



GAMES FOR LEARNING **BASKETBALL SKILLS**

INTERMEDIATE (3-5)

A PUBLIC SERVICE OF



MODULE OVERVIEW

ABOUT THIS
MODULE

This module builds on the skills introduced in the Primary Ball Handling and Dribbling Skills module through skill-specific basketball lead up games. Dribbling, passing, and shooting in dynamic practice environments are the primary skills emphasized. However, a variety of other learning outcomes are also addressed within the module's activities.

NATIONAL
STANDARDS
AND
OUTCOMES
FOCUS

- ✔ **Standard 1.** Demonstrates competency in a variety of motor skills and movement patterns.
- ✔ **Outcome E16.3-5c.** Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (3); Catches a thrown ball above the head, at chest/waist level, and below the waist using a mature pattern in a non-dynamic environment (4); Catches with accuracy, both partners moving (5b); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).
- ✔ **Outcome E17.3-5.** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b); Combines hand dribbling with other skills during one-on-one practice tasks (5).
- ✔ **Outcome E20.4-5.** Dribbles with hand/feet in combination with other skills (e.g., passing, receiving, shooting) (4); Hand/foot-dribbles with mature patterns in a variety of small-sided game forms (5).
- ✔ **Outcome E26.4-5.** Combines traveling with the manipulative skills of dribbling, passing, and catching in teacher- and/or student-designed small-sided practice task environments (4); Combines manipulative skills and traveling for execution to a target (e.g., scoring) (5).
- ✔ **Standard 2.** Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- ✔ **Standard 2 [E5.3a-5a&c].** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies/tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities (4b); Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a); Recognizes the type of actions needed for different games/sports situations (5c).

MODULE OVERVIEW

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NOTE: Additional standards and outcomes addressed are specified on each activity plan.

PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30 to 45 minute lesson:

- Instant Activity (not on block plan) 5-10 minutes
- + Skill Activity with Debrief 10-15 minutes
- + Skill Activity with Debrief 10-15 minutes
- + Check for Understanding 5 minutes

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Two assessments are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

MODULE OVERVIEW

SELF
ASSESSMENT
WORKSHEET

This simple self-assessment worksheet provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this worksheet's pre-assessment and goal sections on the day that skills are first introduced. For example, during the module's first lesson, students participate in the activity Robotics Lab. At the end of the activity, students would complete the Pre and Goal columns for Safety. Other skills would not be completed until a future lesson, when they are introduced. A post-assessment for all skills would then be completed on the module's Station Day lesson.

USING
THE SELF
ASSESSMENT
FOR
EVALUATION
(GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC
RUBRIC
FOR
PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.


Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the Module's Station Day, providing a final holistic evaluation of each student's performance.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Dribble Triathlon + Hand Skills (Pre Assessment – Dribbling)	Actively Engage, Control, Critical Elements, Dribble, Manipulative Skill, Practice, Prefer, Self-Space
2	Dribble Triathlon + Hand Skills + Driver’s Test	Actively Engage, Control, Critical Elements, Dribble, General Space, Manipulative Skill, Mature, Open Space, Practice, Prefer, Self-Space, Spatial
3	Dribble Triathlon + Hand Skills + Knuckle Collectors	Actively Engage, Control, Critical Elements, Dribble, General Space, Manipulative Skill, Mature, Open Space, Practice, Prefer, Self-Space, Spatial, Teamwork
4	Dribble Triathlon + Knuckle Collectors + Dribble Tag	1 v 1, Combine, Control, Critical Elements, Defense, Dribble, Dynamic, General Space, Mature, Offense, Open Space, Practice, Prefer, Self-Space, Spatial, Teamwork
5	Dribble Triathlon + Passing Triathlon + Dribble Tag (Pre Assessment – Passing)	1 v 1, Accurate, Combine, Control, Critical Elements, Defense, Dribble, Dynamic, Offense, Pass, Practice, Prefer, Self-Space, Spatial, Target
6	Dribble Tag + Passing Triathlon + Shoot, Dribble, Pass, Dribble (Pre Assessment – Shooting)	1 v 1, Accurate, Combine, Control, Critical Elements, Defense, Dynamic, Execute, Offense, Pass, Practice, Spatial, Target, Teamwork
7	Passing Triathlon + Shoot, Dribble, Pass, Dribble + 3 v 3 Bounce Ball	Accurate, Combine, Control, Critical Elements, Defense, Dynamic, Execute, Offense, Pass, Practice, Target, Teamwork
8	Shoot, Dribble, Pass, Dribble + 3 v 3 Bounce Ball	Accurate, Combine, Control, Critical Elements, Defense, Dynamic, Execute, Offense, Pass, Practice, Target, Teamwork
9	Station Day (Exit Assessment – Dribbling, Passing, & Shooting)	Academic Language Review

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
1	<i>Basic OPEN Activity Pack [Includes all items below]</i>		Link to e-Store
26	Basketballs		Link to e-Store
6	12" Cones		Link to e-Store
24	Poly Spots		Link to e-Store
25	Pairs of Colored Team Wristbands		Link to e-Store
2	Rubber Penguins		Link to e-Store
			OPENPhysEd.org
24	Academic Language Cards		OPENPhysEd.org
8	Station Cards		OPENPhysEd.org
2	Holistic Rubrics		OPENPhysEd.org
1	Self Check Assessment		OPENPhysEd.org

* Economy Equipment Package is also available

DRIBBLE TRIATHLON

STUDENT TARGETS

- ✔ **Skill:** I will dribble the basketball using the skills cues learned in class.
- ✔ **Cognitive:** I will discuss the reasons why warming-up is important to activity performance.
- ✔ **Fitness:** I will complete the dribble triathlon in order to warm up my body and prepare for today's lesson.
- ✔ **Personal & Social Responsibility:** I will work independently without the need for teacher reminders.

TEACHING CUES

- ✔ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

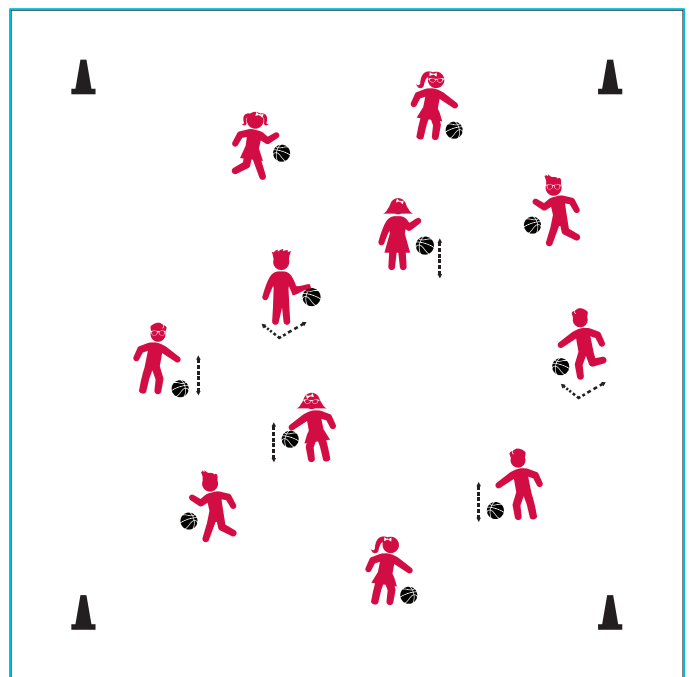
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large cones
- ✔ 1 basketball per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Students scattered throughout area in self-space with a ball.



