



**WOMEN'S
BASKETBALL
TOURNAMENT**

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Developed by Guilford County Teachers

**ATLANTIC COAST CONFERENCE
MIDDLE SCHOOL
BASKETBALL UNITS**

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ACC BASKETBALL UNIT PLAN

Grade 6

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 using their dominant hand 80% of the time by the end of the unit.
2. Students will be able to send a receivable chest, bounce, and overhead 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 describe correct form for dribbling, shooting, chest pass, bounce pass and overhead pass and their importance in a game situation during discussions throughout the unit.

Affective

1. Students will be able to work independently without interfering with 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, “Random Dribble”, and “Bean Bag Dribbling Relay”

Lesson 2: Review dribbling, “One Hand Control Drill”, “Flag Dribble” and ACC Scavenger Hunt

Lesson 3: Review dribbling, introduce bounce pass, chest pass and overhead pass, “Slide Circle Drill”, Circle Star Drill” “Penny Push”

Lesson 4: Review passing, introduce shooting, “Basic Shooting Drill” and “Set Shot Drill”

Lesson 5: Review dribbling, passing, and shooting

Lesson 6: Skill stations and peer assessment using rubric

Grade 6: Lessons #1: Dribbling

Healthful Living Objectives: 9.03, 10.02-.05, 11.04, 11.05 11.6,

Objectives:

Psychomotor: Students will be able to dribble a ball with correct form 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 interfering others during practice time.

Equipment needed: one ball for each student, bean bags, cones, six 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. Random dribbling. Students acquire a basketball and begin dribbling around the area. On signal, they stop and pivot. On the command “go” they begin dribbling.
4. Refine: “I’m looking to see how many people can dribble using all three cues?”
5. “Bean Bag pick-up relay”: Divide students into six teams. On students turn, dribble to the bean bag, pick up bean bag and go on to the basket or bucket and drop bag in, 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.

Grade 6: Lessons #2: Dribbling

Healthful Living Objectives: 9.03, 10.02-.05, 11.04, 11.05 11.6,

Objectives:

Psychomotor: Students will be able to dribble a ball with correct form 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 interfering others during practice time.

Equipment needed: one ball for each student, flags, cones, tennis balls, ACC miniature figurines (or like representation)

1. One hand control drill: Each student has a basketball and follows teacher instructions for movement. For example, “dribble from the knees”, “dribble from a seated position”, “dribble from a laying position”, “dribble between the legs”

2. Flag Dribble: The object is to eliminate other players and avoid being eliminated. Players are eliminated if they lose control of the ball, if their flag is pulled, or if they go out of bounds. Keeping control of the dribble and staying in bounds, they attempt to pull a flag from any other player’s back. When players lose control, they move to the perimeter of the area and practice their dribbling skills. As soon as the game is down to a few players, start the game over. Sometimes two players lose control of their basketball at the same time. In this case both are eliminated.

3. “ACC Scavenger Hunt”:

Equipment needed: 6 tennis balls, 16 cones, note cards with ACC names and mascots written, 6 basketballs.

Set-up: place 16 cones in open space on one half of the gym. Each cone will have 1 item placed (hidden) underneath. Mark tennis balls 1 through 6 and place them underneath cones (1 ball cone). Fill remaining cones with each of the note cards.

- Divide class into six teams numbered one through six. On the word “Go” the first person dribbles down to the cones and may look under one cone only and return to their team. If the desired ball or note card is found, the team member can bring it back to the team (only one item at a time can be brought back to the team).

- The team must first find and bring back the tennis ball with their team's number. Then, they begin returning as many note cards with team names as possible before all note cards are recovered (remember: only one note card at a time).
- Each team's score will be calculated using the note cards they were able to recover. Seed numbers for the ACC Women's Tournament will serve as point values. Total number of points will be determined by adding the seed numbers together for each team.

Grade 6: Lesson #3: Passing

Healthful Living Objectives: 8.01, 9.01, 10.02, 10.04, 11.04, 12.01, 12.02, 12.03, 12.03

Objectives:

Psychomotor: Students will be able to send a receivable bounce pass, chest pass and overhead 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 pass, chest pass and overhead pass during discussion in class time.

