situation by the end of the unit.

##### Cognitive

1. Students will be able to describe in discussion at the end of class, correct form for the following skills: shooting, passing, bounce pass and chest pass.
2. Students will be able to describe correct offensive and defensive movement and spatial awareness during discussion by the end of the unit.

##### Affective

- 1) Students will be able to appropriately work cooperatively and/or independently on various activities throughout the unit.
- 2) Students will be able to think and act for the success of the entire group rather than just themselves during various activities throughout the unit.

##### Unit Overview:

Lesson 1: Introduction and student practice of dribbling skills, play "Tournament Town"

Lesson 2: Review dribbling, introduce shooting, play "Runners and Gunners", play "Basketball Golf"

Lesson 3: Review shooting, introduce bounce pass and play "No Dribble Zone", introduce chest pass and play "Mascot in the Middle"

Lesson 4: Review passing, play "Give and Go", perform assessment

Lesson 5: Review and learn different types of passes

## 4/5 Lesson 1: Dribbling

Healthful Living Objectives: 8.01, 9.02, 10.01-.04, 11.03, 12.02 (Fourth grade)  
8.01, 9.01, 10.02, 10.03, 11.03, 12.03 (Fifth grade)

### Objectives:

**Psychomotor:** Students will be able to dribble a ball with their dominant and non-dominant hand with correct form in place during practice time by the end of class.

**Cognitive:** Students will be able to correctly describe correct form for dribbling during discussion at the end of class.

**Affective:** Students will be able to work by themselves without bothering others and remaining on task during activities in class time. Students will be able to demonstrate full participation and enjoyment during all activities during class time.

**Equipment needed:** One ball for each player and cones to mark off area in middle of gym

**Set induction and orientation of students to lesson:** What do you know about playing a basketball game? What do you know about the ACC? Today we will begin by working on some basketball skills.

1. Teacher instruction and demonstration of dribbling. Cues: fingertips, waist level, eyes up, keep it close.
2. Dribbling in self-space: Students will spread out and will begin dribbling with their dominant hand. Students will try to control the dribble first with their eyes open and then with their eyes closed. They will then switch and use their non-dominant hand. Teacher should be observing students for use of cues (presented earlier) and giving feedback according to those cues relative to student performance.

**Refinement:** How many of you can do it with eyes closed and open using all four of the things for good dribbling?

3. Dribbling in general space: Students will start by dribbling around the gym with their heads up. As time progresses, teacher will decrease the size of the area in which students are allowed to dribble in.

**Refinement:** How many of you can do it using all four of the things for good dribbling?

4. "Tournament Town": Use cones to mark off a square area in the center of the gym. Students will be dribbling and traveling around the interior of the cones attempting to stay away from other students. Allow them to move in this area for a few minutes without touching other players. When they are able to control the ball with correct dribbling form, allow them to begin playing "Tournament Town". Each student must dribble his or her ball within the confines of the square without leaving the area. While dribbling, each student must try to knock other students' balls outside of the square. If a student's ball leaves the square or if a student stops dribbling, he/she is out of the game. The last student in the square wins.

## 4/5 Lesson 2: Shooting

Healthful Living Objectives: 8.01, 9.02, 10.01-.04, 11.03, 12.02 (Fourth grade)  
8.01, 9.01, 10.02, 10.03, 11.03, 12.03 (Fifth grade)

### Objectives:

**Psychomotor:** Students will be able to shoot a ball at a target with correct form 80% of the time during practice by the end of class time.

**Cognitive:** Students will be able to correctly describe correct form for shooting a ball during discussion at the end of class.

**Affective:** Students will be able to demonstrate full participation and work cooperatively with others within a group setting during activities throughout class time.

**Equipment needed:** One basketball for each student, hula hoops

**Set induction:** What are some important things to remember for correct form in dribbling? What does it mean when a team is on offense? Defense?