Activity Procedures:

1. We're going to start working on our dribbling skills with an instant activity called Dribble Triathlon.
2. As soon as you come into the activity area, get a basketball and complete the following events: 33 right hand dribbles, 33 left hand dribbles, 33 crossover dribbles.
3. If you make an error while you're dribbling, start from where you left off.
4. When you're finished, do arm curls using your basketball as a weight.

Grade Level Progression:

- 3rd: The instructional focus is on deliberate practice, reciting skill cues when appropriate.
 4th: Focus on skill refinement and control. Students demonstrate cues with few reminders.
 5th: Add a walk or jog to the routine with students dribbling in general space.

DRIBBLE TRIATHLON

CHALLENGE PROGRESSIONS

- ✔ Students with mature dribbling skills can now work on speed with accuracy. How fast can they dribble while keeping complete control of the ball?

MODIFICATIONS

- ✔ Students complete all 3 sets with preferred hand.

ACADEMIC LANGUAGE

Control, Critical Elements, Dribble, Practice, Prefer, Self-Space

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E17.4a]** Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a).
- ✔ **Standard 2 [E3.3]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3).
- ✔ **Standard 3 [E4.5]** Identifies the need for warm-up & cool-down relative to various physical activities (5).
- ✔ **Standard 4 [E2.3&5b]** Works independently for extended periods of time. (3); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What are the skill cues for dribbling?
- ✔ **DOK 1:** What is dribbling used for?
- ✔ **DOK 2:** How do you think the skill cues help dribbling performance? What are some examples?
- ✔ **DOK 3:** How important is dribbling to the sport of basketball? Why do you think that your answer is true? Provide specific examples.

TEACHING STRATEGY FOCUS

Help students practice skills: Using the Dribble Triathlon as an instant activity to start your lesson provides students with time to work on improving their individual skills. Emphasize the importance of deliberate practice, the accurate application of skill cues, and stick-with-it-ness. Each of these 3 characteristics of active improvement will serve students in all areas of personal development.

HAND SKILLS

STUDENT TARGETS

- ✓ **Skill:** I will dribble with both my right and left hands, using the skill cues we learned in class.
- ✓ **Cognitive:** I will discuss some of the challenges I faced when dribbling with my non-dominant hand.
- ✓ **Fitness:** I will actively engage in physical education class without teacher prompting.
- ✓ **Personal & Social Responsibility:** I will work through challenges in order to improve my skill.

TEACHING CUES

- ✓ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

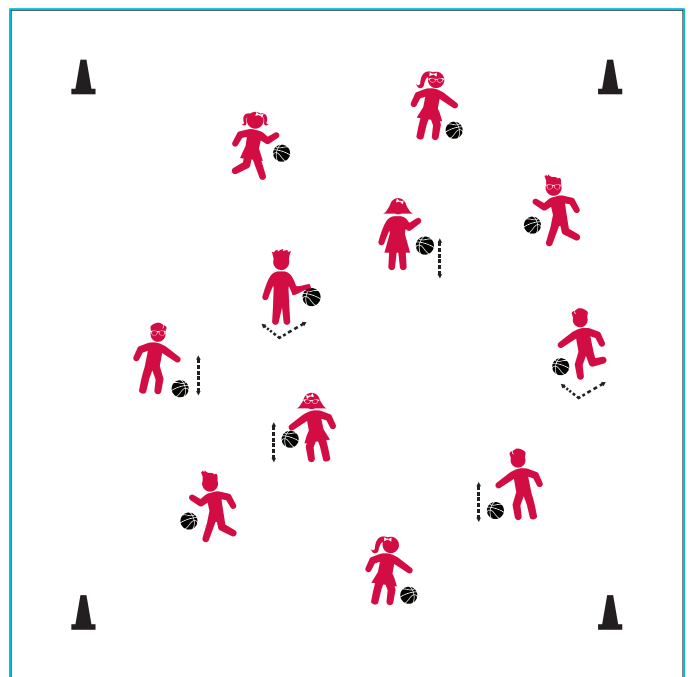
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 basketball per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Students scattered throughout area in self-space with a ball.



Activity Procedures:

1. We're going to work on our ball handling skills with a series of dribbling exercises. I'll demonstrate the exercise and then you'll practice it. When you hear the stop signal, place the basketball between your feet and watch me for the next demonstration.
2. Dribbling Exercises:
 - 3-high dribbles, 3-low dribbles, switch hands and repeat
 - Continuous crossovers
 - Dribble right hand – travel and touch 2 walls, dribble left hand – travel and touch 2 walls
 - Sit and dribble right hand, sit and dribble left hand
 - For more ideas check out USA Basketball - <http://www.usab.com/youth/development/player.aspx>

Grade Level Progression:

- 3rd: Students complete each challenge with both right and left hands.
- 4th: Students complete each challenge with a signal for changing speeds.
- 5th: Students create skill drills and challenge classmates to match their performances.

HAND SKILLS

CHALLENGE PROGRESSIONS

- ✔ Prompt students to learn new challenges at home by watching dribbling instructional videos on YouTube. Each student will then come in and teach the class what they've learned.

MODIFICATIONS

- ✔ Focus on controlling the ball with the dominant hand only.

ACADEMIC LANGUAGE

Actively Engage, Control, Dribble, Manipulative Skill, Practice, Prefer

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E17.3-4b]** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b).
- ✔ **Standard 2 [E3.3]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3).
- ✔ **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 5 [E2.3]** Discusses the challenge that comes from learning a new physical activity (3).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does control mean?
- ✔ **DOK 2:** What do you know about ball control in the sport of basketball?
- ✔ **DOK 3:** How is practice related to a person's ability to control a basketball? How do you know that your answer is true?
- ✔ **DOK 4:** Let's create a weekend practice routine that we could follow in order to improve our ball control skills.

TEACHING STRATEGY FOCUS

Help students revise knowledge: Oftentimes intermediate students fall into two basketball-knowledge categories: they believe they know it all or they believe they can't learn. Both of these mindsets will impede learning and student growth. Help students revise this knowledge with examples of talented athletes who have continually worked hard to become skilled basketball players. Then, encourage each of your students to set realistic goals, work hard toward them, and celebrate success.

DRIVER'S TEST

STUDENT TARGETS

- ✔ **Skill:** I will switch my dribbling hand when I hear the signal.
- ✔ **Cognitive:** I will give my partner performance feedback based on the cues for dribbling.
- ✔ **Fitness:** I will actively engage in physical education without teacher prompting.
- ✔ **Personal & Social Responsibility:** I will work cooperatively with my partner by watching her/his performance, praising good effort, and providing feedback for improvement.