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

1. Set-induction and orientation to lesson: Reviews cues for shooting, and dribbling, tell students that they will be working on three passes today; chest pass, bounce pass and overhead pass.
2. Teacher instruction and demonstration of chest pass. Cues: 1) ball on chest 2) elbows out 3) step and push to your partner
3. Students get partners and practice chest pass with correct form.
4. 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
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 3 cues 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. Teacher instruction and demonstration of overhead pass. Cues: 1) Ball overhead with hands to side. 2) elbows out 3) step and release to partner
7. “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.
8. “Slide Circle Drill”: In the slide circle drill, a circle of four to six players slides around a person in the center. The center person passes to and receives from the sliding players. After the ball has gone around the circle twice, another player takes the center position.
9. “Circle Star Drill” Players pass to every other player, and the path of the ball forms a star. The star works well as a relay. Any odd number of players will cause the ball to go to all participants, assuring that all receive equal practice.
10. Wrap-up and reflection: What are the cues for chest pass? What are the cues for bounce pass? What are the cues for overhead pass?

Grade 6: Lesson #4: Shooting

Healthful Living Objectives: 9.03, 10.02-.04, 11.05, 11.06, 12.01, 12.02

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 lesson.

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

Affective: Work independently without interfering with others during class time.

Equipment needed: 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 forehead 2) bend your knees 3) push up to the target (basket) 4) follow thru with shooting hand.
3. **Student independent practice of shooting in: “Basic Shooting Drill”.**
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. Divide the students to no more than four per target. Students take turns shooting a long and short at the target until the teacher indicates that it is time to go to the next shot (at the end of two minutes). The activity should end when the students have completed set shot and jump shot three times.
4. **Set –Shot Drill:** In the set-shot drill, players are scattered around a basket in a semicircle, with a leader in charge. Players should be close enough to the basket so that they can shoot accurately. The leader passes to each in turn to take a shot. The leader chases the ball after the shot.
5. **Wrap-up and reflection:** What are the three things to remember for shooting?

Grade 6: Lesson #5: Dribbling, Passing, and Shooting

Healthful Living Objectives: 8.01, 9.03, 10.02-10.04, 11.05, 11.06, 12.01, 12.02

Objectives:

Psychomotor: Students will be able to send a receivable bounce pass, chest pass and overhead pass to a partner with correct form during practice time by the end of class time. Students will be able to dribble with dominate and non-dominate hand under control. Student will be able to shoot with correct form 80% of the time.

Cognitive: Students will be able to describe correct form for the bounce, chest and overhead pass, dribbling using three cues, and shooting during discussion in class time.

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

Equipment needed: One ball per game; pinnies, cones or floor tape.

1. “Sideline Basketball”: Form two teams with 8-10 players; half of the team starts on the floor the other half around the sidelines. The game begins with a jump ball with each team then attempting to move the ball down the court to shoot for points. No team can score until they have made at least 1 (teachers can change the number of passes to challenge and involve teammates) pass. Sideline players cannot shoot the ball. They can only retrieve balls along the sideline and pass to teammates on the court. Scoring is same as regulation basketball.
2. “End Zone Basketball”: Set up playing area with two end zones that are marked off with cones or tape. Divide class into two equal teams. Half of each team starts in the end zone and the other half in the court area. Begin with jump ball. The team that gets possession tries to dribble and pass the ball to a teammate in their end zone. The end zone player has one attempt to shoot and make a basket. If he makes it, two points are awarded to his team and ball is thrown to the court players. The ball is also thrown to the court players if the end zone player misses because only one shot attempt is allowed. End zone players cannot leave their end zones. Likewise, court players cannot enter the end zones at any time during the game. Basketball rules apply to dribbling and ball handling. Halfway through the game, switch places of end zone and court players.

Grade 6 Lesson #6: Culminating activity and station work

Healthful Living Objectives: 8.01, 9.03, 10.02-10.04, 11.05, 11.06, 12.01, 12.02

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 interfering with others and remaining on task during practice time. Students will be able to demonstrate full participation and enjoyment during activities during class.

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 five 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
- **Any of your other favorite activity ideas for station work.

ACC BASKETBALL UNIT PLAN

Grade 7

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 using their dominant and non-dominant hands by the end of the unit.
2. Students will be able to send a receivable chest, bounce, and overhead 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.
4. Students will be able to apply defensive strategy by the end of the unit.