1. Teacher instruction and demonstration of correct form for shooting. Two different sets of cues can be given depending on the skill level of the students in the class. The cues for 2<sup>nd</sup> and 3<sup>rd</sup> grades can be used if needed. (See previous unit plans). If students are more skilled, they can begin learning a more advanced shooting form. These cues are: 1) balance 2) elbow 3) extend and 4) follow through. (Many of us know this as BEEF).
2. Student independent practice of correct form. Adapt this for your setting given number of students, facility, equipment, and space.
3. Play “Runners and Gunners”: Divide the class into two teams. One team (the dribblers) is to line up on a sideline with each player holding a basketball. The other team (the shooters) is to stand close to the basketball backboards with each player holding a basketball. How to play: On the go signal, the shooters try to score as quickly as possible while at the same time, the opposing team runs and dribbles as fast as possible around the outside of the basketball court. Each of the shooters is responsible for keeping track of the number of baskets he has made (one point for each basket). When the last of the dribblers have run three laps, stop the contest. Have the shooters now switch places with the dribblers and begin the contest again.
4. Play “Basketball Golf”: Randomly place three hula hoops on the floor around a basketball goal area with a basketball inside each hoop. Assign three players to a goal. For larger groups, put out more hoops and basketballs to a maximum of six players per goal. How to play: Players can start at the hula hoop of their choice and all players can begin shooting at the same time. If a player makes his first attempt, his score is one. If he misses, he continues to shoot from that spot, counting 1 point for each attempt. When that player has made a shot, he puts the ball down inside the hula hoop and moves to one of the other hula hoops. When he makes a shot from the new spot, he adds to his

previous score. For example, if he had three at the first spot and made his first attempt at the second spot, he would now have a score of four. Play continues until a player has successfully finished all “holes”. As in golf, the objective is to have the lowest score possible.

5. Reflection and wrap-up: What do you need to remember for correct form for shooting?

#### 4/5 Lesson 3: Passing

Healthful Living Objectives: 8.01, 9.02, 10.01-.04, 11.03, 12.02 (Fourth grade)  
8.01, 9.01, 10.02, 10.03, 11.03, 12.03 (Fifth grade)

#### Objectives:

**Psychomotor:** Students will be able to send a receivable bounce pass and chest pass to a partner with correct form during practice time by the end of class.

**Cognitive:** Students will be able to describe correct form for the bounce pass and chest pass during discussion in class time.

**Affective:** Work cooperatively with a partner and large group using appropriate teamwork during practice time in class.

**Equipment needed:** One ball for each set of partners (at least), cones or floor tape to mark zones for “No Dribble Zone” game

**Set-induction:** brief review of previous lessons and skills.

1. Teacher instruction and demonstration of bounce pass. Cues: 1) ball on chest 2) elbows out 3) step and push down 4) ball should bounce in the middle

2. “Penny Push”: Each set of partners is given a penny to place on the floor in between them (mark this with floor tape or the like). Using the bounce pass and the cues for correct form given, students attempt to bounce the ball on the penny and push the penny across the floor to their partner. Once they are experiencing some success, challenge students to count the number of times they move the penny towards their partner.

3) Play “No Dribble Zone” using bounce pass.

Divide the court into four equal zones. Floor tape can be used to mark the lines between each zone. A dividing line down the middle of the playing area separates the room to allow for two games to be played at the same time. Divide students into four groups (two groups will play against each other in game area one and two groups will play against each other in game area two).

**Rules:**

1. The ball must move from one zone to the next by passing only. One step may be taken when sending a pass to another player.
2. Players cannot leave their zone unless directed by the teacher.
3. The ball cannot be dribbled.
4. Only players in the end zone (nearest the basket) may shoot the ball.
5. Each player on your team must receive a pass before a player in the end zone can shoot the ball.

\*Rotate players from zone to zone to give everyone a chance to play different positions.

Stop students as needed to discuss and clarify offensive and defensive strategies.

Brainstorm with students about what each person can do to help the group be successful...even if your team is not on offense.

4. Teacher instruction and demonstration of chest pass. Cues: 1) ball on chest 2) elbows out 3) step and push to your partner
5. Students partner up and practice chest pass.
6. Play “Mascot in the Middle”: Discuss the mascots from the ACC teams.

Divide students into groups of 6-8 and place students in a circle with one student in the middle. Each group can decide which ACC team/mascot they would like to be. On the word go, the ball starts with the student in the middle of the circle and they pass the ball using chest pass or bounce pass to a player on the circle who then bounces it back. This continues until each player on the circle has received and sent a pass. Play the first time to practice the pattern and then challenge the kids to pass as quickly as possible without losing control. Teams can be timed and challenged to do the passing as quickly as possible.