TEACHING CUES

- ✔ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

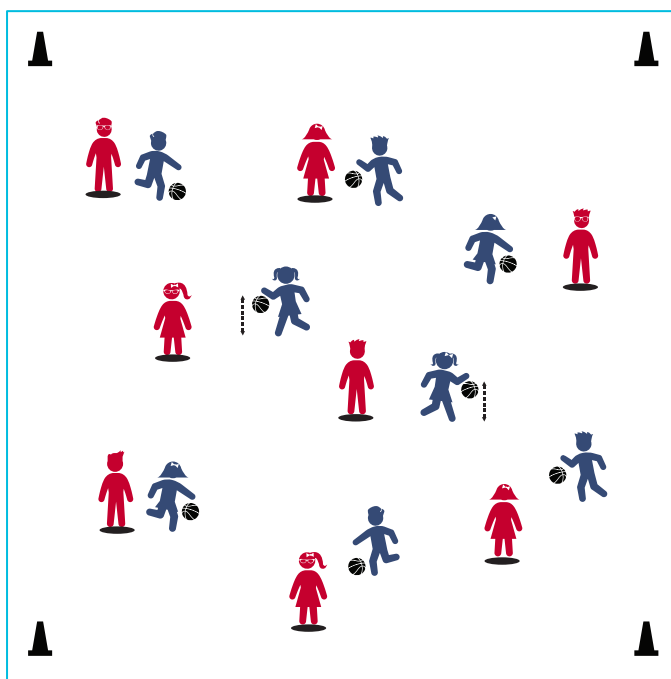
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large cones
- ✔ 1 basketball per 2 students
- ✔ 1 poly spot per 2 students

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Scatter poly spots throughout the area.
3. Pair students, scattered throughout the area.
4. One student on a spot and the other with a ball.



Activity Procedures:

1. You've done a great job practicing and improving your dribbling skills. Now it's time for a Driver's Test!
2. The partner with the ball is the driver. The partner on the spot is the driving instructor. When I say, "GO!" the drivers are going to dribble throughout the activity area, working hard not to cause a crash.
3. Listen for the traffic signal (whistle). When you hear it, crossover and dribble with your opposite hand.
4. Driving instructors will watch their drivers. On the stop signal, give the driver a thumbs up grade if the driver followed the cues we've learned in class. (See grade level progressions for specific criterion.)
5. After all drivers have received their grades, switch roles and begin on the start signal.

Grade Level Progression:

- 3rd: Students work at a slow to moderate pace with 2-4 signals for changing dribbling hands.
- 4th: Students work at a moderate pace with several signals for changing dribbling hands.
- 5th: Add a second signal for changing speed. Alternate between changes in speed and changes of dribbling hands.

DRIVER'S TEST

CHALLENGE PROGRESSIONS

- ✓ Add obstacles, such as rubber critters and cones, to general space in order to increase the complexity of the activity area.

MODIFICATIONS

- ✓ Remove the peer evaluation. Instead, all students have a basketball with the students on the spot dribbling in personal space.

ACADEMIC LANGUAGE

Critical Elements, Dribble, General Space, Mature, Open Space, Spatial

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [E17.3-4b]** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b).
- ✓ **Standard 2 [E2.4-5]** Combines movement concepts with skills in small-sided practice tasks (4); Combines movement concepts with skills in small-sided practice tasks/games environments with self-direction (5).
- ✓ **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled.(4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** How did you recognize that your partner had passed the driver’s test?
- ✓ **DOK 2:** What types of feedback did you receive from your partner? How can you apply that feedback to future practice?
- ✓ **DOK 3:** How is feedback related to improving your skill? Give examples.

TEACHING STRATEGY FOCUS

Review content: Before beginning the Driver’s Test activity, be sure to warm-up with a Dribble Triathlon that includes a brief but detailed review of dribbling cues. During this review, highlight the importance of each cue with respect to the activity that is coming up. For example, students will now be asked to dribble, while moving, in traffic. The use of finger pads for control and soft knees for responsiveness will now become important to successful performance. Content review can help students see the big picture and connect the importance of practice to successful skill implementation.

KNUCKLE COLLECTORS

STUDENT TARGETS

- ✔ **Skill:** I will keep control of my body and basketball in order to safely give my classmates knuckle bumps while dribbling.
- ✔ **Cognitive:** I will discuss the relationship between open space and dribbling.
- ✔ **Fitness:** I will actively engage in physical education without teacher prompting.
- ✔ **Personal & Social Responsibility:** I will follow all rules to ensure safe participation.

TEACHING CUES

- ✔ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

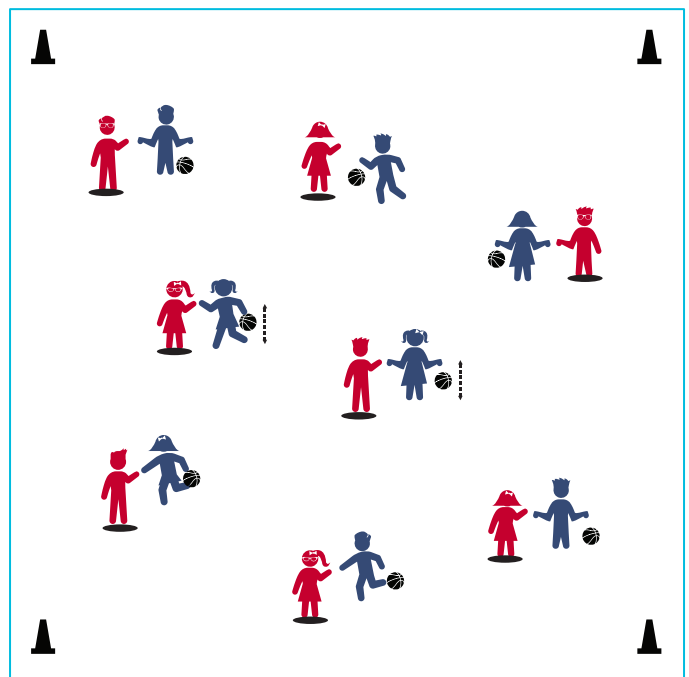
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 14 large cones
- ✔ 1 basketball per 2 students
- ✔ 1 poly spot per 2 students

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Scatter poly spots throughout the area.
3. Pair students, scattered throughout the area.
4. One student on a spot and the other with a ball.



Activity Procedures:

1. Now that you've taken your driver's test, it's time for a speed challenge.
2. When I say, "GO!" players with a ball will dribble from spot to spot, collecting knuckle-bumps from the other players who are standing on spots. You must continue your dribble while you collect knuckles. Freeze when you hear the stop signal.
3. You'll have 2 minutes to collect as many knuckles as you can and then we'll switch. How many total knuckles can you and your partner collect before the stop signal?

Grade Level Progression:

- 3rd: Play the activity as it is written above.
- 4th: Introduce a signal for changing dribbling hands and/or speed.
- 5th: Choose 1 or 2 students to act as defenders, working to force dribbling errors by adding defensive pressure.