Cognitive

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

Affective

1. Students will be able to work independently without interfering with 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, “Obstacle Dribble”, and “Fire Drill”, “Dribble and Pivot”

Lesson 2: Review dribbling, “One Hand Control Drill”, “Dribble and Pivot Drill”, and ACC Scavenger Hunt

Lesson 3: Review dribbling; introduce bounce pass, chest pass and overhead pass, “Sideline Basketball”, “Circle Star Drill”, “Mascot in the Ring”

Lesson 4: Review passing, introduce shooting, “Snatch Ball”, “Twenty-one”, “Runners and Gunners”

Lesson 5: Review shooting; introduce defensive strategy

Lesson 6: Review defensive positions

Lesson 7: Skill stations and peer assessment using rubric

Grade 7: Lessons #1: Dribbling

Healthful Living Objectives: 9.03, 10.02-.05, 11.04, 11.05 11.6,

Objectives:

Psychomotor: Students will be able to dribble a ball with correct form using their dominant and non-dominant hands 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 interfering others during practice time.

Equipment needed: One ball for each student, bean bags, cones, six buckets or baskets

1. Set-induction/student orientation: 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, eyes up.
3. Obstacle (or Figure-Eight) Dribbling: For obstacle dribbling, three or more obstacles are positioned about five feet apart. The first player at the head of each file dribbles in and around each obstacle, changing hands so that the hand opposite the obstacle is the one always used.
4. Refine: "I'm looking to see how many people can dribble using all three cues?"
5. Fire drill: For the fire drill, each player in turn dribbles forward to a designated line, stops, pivots, faces the line, passes back to the next player, and runs to a place at the end of the line. The next player repeats the pattern.
6. Dribble and pivot drill: For the dribble-and-pivot drill, players are scattered by pairs around the floor. One ball is required for each pair. On the first whistle, the front player of the pair dribbles in any direction and fashion on the court. On the second whistle, she stops and pivots back and forth. On the third whistle, she dribbles back and passes to the partner, who immediately dribbles forward, repeating the routine.
7. Wrap-up and reflection: What are the four things to remember about dribbling? Talk about enjoyment of today's activity.

Grade 7: Lesson #2 Dribbling

Healthful Living Objectives: 9.03, 10.02-.05, 11.04, 11.05 11.6,

Objectives:

Psychomotor: Students will be able to dribble a ball with correct form using their dominant and non-dominant hands 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 interfering others during practice time.

Equipment

1. Set- induction: Today we will review dribbling cues.
2. One hand control drill: Each student has a basketball and follows teacher instructions for movement. For example, “dribble from the knees”, “dribble from a seated position”, “dribble from a laying position”, “dribble between the legs”, “dribble through legs in figure eight” “dribble high and low”, dribble fast and slow”.
3. Dribble and Pivot Drill: Scatter players by pairs around floor. One ball required for each pair. On the first whistle, the front player of the pair dribbles in any direction and fashion on the court. On the second whistle, player stops and pivots back and forth. On third whistle, player dribbles back and passes to the partner, who immediately dribbles forward, repeating the routine.
4. Refine: “I’m looking for proper technique with head up and dribble low.”
5. Wrap-up and reflection; What are the four things to remember about dribbling? Talk about enjoyment of today’s activity.

Grade 7: Lesson #3: Passing

Healthful Living Objectives: 8.01, 9.01, 10.02, 10.04, 11.04, 12.01, 12.02, 12.03, 12.03

Objectives:

Psychomotor: Students will be able to send a receivable bounce pass, chest pass and overhead 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 pass, chest pass and overhead pass during discussion in class time.

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

1. Set-induction and orientation to lesson: Review cues for shooting, and dribbling, tell students that they will be working on three passes today; chest pass, bounce pass and overhead pass.
2. Teacher instruction and demonstration of chest pass. Cues: 1) ball on chest 2) elbows out 3) step and push to your partner
3. Students get partners and practice chest pass with correct form.
4. 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
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 3 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. Teacher instruction and demonstration of overhead pass. Cues: 1) Ball overhead with hands to side. 2) elbows out 3) step and release to partner.
7. "Circle Star Drill" Players pass to every other player, and the path of the ball forms a star. The star works well as a relay. Any odd number of players will cause the ball to go to all participants, assuring that all receive equal practice.
8. "Mascot in the Ring": Form groups of six to eight players. Have the groups stand in a circle with one player (the mascot) in the middle of each circle. On a starting signal, the players begin passing a basketball back and forth among themselves without the player in the middle touching or intercepting it. When a ball is touched, the player who last touched it switches places with the mascot. Players can not throw a pass to the player to the right or left of them, nor can they throw it to the player who threw it to him. Emphasize that chest and bounce passes are to be used.