Teams and mascots:

Boston College Eagles  
Clemson Tigers  
Duke Blue Devils  
Florida State Seminoles  
Georgia Tech Yellow Jackets  
Maryland Terrapins  
Miami Hurricanes (Ibis)  
North Carolina Tar Heels  
NC State Wolfpack  
Virginia Cavaliers  
Virginia Tech Hokies  
Wake Forest Demon Deacons

7. Reflection and wrap-up: What is correct form for chest pass? For bounce pass? In the game “No Dribble Zone”, what are some things that every team member could do in order to help the team be more successful?

#### 4/5 Lesson 4: “No Dribble Zone” and “Give and Go”

Healthful Living Objectives: 8.01, 9.02, 10.01-.04, 11.03, 12.02 (Fourth grade)  
8.01, 9.01, 10.02, 10.03, 11.03, 12.03 (Fifth grade)

##### Objectives:

**Psychomotor:** Students will be able to perform chest and bounce pass quickly with correct form 80% of the time during practice by the end of class.  
Students will be able to shoot a ball at a target with correct form during the game “No Dribble Zone” and “Give and Go” 80% of the time by the end of class.

**Cognitive:** Students will be able to correctly describe correct form for passes, dribbling, and shooting during reflection at the end of class.  
Students will be able to correctly describe the difference between offense and defense and the objectives of each team during reflection at the end of class.

**Affective:** Students will be able to work cooperatively thinking about what they can do to help the group (rather than themselves) during activities throughout class time.

**Set induction:** Brief review of correct form for passing, dribbling, and shooting. “Today we will be playing a passing game and a game that uses both shooting and passing”.  
Brief discussion of offense and defense in game situation.

1. Play “No Dribble Zone”: This game was used in lesson three, and is used in lesson four as a lead up to “Give and Go”. See lesson three for rules and set-up for this game.
2. Play “Give and Go”: Is played like “No Dribble Zone” with the exception that students advance to the next zone after making a pass. The students at the end of the playing area can take one shot and then they must jog back to the beginning of the playing area.
3. Perform assessment. See attached assessment tool.

## 4/5 Lesson 5 : Space Invaders

Purpose of Event: Students will be able to identify and successfully pass a ball to a student who is open to receive a pass.

Activity cues: Basketball Bounce Pass, Basketball Chest Pass, Underhand Throw, Overhand Throw

Prerequisites: Various passing techniques. i.e. bounce pass, chest pass, overhand throw, underhand throw.

Equipment: For each group: three balls capable of being safely passed and caught, 5-6 hula hoops or personal space markers.

Description: Students are spread throughout the gymnasium in groups of 6-8 students. In each group, three fourths (6 of 8) of the students will be standing inside hula hoops which represent personal space and one fourth of the students will be standing in general space (around/among/in between the students with the hula hoops). Each group will be given 3 balls. The balls will be given to the students who are standing in the hula hoops.

- Students that are in the hula hoops are in personal space. Their objective is to complete passes to students that are open (in other hoops) and stay in their hoop as long as possible.
- Students that are outside the hula hoops are in general space. Their objective is to tag (gently) a student inside a hula-hoop while the student in the hula-hoop is in possession of a ball.
- If a student in general space tags a student in a hula hoop, the students switch roles.
- The student who was previously in the hoop must try to tag a student inside another hula-hoop.
- In order for students to stay in a hula hoop they must successfully pass the ball to a student in another hula-hoop who is open (does not have a ball) before being tagged.
- If students make a bad pass (not capable of being caught by another student in a hula hoop) the student in general space retrieves the ball and takes the place of the student in the hula-hoop who threw the unreachable pass.
- If the receiving student touches the pass but does not catch it, they may leave their hoop, retrieve the ball and return to their hoop to resume the game.

Assessment Ideas:

Use the [cue checklist](#) to observe the critical elements of each type of pass.

Submitted by: Brian Rupp teacher at Sporting Hill Elementary School in Mechanicsburg, PA. Courtesy of PE Central @ [www.pecentral.org](http://www.pecentral.org)

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Bailey, Guy. The Ultimate Sport Lead-Up Game Book (2001). Camas, Wa.: Educators Press.

Oswald, Dr. Christopher A. and Dr. Stanely N. Basco. Stretching for Fitness, Health And Performance (1998). NY: Sterling Publishing Company, Inc.

Pangrazi, Robert. Dynamic Physical Education for Elementary School Children (2001). Needham Heights, MA: A Pearson Education Company.