NUCKLE COLLECTORS

CHALLENGE PROGRESSIONS

- ✓ Add a pass. Students make a bounce pass to classmates standing on spots before collecting a knuckle bump.

MODIFICATIONS

- ✓ Allow students to pick up their dribble while collecting a knuckle bumps.

ACADEMIC LANGUAGE

General Space, Mature, Open Space, Spatial, Teamwork

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [E17.3-4b]** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b).
- ✓ **Standard 1 [E20.5]** Hand-dribbles with mature patterns in a variety of small-sided game forms (5).
- ✓ **Standard 2 [E1.3-4c]** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling, (e.g., dribbling and traveling) (4a); Dribbles in general space with changes in direction and speed (4c).
- ✓ **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What is open space? How can you recognize open space?
- ✓ **DOK 2:** What did you notice about open space in the Knuckle Collectors activity?
- ✓ **DOK 3:** Can you predict what happens to open space if dribblers take too long to move?
- ✓ **DOK 3:** How do you think this activity helped you understand open space in games like basketball?

TEACHING STRATEGY FOCUS

Help students engage in complex tasks: Knuckle Collectors provides a complex performance environment for students to authentically push the limits of their new dribbling skills. At the same time, challenge is balanced with fun and cooperation to make this activity one of students' favorites. Successful participation requires controlled dribbling with changes in speed and direction. Cognitively, students must think about moving through a dynamic space, the goal of collecting and counting knuckle bumps, and changing speed and direction as they look for open space and open spots. They do all of this while competently executing the skill cues for controlled dribbling.

DRIBBLE TAG

STUDENT TARGETS

- ✓ **Skill:** I will move into open space and away from potential taggers while keeping control of my dribble.
- ✓ **Cognitive:** I will discuss offensive and defensive strategies for Dribble Tag.
- ✓ **Fitness:** I will work to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will follow the rules and etiquette of Dribble Tag so that everyone is safe and has fun.

TEACHING CUES

- ✓ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

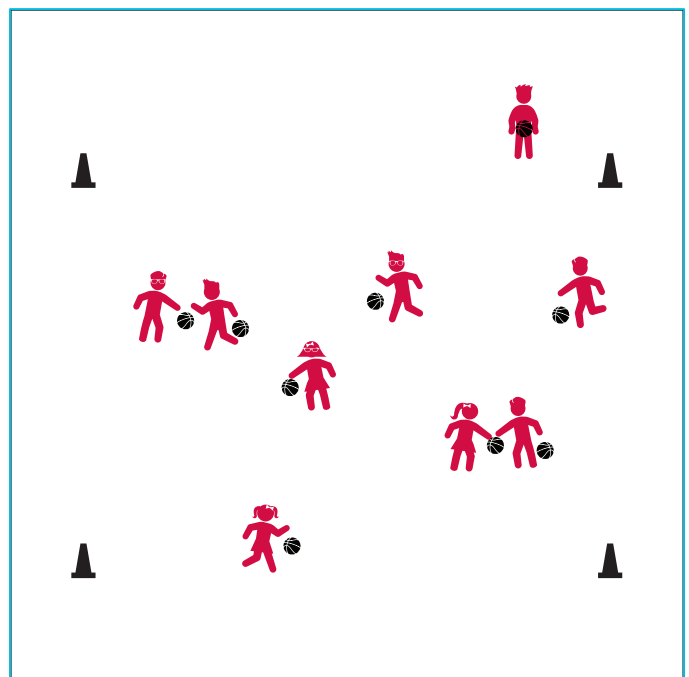
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 basketball per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Students scattered throughout area in self-space with a ball.



Activity Procedures:

1. It's time to dribble in traffic and under pressure with a game of Dribble Tag.
2. Everyone is "it." The object is to dribble around the activity area without losing control of your ball. At the same time, you'll try to knock other players' basketballs away from them and out of bounds.
3. There are three ways to get tagged: 1) your ball is knocked out of bounds; 2) you dribble out of bounds; 3) you touch or bump another player.
4. If you're tagged, take your ball out of bounds on the perimeter and complete 3 right-hand dribbles, 3 left-hand dribbles, and 3 crossovers. Then re-enter the game.

Grade Level Progression:

- 3rd: Play the activity as it is written above.
- 4th: Introduce a signal for changing dribbling hands.
- 5th: Introduce a signal for changing speeds.

DRIBBLE TAG

CHALLENGE PROGRESSIONS

- ✔ Add more challenging fitness tasks for players working to re-enter the game.

MODIFICATIONS

- ✔ Only 2 or 3 students are “it” and act as defenders while dribblers concentrate on ball handling.

ACADEMIC LANGUAGE

1 v 1, Combine, Defense, Dynamic, Offense, Spatial

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E17.3-5]** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b); Combines hand dribbling with other skills during one-on-one practice tasks (5).
- ✔ **Standard 2 [E5.3a-4b]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies/tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities (4b).
- ✔ **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is offense? What is defense?
- ✔ **DOK 2:** What did you notice about offense and defense in Dribble Tag?
- ✔ **DOK 2:** How would you compare and/or contrast offense with defense in the game of basketball?

TEACHING STRATEGY FOCUS

Help students examine similarities and differences: Dribble tag blends skills and concepts typically associated with offense (dribbling) with the actions and strategies of defense. Students must protect possession of the ball while also working to steal away possession from other players. This is a perfect time to talk about the similarities and differences of offense and defense. For example, on offense students are working to find and move into open space, while on defense they’re working to close off open space before opponents can enter.

PASSING TRIATHLON

STUDENT TARGETS

- ✓ **Skill:** I will show hands in order to give my partner a passing target.
- ✓ **Cognitive:** I will give all of the cues for passing and catching during group discussion.
- ✓ **Fitness:** I will warm up my muscles by completing the passing triathlon.
- ✓ **Personal & Social Responsibility:** I will demonstrate personal responsibility by cooperating with my partner.

TEACHING CUES

- ✓ **Passing:** Thumbs Behind Ball, Fingers Apart on Sides, Step to Target, Push with Both Hands
- ✓ **Catching:** Show Hands with Thumbs Together, Watch ball into Hands, Catch with Soft Hands

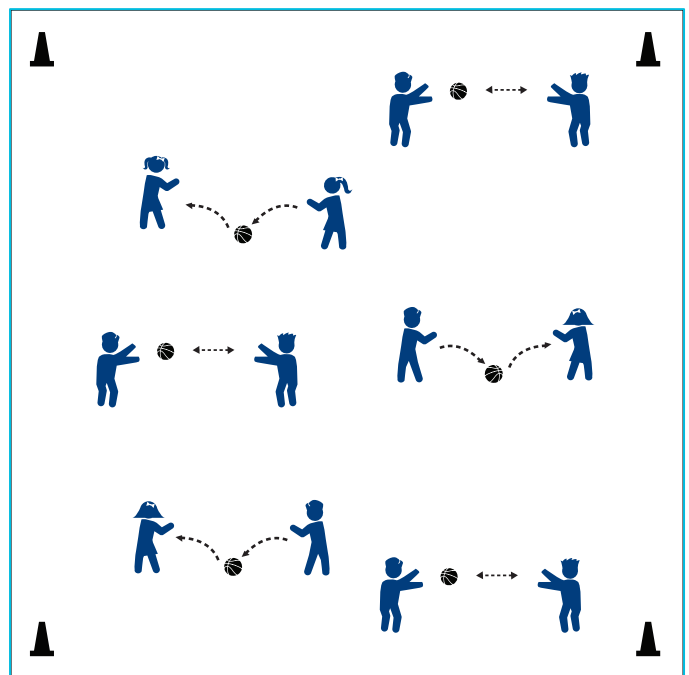
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 basketball per 2 students

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Pair students, scattered throughout the area with a ball.