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

9. "Sideline Basketball": Divide the class into two teams, each lined up along one side of the court, facing the other. Three or four active players from each team enter the floor to play regulation basketball. The remainder of the players, who stand on the sideline, can catch and pass the ball to the active players. Sideline players may not shoot, nor may they enter the playing floor. They must keep one foot completely out of bounds at all times. The active players play regulation basketball, with the addition that they must pass and receive the ball three times from sideline players before they can attempt a goal. Sideline players may pass to each other but must pass back to an active player after three sideline passes. The game starts with active players occupying their half of the court. The ball is taken out of bounds under its own basket by the team that was scored on. Play continues until a period of time (one minute) elapses. The active players then go to the end of their line and three new active players come out from the right. All other players move down and adjust to fill the space left by the new players. No official out of bounds on the sides is called. The players on that side of the floor simply recover the ball and put it into play with a pass to an active player without delay. Out of bounds on the ends is the same as in regular basketball. If one of the sideline players enters the court and touches the ball, it is a violation, and the ball is awarded out of bounds on the other side to a sideline player of the other team. Free throws are awarded when a player is fouled.
10. Wrap-up and reflection: What are the cues for chest pass? What are the cues for bounce pass? What are the cues for overhead pass?

Grade 7 Lesson #4: Shooting

Healthful Living Objectives: 9.03, 10.02-.04, 11.05, 11.06, 12.01, 12.02

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 lesson.

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

Affective: Work independently without interfering with others

Equipment: One ball per group

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 passing and dribbling".
2. Teacher instruction and demonstration of correct form for shooting. Cues: 1) ball at your forehead 2) bend your knees 3) push up to the target (basket) 4) follow thru with shooting hand.
3. Snatch ball: Each of two teams occupies one side of a basketball floor. The players on each team are numbered consecutively from the right hand end of the line. Two balls are placed inside two hoops, one hoop on each side of the centerline. When the teacher calls three or more numbers, players from each team whose numbers were called run to the ball assigned them. These players pass and dribble to the basket on their right and try to make a basket. Three passes must be made and all players must handle the ball before a basket can be shot. As soon as a basket is made, the players pass and dribble back and place the ball in the hoop. The first team to return the ball after making a basket scores a point for that team. Use a system to keep track of the numbers so that all students have a turn. Numbers are called in any order.
4. Twenty-one: The game is played with a group of three to five players for each basketball goal available. Each group starts with one basketball. The players are to decide a shooting order. The game begins with each player, in turn, taking a long shot and a follow-up shot. The long shot is taken from anywhere behind the free throw line and is worth 2 points if made. The follow-up shot is taken from the spot where the ball is recovered after the long shot and is worth one point if made. If a player makes both shots, he starts with the long shot again and continues to shoot until he misses. A missed shot always results in the next player in line having a chance to shoot.

5. Runners and Gunners: Divide the class into two equal 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. On a starting 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.
6. Wrap-up and reflection: What are the three things to remember for shooting?

Grade 7: Lesson #5: Review shooting; introduce defensive strategy

Healthful Living Objectives: 8.01, 9.03, 10.02-10.04, 11.05, 11.06, 12.01, 12.02

Objectives:

Psychomotor: Students will be able to guard a player from the opposing team. Students will be able to run a simple defense.

Cognitive: Students will be able to correctly describe defensive strategy.

Affective: Students will be able to work cooperatively with a partner or small group without interfering with others.

Equipment needed: One basketball per group, cones

1. Set up and induction/ student orientation to lesson: Review cues for guarding: balance, face opponent, sideward movement by sliding motion.
2. Teacher instruction and demonstration of guarding.
3. One on one guarding: Have students line up at the end of the gym in eight lines; number the lines. Odd lines step in front of even lines in a defensive position. Even lines dribble the ball down the court, changing directions while odd lines follow defensively without crossing their feet (in a sliding motion).
4. Pass ball: This game is played on a basketball court with a middle neutral zone area marked off with cones. Divide the class into two equal teams. Have half of each team stand on one side or the other. Players should stand by a member of the other team that they will guard throughout the game. The objective is to successfully pass the ball to a teammate on the other side of the neutral zone for a point. Dribbling is allowed and players can make multiple passes on one side before passing over the neutral zone. However, only passes that are caught from across the neutral zone count as points. No player can enter the neutral zone. Defensive players can knock down passes or intercept the ball but are not allowed to touch a player with the ball. Guarding is the same as in basketball. Add more basketballs to the game as time passes.
5. Wrap up: What are the important things to remember about guarding?