### **Additional Informational Websites:**

<http://www.help4teachers.com>

<http://www.lessonplanet.com>

<http://www.pazz.tripod.com>

<http://www.teacherhelpers.com>

<http://www.teachers.net.com>

<http://www.theteacherscorner.com>

<http://www.pecentral.org>

## **2009-2010 ACC Basketball Teams**

Boston College Eagles  
Clemson Tigers  
Duke Blue Devils  
Florida State Seminoles  
Georgia Tech Yellow Jackets  
Maryland Terrapins  
Miami Hurricanes  
North Carolina Tar Heels  
NC State Wolfpack  
Virginia Cavaliers  
Virginia Tech Hokies  
Wake Forest Demon Deacons

## Quick & Easy Recess Ideas for Classroom Teachers

These games are designed to be quick warm ups to use before your normal recess. Adapt them so they fit your program, location and equipment supply. Have fun!

### Heads Up!

Passing

**Location:** Outside

**Set up:** Students are in a circle (size of circle does not matter)

**Equipment:** Basketball or playground balls about 3-5 per circle

**Objective:** To quickly pass the ball around the circle focusing on the chest pass as well as teamwork.

- A designated student will start with the ball, he/she calls out the name of a student across the circle from them.
- After calling the name, the student throws a chest pass to that person
- That student then calls out the name of another student and passes the ball to them, the process continues until all students have thrown and caught a pass.
- A second ball is added (starting with the first person again), and the pattern keeps going.
- Students are always passing to the same person each time.
- Continue adding balls until the students cannot keep up.
- If a ball drops or a person is skipped, the group must start over with the one ball.
- Keep track of how many balls they can keep going as a group, and challenge that number next time.

### Knee Highs

Dribbling

**Location:** Can be done inside or outside

**Set up:** Small groups

**Equipment:** One ball per group

**Objective:** See how many times a team member can dribble the ball in an allotted amount of time.

- Ball is given to each group.
- On teacher's go signal, each student will dribble knee high as many times as they can before the teacher says stop (15-30 seconds depending on the grade or lesson). Other team members can count for the dribbler.
- Record the number of dribbles per person for each team.
- Continue until all students have gone.
- Use the numbers that each team generates for math lessons (addition, subtraction, multiplication, mean, median, mode, etc.)

## **“X” Marks the Spot**

### Shooting

- Location:** Version 1 can be done inside, Version 2 can be done outside (depending on facilities)
- Set up:** Small groups
- Equipment:** Target (basket, basketball hoop, trash can), Xs or tape, nerf/yarn balls (1 per group)
- Objective:** To hit an X on the wall with the ball and have the ball still end up in the target

#### Version 1

- Place Xs on a wall above the target.
- Students shoot the ball so that it touches the X and falls into the target.
- Student gets own rebound then passes the ball to the next person in line.
- Continue until everyone has had a chance.

#### Version 2

- Use the Xs on the ground instead of wall.
- Students will shoot from each X trying to make the basket.
- If necessary, have teams switch locations so that each team has an angle shoot from each side and a straight on shot.

## **Tag Dribble**

- Location:** Open Space
- Equipment:** None
- Objective:** Play tag, emphasizing aerobic fitness and dribbling skills

- Designate one student as the “IT”.
- Play normal tag rules, if a person is caught they have to go to “Training Camp”.
- Training camp- must be able to dribble five times with dominant and five times with non-dominant hand before they return to game.
- To increase difficulty, add other skills to the training camp, like passing against a wall five times, 20 sit ups, 15 seconds of wall sits, etc.

## **BASKETBALL BOOK SELECTIONS**

These books are available to Barnes and Noble.

### Kindergarten and First Grades

Jordan, Deloris with Jordan, Roslyn M. (2000), Salt in His Shoes- Michael Jordan In Pursuit of a Dream. New York: Aladdin Paperbacks.

### Second Grade

Dadey, Debbie and Jones, Marcia Thornton (1992). Leprechauns Don't Play Basketball. New York: Scholastic, Inc.

### Third through Fifth Grade

The following books are written by Matt Christopher and published by Little, Brown and Company, New York:

The Basket Counts (1991)

Red Hot Hightops (1987)

Long Shot For Paul (1995)

Johnny Long Legs (1998)

Dubowski, Cathy East (2000). The Case of the Slam Dunk Mystery- The New Adventure of Mary Kate and Ashley. New York: Harper Entertainment