Activity Procedures:

1. We're going to work on our passing skills with an instant activity called Passing Triathlon.
2. As soon as you come into the activity area, get a partner and 1 basketball. Complete the following events: 10 chest passes, 10 bounce passes, 20 alternating bounce/chest passes (i.e., partner 1 – bounce pass, partner 2 – bounce pass, partner 1 – chest pass, partner 2 – chest pass, etc.).
3. If you make an error and drop a pass, restart from where you left off.
4. When you're finished, put the ball on the floor and both partners hold plank position until the stop signal.

Grade Level Progression:

- 3rd: Play the activity as it is written above.
- 4th: Continuous play. When finished, students take a step back and start again.
- 5th: Students shuffle in a circle, facing each other, passing as they move.

PASSING TRIATHLON

CHALLENGE PROGRESSIONS

- ✔ Add an overhead pass as a Triathlon event.

MODIFICATIONS

- ✔ Students complete three sets of bounce passes.

ACADEMIC LANGUAGE

Accurate, Control, Offense, Pass, Practice, Target

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E16.3-5c]** Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (3); Catches a thrown ball at chest/waist level using a mature pattern in a non-dynamic environment (4).
- ✔ **Standard 2 [E3.3&5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3).
- ✔ **Standard 3 [E4.5]** Identifies the need for warm-up & cool-down relative to various physical activities (5).
- ✔ **Standard 4 [E1.3-5]** Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer) (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What are the skill cues for passing? For catching?
- ✔ **DOK 2:** When do basketball players use passing skills?
- ✔ **DOK 2:** How is passing in basketball similar to passing in other sports? How is it different?
- ✔ **DOK 3:** How is catching related to passing?

TEACHING STRATEGY FOCUS

Preview new content: Priming students for enthusiastic participation can be as easy as watch a highlight reel of great passes on YouTube (<http://youtu.be/3M3O3ch6Rz8>). Many students have watched basketball on TV or at a live event. However, many young basketball fans minimize the importance of good passing and overemphasize the importance of spectacular scoring. By previewing elite performances with a focus on passing, students can enter practice tasks with connections to authentic (and inspiring) skill application.

SHOOT, DRIBBLE, PASS, DRIBBLE

STUDENT TARGETS

- ✔ **Skill:** I will use the cues for shooting in order to give my shots a high rainbow arc.
- ✔ **Cognitive:** I will remember and recite the cues for shooting.
- ✔ **Fitness:** I will actively engage in physical education without teacher prompting.
- ✔ **Personal & Social Responsibility:** I will demonstrate cooperation by following the rules and procedures of the activity.

TEACHING CUES

- ✔ Square Up to Target, Ball in Pizza Platter Position, Bend Knees, Extend Up, Snap Wrist, Wave-Goodbye Follow Through

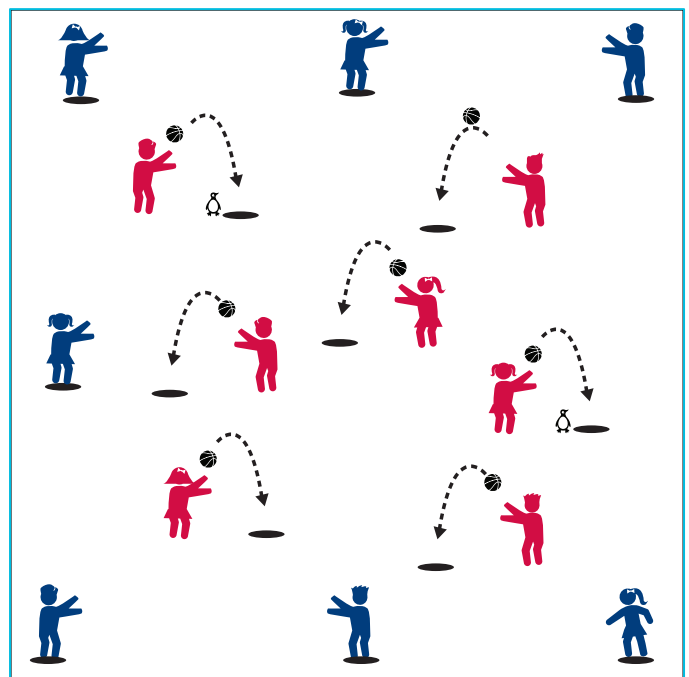
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 spot per student
- ✔ 1 basketball per 2 students
- ✔ 2 rubber penguins

Set-Up:

1. Place half of the spots on the perimeter of the activity area. Scatter half of the spots inside the activity area.
2. Set rubber penguins up in front of 2 spots as “challenge defenders.”
3. Pair students, one student at an inside spot with a basketball, the other at a perimeter spot.



Activity Procedures:

1. It’s time for a speed challenge that will test all of your basketball skills. You and your partner will try to score as many baskets as you can in 2 minutes.
2. When I say, “GO!” players next to the inside spots will use proper shooting form and shoot to the spot in front of them. After shooting, dribble to your partner on the perimeter and make an accurate bounce pass and switch positions. While waiting, perimeter players mirror the actions of offensive players.
3. As soon as the pass is made, dribble to a new inside spot for another shot. Continue until you hear the stop signal.
4. Rubber penguins are set up at a couple of spots as challenge defenders. Be sure to shoot over the top of the defender!

Grade Level Progression:

- 3rd: Play the activity as it is written above.
- 4th: Add obstacles like cones to general space for students to dribble around.
- 5th: Add students as passive “defenders” 1 pace in front of each spot. Offensive players must shoot up and over the defenders’ heads.

SHOOT, DRIBBLE, PASS, DRIBBLE

CHALLENGE PROGRESSIONS

- ✓ Add active, half-speed defenders in general space. They can move and will try to force a dribbling or shooting error.

MODIFICATIONS

- ✓ Replace poly spots with hula hoops to provide a larger target.

ACADEMIC LANGUAGE

Accurate, Combine, Critical Elements, Execute, Offense, Pass, Target, Teamwork

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [E26.4-5]** Combines traveling with the manipulative skills of dribbling, throwing, and catching in teacher- and/or student-designed small-sided practice task environments (4); Combines manipulative skills and traveling for execution to a target (e.g., scoring in basketball) (5).
- ✓ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks (4); Combines movement concepts with skills in small-sided practice tasks/games environments with self-direction (5).
- ✓ **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What are the critical elements of shooting a basketball?
- ✓ **DOK 2:** What are all of the things you know about shooting in the game of basketball?
- ✓ **DOK 3:** Why is squaring up to the target important to shooting? Why is follow through important?
- ✓ **DOK 4:** What is the most difficult part about shooting for you? What are ways you could work to improve that part of your performance?