Grade 7: Lesson #6: Freeze

Purpose of Event: For students to practice recognizing and getting into proper position when playing defense.

Prerequisites: Students should have some skill dribbling and shooting a basketball, although, this activity can be modified to accommodate students of varying skill.

Equipment: One basketball for every two students, and basketball hoops or anything that resembles hoops.

Description:

Group students into pairs and have each pair get a basketball and go to a hoop. For an instant activity, have the students play one on one basketball to get warmed up. Don't worry much about all the rules; just make sure they are safe.

After the warm-up, call them in for a discussion. Discuss the fact that basketball can be a complex game and that there are many rules and strategies to playing. Tell them that one important concept is defensive positioning and that today's activity will stress defensive positioning when you are playing person to person defense (you may need to explain what that means). Tell them that they will go back to their court and continue playing one on one, but this time the whistle will sound every so often. They must freeze when the whistle sounds. This is just a practice game to get them used to freezing when they hear the whistle and that the focus is on freezing, not defensive positioning yet.

As soon as the students are good at freezing, move on to the real game. Bring the students in and discuss defensive positioning. Tell them that the main concept for today will be that the defensive person is closer to the basket than the offensive person. Demonstrate this concept. Tell them that they will not keep score in the usual way. They will keep score according to who is in better position when the whistle sounds and they freeze. Students will continue to play one on one like they have been playing. When the whistle sounds, if the defensive person is closer to the basket, he/she gets a point. If the offensive person is closer, he/she gets a point. Also, points are earned every time a basket is made. This encourages students to play without camping out underneath the hoop. Have students play and blow the whistle every 30-50 seconds. Give them time to figure out who got the point then tell them to continue playing.

Teaching Suggestions:

Use music instead of a whistle. When the music stops, they must all freeze.

Have students choose their own partners.

Tape hula hoops on the wall of the gym for hoops. Hoops can be hung at different levels.

Have students rotate every four times you blow the whistle so every pair can play on a real basketball hoop.

Variations:

Try the same concept with two on two at one hoop.

Include the concept of defenders staying between the player and the basket.

Address concepts related to slowing down offensive players by body positioning, or causing them to run around defenders.

The same concept can be applied in hockey and soccer.

Assessment Ideas:

Have a third person in a group conduct a peer check every time the whistle blows.

Provide a check sheet that has two columns, a "yes" and "no" column. When the whistle blows, the student makes a check mark in the appropriate column indicating whether the defensive player was in correct position.

Use an exit slip that has a number of hoops drawn with "O's" written to indicate where the offensive player is. The students must write a "D" showing the appropriate positioning for the defensive player.

Submitted by: Bob Wright in Richboro, PA. Courtesy of PE Central @ www.pecentral.org

Grade 7: Lesson #7: Culminating activity and station work

Healthful Living Objectives: 8.01, 9.03, 10.02-10.04, 11.05, 11.06, 12.01, 12.02

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 interfering with others and remaining on task during practice time. Students will be able to demonstrate full participation and enjoyment during activities during class.

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 six lessons.

Some ideas are:

1. 30 second back board short shot
2. Two on one drill
3. Three on three drill
4. Zone to 1-2-2 defense
5. 30 second free throw drill

**Any of your other favorite activity ideas for station work.

GRADE 8 BASKETBALL UNIT

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 using their dominant and non-dominant hand by the end of the unit
2. Student will be able to send a receivable chest, bounce, and overhead 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 the correct form 80% of the time by the end of the unit.
4. Students will be able to apply offensive and defensive strategy by the end of the unit.

Cognitive

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

Affective

1. Students will be able to work independently without interfering with 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. “One Hand Control Drill” and “King of Dribblers”

Lesson 2: Review dribbling. “Captain Basketball” “ACC Scavenger Hunt”

Lesson 3: Review dribbling, introduce bounce pass, chest pass and overhead pass. “Pass Ball”, “Five Passes”

Lesson 4: Review passing. Introduce shooting. “Twenty-one” “Around the world”

Lesson 5: Review defensive techniques. Introduce offensive strategies. “Basket Bordenball”.

Lesson 6: Review shooting ranges. “Shooting Basketball Star”

Lesson 7: Peer assessment using rubric

Grade 8: Lesson #1 Dribbling

Healthful Living Objectives: 9.03, 10.02-.05, 11.04, 11.05, 11.6

Objectives:

Psychomotor: Students will be able to dribble a ball with correct form using their dominant and non-dominant hands 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 in small groups and teams without interfering others during practice time.

Equipment needed: One ball per student, cones

1. Set induction/student orientation: Today we are going to start our basketball unit by working on some dribbling skills.
2. Teacher instruction and demonstration of dribbling. Cues: fingertips, waist level, keep it close, eyes up.
3. One hand control drill: Each student has a basketball and follows teacher instructions for movement. For example, “dribble from the knees”, “dribble from a seated position”, “dribble from a laying position”, “dribble between the legs”.
4. “King of Dribblers”: Form teams of three players each. Have the players on each team begin by lining up behind a cone marker. The cones are placed in a relay type fashion at one end of a basketball court. The game starts with the first player in each line dribbling a basketball anywhere around the gym. The second player, on a signal, runs out and attempts to steal away the ball from the first player. When successful, the player who lost the ball goes back to his team’s cone while, at the same time, the third player runs out and attempts to steal the ball from the second player. This rotation continues throughout the game. Challenge the players to last as the dribbler for as long as possible.
5. Wrap-up and reflection: What are the four things to remember about dribbling?

Grade 8: Lesson #2 Dribbling review

Healthful Living Objectives: 9.03, 10.02-.05, 11.04, 11.04, 11.05

Objectives:

Psychomotor: Students will be able to dribble a ball with correct form using their dominant and non-dominant hand.

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 interfering others during practice time.

Equipment needed: Basketball, pinnies, folding tumbling mat, cones, ping pong balls numbered one through six, miniature ACC figurines (one for each school)

1. Set up and induction: Review cues for dribbling.
2. "Captain Basketball": A captain's area is laid out by drawing a line between the two foul restraining lines four feet out from the end line. The captain must keep one foot in this area. A team typically is composed of three forwards, one captain, and four guards. The captain must keep one foot in this area under the basket. The game is started with a jump ball, after which the players advance the ball as in basketball. No player may cross the centerline, however. The guards must bring the ball up to the centerline and throw it to one of their forwards. The forwards maneuver and attempt to pass successfully to the captain. A throw by one of the forwards to the captain scores two points; a free throw scores one point. Fouls are the same as in basketball. In addition, stepping over the centerline or a guard stepping into the captain's area draws a foul. In the case of a foul, the ball is given to a forward at the free-throw line. He or she is unguarded and has five seconds to pass successfully to the captain, who is guarded by one player. The ball is in play if the free throw is unsuccessful. Use a folding tumbling mat or cones to designate the captain's area at each end of the court to discourage intrusion by guards. Even though players are required to remain in their own half of the court, they should be taught to move freely within that area. Short, quick passes should be stressed, because long passes are often ineffective. Captain Basketball offers the chance for practicing proper guarding techniques.
3. "ACC Scavenger Hunt"
Equipment needed: 6 tennis balls, 16 cones, note cards with ACC names and mascots written, 6 basketballs.
Set-up: Place 16 cones in open space on one half of the gym. Each cone will have 1 item placed (hidden) underneath. Mark tennis balls one through six and place them underneath cones (one ball cone). Fill remaining cones with each of the note cards.

- Divide class into six teams numbered one through six. On the word “Go” the first person dribbles down to the cones and may look under one cone only and return to their team. If the desired ball or note card is found, the team member can bring it back to the team (only one item at a time can be brought back to the team).
- The team must first find and bring back the tennis ball with their team’s number. Then, they begin returning as many note cards with team names as possible before all note cards are recovered (remember: only one note card at a time).
- Each team’s score will be calculated using the note cards they were able to recover. Seed numbers for the ACC Women’s Tournament will serve as point values. Total number of points will be determined by adding the seed numbers together for each team.