TEACHING STRATEGY FOCUS

Organize students to interact with content: Shoot, Dribble, Pass, Dribble is a fun practice task that combines offensive skills and cooperative learning. By pairing students with one partner mirroring the actions of the other, students have an opportunity to watch, analyze, and learn from the performance of a peer. The act of mirroring increases the level of engagement with the partner’s performance and encourages a focus on the cognitive processing of skill cues and movement concepts.

3 V 3 BOUNCE BALL

STUDENT TARGETS

- ✔ **Skill:** I will move into open space in order to get open for a pass from my teammate.
- ✔ **Cognitive:** I will discuss which game strategies worked and which did not work.
- ✔ **Fitness:** I will increase my heart rate by actively engaging in 3 v 3 Bounce Ball.
- ✔ **Personal & Social Responsibility:** I will follow all rules and etiquette of recreational basketball without teacher prompting.

TEACHING CUES

- ✔ Ball Fake to Freeze Defense
- ✔ V-Cut to Get Open

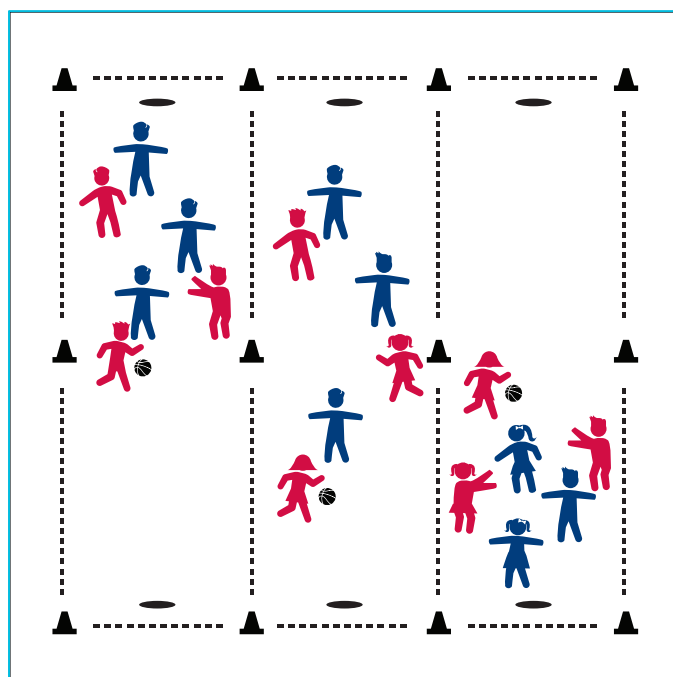
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 basketball per 6 students
- ✔ 1 colored wristband per student, enough colors for several teams of 3.
- ✔ 1 poly spot per 3 students
- ✔ Cones to create grids with large activity areas

Set-Up:

1. Create 1 large grid per 6 students with 1 poly spot positioned at each end of the grid to act as baskets.
2. Group students into teams of 3, each team with its own color and each student with a wristband.
3. Teams play Rock, Paper, Scissors to see who starts with the ball.



Activity Procedures:

1. It's time to have some fun with our basketball skills and play 3 v 3 Bounce Ball.
2. Each team will try to score a point by bouncing the ball on their team's spot. Points are also scored by making complete passes to each member of your team in a single possession.
3. Defense must play 3 full arm-lengths away from offensive players and can only intercept passes. They cannot touch offensive players. If a foul is made, the offense scores a point.
4. When a team successfully bounces the ball on their spot, change possession with play going in the other direction.

Grade Level Progression:

3rd: Third graders may require a slower-paced game. Play 3 offense v 2 defense with one team remaining offense for 2 minutes before switching roles. How many points can each offense score in 2 minutes?

4th & 5th: Play the activity as it is written above.

3 V 3 BOUNCE BALL

CHALLENGE PROGRESSIONS

- ✔ Play this game on real basketball hoops (8 foot if possible).

MODIFICATIONS

- ✔ Play the 3rd grade version of this activity with 2 offense v 1 defense.

ACADEMIC LANGUAGE

Defense, Offense, Strategy, Target, Teamwork

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E16.3-5c]** Catches with accuracy, both partners moving (5b); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).
- ✔ **Standard 1 [E20.4-5]** Dribbles with hand in combination with other skills (e.g., passing, receiving, shooting) (4); Hand-dribbles with mature patterns in a variety of small-sided game forms (5).
- ✔ **Standard 2 [E3.3&5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies movement concepts to strategy in game situations (5a); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments (5c).
- ✔ **Standard 2 [E5.3a-5c]** Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a); Applies basic offensive and defensive strategies/tactics in net/wall small-sided practice tasks (5b); Recognizes the type of throw for different game/sport situations (5c).
- ✔ **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is a strategy?
- ✔ **DOK 2:** Can you summarize the offensive strategies you tried to use in 3 v 3 Bounce Ball? What about the defensive strategies?
- ✔ **DOK 3:** How is teamwork related to executing a strategy? Give examples.

TEACHING STRATEGY FOCUS

Help students process content: Oftentimes young students will be impatient with skill development and want to rush into playing full games of basketball. Just as often, students are disappointed with their experience and performance and have difficulty truly understanding why they weren't successful. Small-sided lead-up games provide a developmental step toward sport participation in an environment designed to increase feelings of success. With that said, it's important to monitor game play and look for teachable moments. Stop and highlight good performances so that all students can process and learn from them. This is especially important when introducing basic offensive and defensive strategy or reinforcing the application of movement concepts.

STATION DAY

STUDENT TARGETS

- ✔ **Skill:** I will perform skill assessments to the best of my ability, following as many skills cues as I can.
- ✔ **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged with my team.
- ✔ **Fitness:** I will find my pulse/heart rate after each station in order to see if it is beating faster than when I'm sitting or resting.
- ✔ **Personal & Social Responsibility:** I will follow the rules and parameters of the Station Day learning environment.