4. Wrap up: What are the four things to remember about dribbling?

Grade 8: Lesson #3 Passing

Healthful Living Objectives: 8.01, 9.01, 10.02, 10.04, 11.04, 12.01, 12.02, 12.03

Objectives

Psychomotor: Students will be able to send a receivable bounce pass, chest pass and overhead 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 pass, chest pass and overhead pass during discussion in class time.

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

1. Set up and induction: Review cues for passing and tell students that they will be working on three passes today: chest, bounce, and overhead.
2. Teacher instruction and demonstration of chest, bounce and overhead passes.
3. Have students practice each of these passes with a partner.
4. "Pass Ball": This game is played on a basketball court with a middle neutral zone area marked off with cones. Divide the class into two equal teams. Have half of each team stand on one side or the other. Players should stand by a member of the other team that they will guard throughout the game. The objective is to successfully pass the ball to a teammate on the other side of the neutral zone for a point. Dribbling is allowed and players can make multiple passes on one side before passing over the neutral zone. However, only passes that are caught from across the neutral zone count as points. No player can enter the neutral zone. Defensive players can knock down passes or intercept the ball but are not allowed to touch a player with the ball. Guarding is the same as is the game of basketball. Add more basketballs to the game as time passes.
5. "Five Passes": Use half a basketball court for each game. Two teams of five players are ideal. Before starting, players should pick out an opponent to guard during the game. Designate one team to throw the ball in first from along a sideline. The objective is to complete five consecutive passes, which results in a point. A successful throw-in counts as the first of the five passes. The teams are to observe regulation basketball rules in terms of traveling, fouling, and ball handling. A foul results in a free throw attempt, which can score a point. The defensive team can intercept or knock down a pass, but can not touch the offensive player who has the ball. The offensive team must observe the following rules: a) The ball can't be passed to the player from whom it was received. b) No dribbling is allowed. c) The player with the ball cannot hold it for more than 5 seconds. D) A team has only five seconds to in-bound a ball from out of

bounds. Any of these violations results in the other team taking possession of the ball.

6. Wrap up: What are the three kinds of passes? What are the main focuses when passing?

Grade 8: Lesson # 4 Shooting

Healthful Living Objectives: 9.03, 10.02-.04, 11.05, 11.06, 12.01, 12.02

Objectives

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

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

Affective: Work independently without interfering with others during class time.

Equipment: One ball per goal, basketball goals

1. Set up and induction: Today will be working on the correct form for shooting.
2. Teacher instruction and demonstration of correct form for shooting.
3. Around the world: Use one goal with the floor marked as shown in the diagram below. Assign three to four players to play against each other. Each group needs one basketball. Players are to decide a shooting order. The first player has two attempts to make a shot from spot number one.
4. Twenty One: Assign three to five players to each goal. The game begins with each player, in turn taking a long shot and a follow up shot. The long shot is taken from anywhere behind the free throw line and is worth 2 points if made. The follow up shot is taken from the spot where the ball is recovered after the long shot and is worth one point if made. If a player makes both shots, they start with the long shot again and continue to shoot until he misses. A missed shot always results in the next player in line having a chance to shoot. The first player to reach twenty-one wins.
5. Wrap-up and reflection. What is the proper technique for shooting?

Grade 8: Lesson # 5 Defensive Strategies

Healthful Living Objectives: 9.03, 10.02-.04, 11.05, 11.06, 12.01, 12.02

Objectives

Psychomotor: Students will be able to transition from a 2-1-2, 1-2-2, box in one, 2-3 defense of the time by the end of the lesson

Cognitive: Students will be able to describe the reason for different defenses during discussion in class time.

Affective: Work with others in small groups during class time.

Equipment needed: One ball per goal, basketball goals

1. Set induction/ student orientation: Today we are going to learn offensive strategies.
2. Teacher instruction and demonstration of offensive strategies. Cues: Give and go, Pick and roll.
3. Student picks a partner and practices at a goal alternating with defensive partners.
4. Basket Bordenball: Divide class into teams of five players each. Rotate new team on every three minutes. A jump ball starts game with opposing players in the middle of the court. The objective is to score two points by making shot, just as in basketball. All the rules of basketball apply with the following exceptions:
 - 1) Players with the ball can not dribble. Allow one step to stop.
 - 2) Players with the ball have only five seconds to pass the ball or shoot.
 - 3) Players on defense can not steal ball from an offensive player when the player has the ball in their hands. A passed ball, however, can be intercepted or knocked down. Enforce the concept of “shadow” guarding where the defensive players stay two to three feet away from the offense except in the case of a loose ball or rebound.
 - 4) If a loose ball or rebound results in a joint possession between two players, the offense gets it.
 - 5) No free throws are shot. “Fouls” will result in the team throwing the ball in from the closet out-of-bounds.Rules violations result in a team losing the ball to the other team, which would inbound the ball from the nearest out of bounds spot.
Two points are awarded to team that makes a shot.
If two or three players are only passing to each other then implement a five pass rule.
5. Wrap-up and reflection. Why is important to use offensive strategies?

Grade 8: Lesson # 6 Shooting Basketball Stars

Purpose of Event: To assist students in adapting to different basketball shooting ranges, from lay-ups to outside shots.

Prerequisites: Proper basketball shooting technique e.g. eyes on target; shooting elbow in, at right angle and shoot with one hand; hips square to the target; back straight; knees bent.

Equipment: One basketball for each child, four goals, Cardboard stars-four different colors, four Star collectors-boxes.

Assign point values to each star:

10 points for lay-ups

20 points for mid-range

30 points for long-range

Each star is placed on the floor. Label each basket with a color and place the corresponding colored star around that hoop. Place Star Collector boxes in each corner of the gym. Divide class into four groups and assign them to each of these corners.

The idea is for each team to collect as many points as possible, in a given time limit. The student may choose any star, any color. The student then stands over or on the star they chose and shoots the ball. If they make the basket, they place that star in their team's Star Collector box. If they miss, they simply move on to another star.

Teaching Suggestions:

The stars enable the students to select their own difficulty levels, creating teaching by invitation. In addition, there is a component of interdisciplinary approach with mathematics already built in to this activity.

Variations:

If a student makes a shot, they may choose to leave the star there for others to try, and then pick another star of equal point value somewhere else to place in their box. This way all students have all the shooting spots to choose from all the time.

Give the students a fixed number of shots allowed to take to reduce the competition aspect.

Instead of teams, have students keep track on their own about how many points they get.

Use cones with a sheet of paper and pencil instead of stars. Students sign the paper when they make the shot, then move on. Score cards could be used as well for students to mark which shots they've made.

Use a variety of balls or other objects for shooting. Use lower baskets, where appropriate.

Assessment Ideas:

Assess proper shooting technique using PE Central's [Teachers Cue Checklist Sheet](#).

Upon completing this game several times, have the students play an actual game of basketball and assess whether their shooting accuracy has increased.

Submitted by: Jason Cormier teacher at Immaculate Conception School in Prince George, BC. Courtesy of PE Central @ www.pecentral.org

BASKETBALL SKILLS PEER ASSESSMENT

Score: _____ of 20

	1	2	3	4
<i>Dribbling</i> 1. Eyes up 2. Fingertips 3. Keep it close 4. Waist level	Demonstrates 0 or 1 of 4 dribbling skills	Demonstrates 2 of 4 dribbling skills	Demonstrates 3 of 4 dribbling skills	Demonstrates 4 of 4 dribbling skills
<i>Overhead Pass</i> 1. Ball overhead 2. Elbows out 3. Step to partner	Demonstrates 0 of 3 overhead pass skills	Demonstrates 1 of 3 overhead pass skills	Demonstrates 2 of 3 overhead pass skills	Demonstrates 3 of 3 overhead pass skills
<i>Chest Pass</i> 1. Ball on chest 2. Elbows out 3. Step to partner	Demonstrates 0 of 3 chest pass skills	Demonstrates 1 of 3 chest pass skills	Demonstrates 2 of 3 chest pass skills	Demonstrates 3 of 3 chest pass skills
<i>Bounce Pass</i> 1. Ball on chest 2. Elbows out 3. Step to partner 4. Ball bounces in middle	Demonstrates 0 or 1 of 4 bounce pass skills	Demonstrates 2 of 4 bounce pass skills	Demonstrates 3 of 4 bounce pass skills	Demonstrates 4 of 4 bounce pass skills
<i>Shooting</i> 1. Ball at forehead 2. Bend knees 3. Push up to target 4. Follow through	Demonstrates 0 or 1 of 4 shooting skills	Demonstrates 2 of 4 shooting skills	Demonstrates 3 of 4 shooting skills	Demonstrates 4 of 4 shooting skills