TEACHING CUES

- ✔ Start Activity with Music
- ✔ When Music Stops: Clean the Area and Rotate

ACTIVITY SET-UP & PROCEDURE

Equipment:

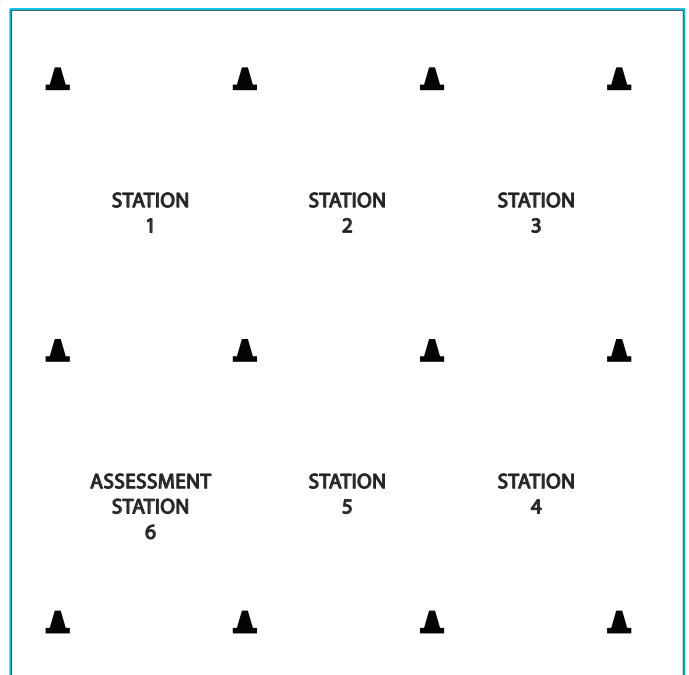
- ✔ 24 low profile cones
- ✔ Station music and music player
- ✔ See station cards for equipment needs

Set-Up:

1. Using low profile cones, create 6-10 grids (depending on size of class and activity area).
2. Set station cards up on tall cones in each grid.
3. Set up each station according to its station card.
4. Designate one station as an assessment station.
5. Create groups of 2-4 students, with each group at a different station.

Activity Procedure:

1. Today is a Station Day. We'll complete each station for 2 (or 3) minutes. One station is an assessment station where you'll be given feedback based on your skill performance.
2. *Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station.*
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
4. While we're learning this station format, I'll pause the music for a longer period of time so that every team is able to clean up their area and rotate.



Challenge Progressions:

Challenge older students (stronger readers) to complete the task written on each card without an explanation or demonstration.

Modifications:

Some students may need step-by-step assistance during cleaning-up and rotation. Pause the music and don't restart until every group has safely transitioned.

STATION DAY

ACADEMIC LANGUAGE

Select words from the module that you're teaching.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1, 2, 3, 5** [Select outcomes from the module you're teaching.]
- ✔ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).

DEBRIEF QUESTIONS

Select questions from the module you're teaching or the assessment you're using.

TEACHING STRATEGY FOCUS

Organizing students to interact with content: The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times, especially with young children, before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.

SAMPLE LESSON PLAN

FOCUS
OUTCOMES

- ✔ **Standard 1[E17.3-4b]** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b).
- ✔ **Standard 5 [E2.3]** Discusses the challenge that comes from learning a new physical activity (3).

FOCUS
TARGETS

- ✔ **Skill:** I will dribble with both my right and left hands using the skill cues we learned in class.
- ✔ **Cognitive:** I will discuss some of the challenges I faced when dribbling with my non-dominant hand.
- ✔ **Fitness:** I will actively engage in physical education class without teacher prompting.
- ✔ **Personal & Social Responsibility:** I will work through challenges in order to improve my skill.

ACADEMIC
LANGUAGE

- ✔ Dribble
- ✔ Control
- ✔ Manipulative Skill
- ✔ Practice
- ✔ Prefer

SELECTED
ASSESSMENT

- ✔ Basketball Skills Self Assessment

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>Boundary cones are set up and basketballs are divided into 2 equipment stations along the perimeter.</p> <p>Students enter the gym and move to warm-up spots (personal space), facing the front wall where a FITMAN word puzzle is displayed. Complete 2 words as a warm up.</p>	<p>FITMAN (from OPEN Instant Activity Collection): Word puzzles for Ball Control & Safety</p>	<p>What does control mean?</p> <p>How does it apply to dribbling a basketball?</p>
<p>2 LEARNING TASK</p>	<p>Review cues for Dribbling: Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert.</p> <p>On "GO," students collect a basketball from one of the equipment stations on the perimeter. They then move to an open space within the boundaries. Ball in ball garage (between feet) and thumbs up when ready. Begin Dribble Triathlon.</p>	<p>Dribble Triathlon</p>	<p>What are the skill cues for dribbling?</p> <p>What is dribbling used for?</p> <p>How do you think the skill cues help dribbling performance? What are some examples?</p>
<p>3 LEARNING TASK</p>	<p>Debrief with ball in ball garage. Select 1 or 2 students to demonstrate dribbling skills. Introduce Hand Skills activity with teacher demonstrations.</p>	<p>Hand Skills</p>	<p>What are the things that are difficult about dribbling?</p> <p>How is practice related to a person's ability to control a basketball? Explain.</p> <p>Let's create a weekend practice routine that we could follow in order to improve our ball control skills.</p>
<p>4 EXIT ASSESSMENT</p>	<p>Basketball Skills Self Assessment (Dribbling & Safety)</p> <p>Assessment stations are set up on open sidelines. Each station includes 4 piles of worksheets and 4 boxes of pencils. When I say "GO," return your ball to an equipment station. Next, move to an assessment station. Collect a worksheet and pencil. When you're finished filling it out, give your worksheet to me and then line up.</p>		

1 v 1

(noun)

A sport/game situation in which one defensive player challenges one offensive player.

*Alex and Micah played **1 v 1** with Alex trying to score on offense and Micah trying to steal the ball on defense.*



ACCURATE

(noun)

Successful in reaching the intended target.

*Kymm threw an **accurate** pass right into Ellen's hands.*



ACTIVELY ENGAGE

(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

*Caroline **actively engages** in physical education class because she likes the games and wants to improve her skills.*



COMBINE

(verb)

To unite; join together.

*Rasheed was able to **combine** dribbling and running toward the basket in order to make a fast move past the defender.*



CONTROL

(verb)

To manage or regulate the movement or actions of something.

*Kira was able to **control** the basketball when she shot it at the target.*



CRITICAL ELEMENTS

(noun)

The individual parts of a skill that are important to successful performance.

*Stepping toward the target is one of the **critical elements** of passing a basketball. If you don't step in the direction that you want to pass, it's difficult to successfully hit the target.*



DEFENSE

(noun)

The team or players in a game or sport who are trying to steal away possession of the ball and stop their opponent from scoring a goal or point.

*The **defense** was very strong. Franklin and Kim kept stealing the ball away from Josh and Jessica and did not allow any passes to be made.*



DRIBBLE

(verb)

Maneuvering a ball under the control of a single player. Basketball requires hand dribbling. Soccer requires foot dribbling. Floor hockey requires stick dribbling.

Dribble the ball as fast as you can in order to beat defenders down the court.



DYNAMIC

(adjective)

Something that is constantly changing or moving.

*Kendra knew that dribbling was a **dynamic** skill because while someone dribbles, the ball continuously moves.*



EXECUTE

(verb)

To carry out or put into effect.

*The offense was able to **execute** their play perfectly in order to score a last-second basket.*



GENERAL SPACE

(noun)

The area within a boundary in which a person can move using different types of locomotion.

*In physical education class, we share **general space** so that everyone can dribble safely within the activity boundaries.*



MANIPULATIVE SKILL

(noun)

A movement done to or with objects, such as throwing, striking, and catching.

*Preston was performing the **manipulative skills** of both dribbling and shooting when playing with the basketball.*



MATURE

(adjective)

Fully developed.

*Izzi demonstrated **mature** dribbling skills by using all of the cues that we learned in class.*



OFFENSE

(noun)

The team or players in a game or sport who are attempting to score or move the ball forward.

*The **offense** made three great passes before making a basket.*



OPEN SPACE

(noun)

An area of general space with no obstacles where people or objects can move freely.

*Max saw an area of **open space** into which he could safely run.*



PASS

(verb)

To move an object from one space to another.

*Josh **passed** the ball to Javier's hands so that it was easy to catch.*



PRACTICE

(verb)

To perform an activity or exercise repeatedly and/or regularly in order to improve or maintain skill.

*Kurt knew that he had to **practice** dribbling in order to continue to get better.*



PREFER

(verb)

To like and tend to choose one thing over others.

*Sammy would **prefer** to dribble with his right hand rather than his left.*



SELF-DIRECTED

(adjective)

Someone who understands what needs to be done in order to perform a task or learn a skill/concept and goes about doing it without being asked or told.

*Mr. Smith could always count on Aaron to be **self-directed** and practice each skill without having to be reminded to stay on task.*



SELF-SPACE

(noun)

The area around a person in which they feel comfortable but would become uncomfortable if someone or something enters.

*Caleb kept the control of the ball while dribbling in **self-space**.*



SPATIAL

(adjective)

Of or relating to space.

*Zach's **spatial** awareness helped him move safely through the crowded area.*



STRATEGY

(noun)

A plan of action for achieving a goal.

*The team's offensive **strategy** was working really well, so they were able to pass the ball freely and score a lot of baskets.*



TARGET

(noun)

An object selected as the aim of attention or attack.

*Stepping toward a **target** when passing a basketball helps to focus your attention and body in the direction that you want the body to travel.*



TEAMWORK

(noun)

The combined action and effort of a group working toward a common goal or purpose.

*Destiny and Jayden knew that reaching the goal would take **teamwork**, so they worked hard to communicate and cooperate during all practices and games.*



SHARK ATTACK

EQUIPMENT

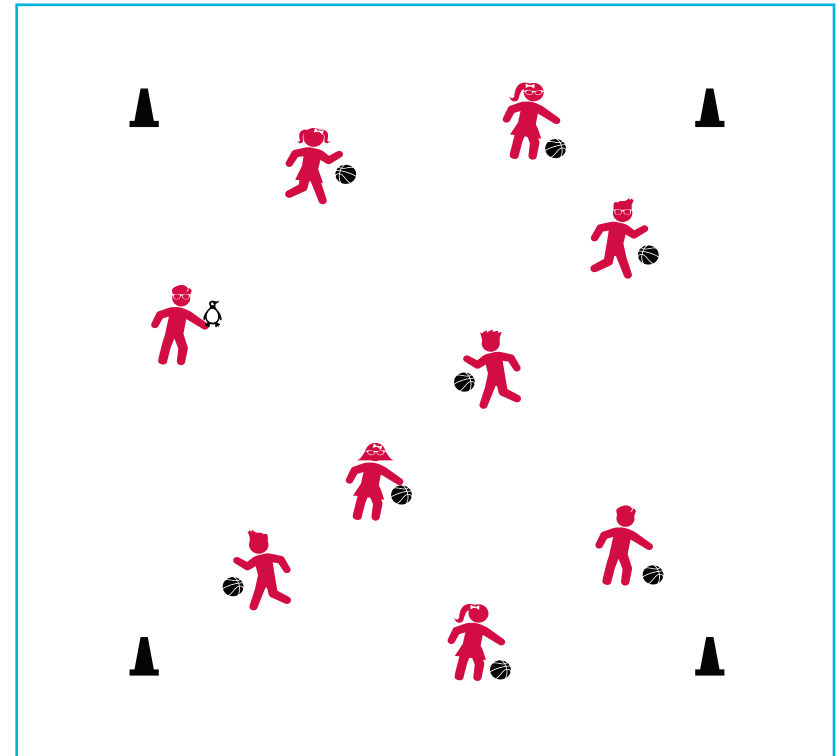
- ✓ 1 basketball for all players but 1
- ✓ 1 rubber penguin

HOW TO PLAY

1. Fish dribble throughout the activity area.
2. Sharks play defense and try to cause fish to make an error and lose control of the ball.
3. Sharks cannot touch other players or basketballs. They must use body positioning to force fish to change directions and make errors.

SET-UP

- ✓ 1 player is the shark and carries the rubber penguin.
- ✓ All other players are fish and have a basketball.



TRIPLE THREAT TRIATHLON

EQUIPMENT

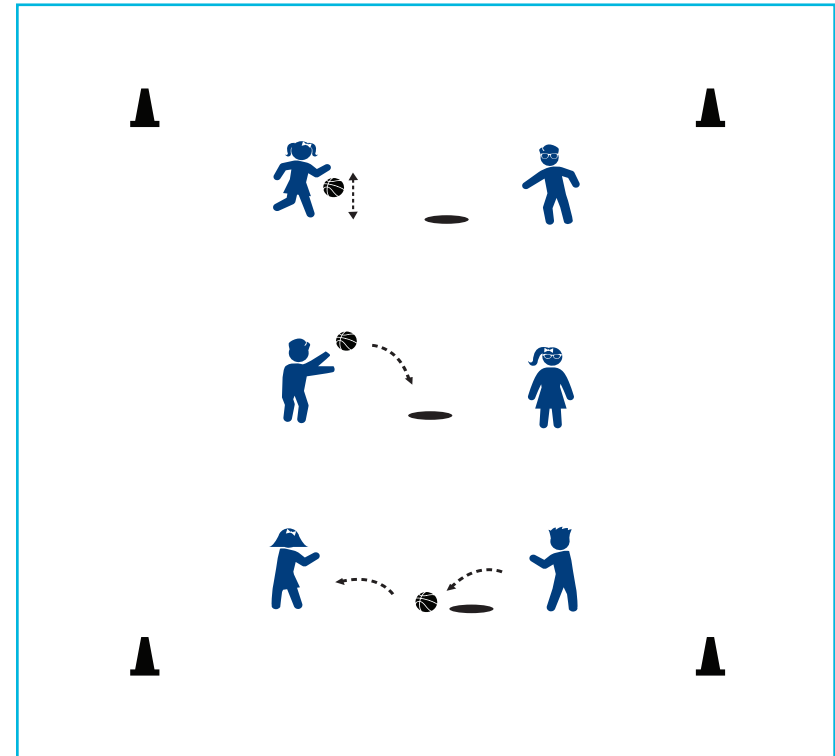
- ✓ 1 basketball and 1 poly spot per pair

HOW TO PLAY

1. Complete the following Triathlon with each partner completing:
 1. 10 dribbles
 2. 10 bounce passes
 3. 5 shots to the poly spot

SET-UP

- ✓ Find a partner and move to a poly spot with a basketball.



PASSING LANE POINTS

How many bounce passes can you make before it's time to move to the next station?

SET-UP

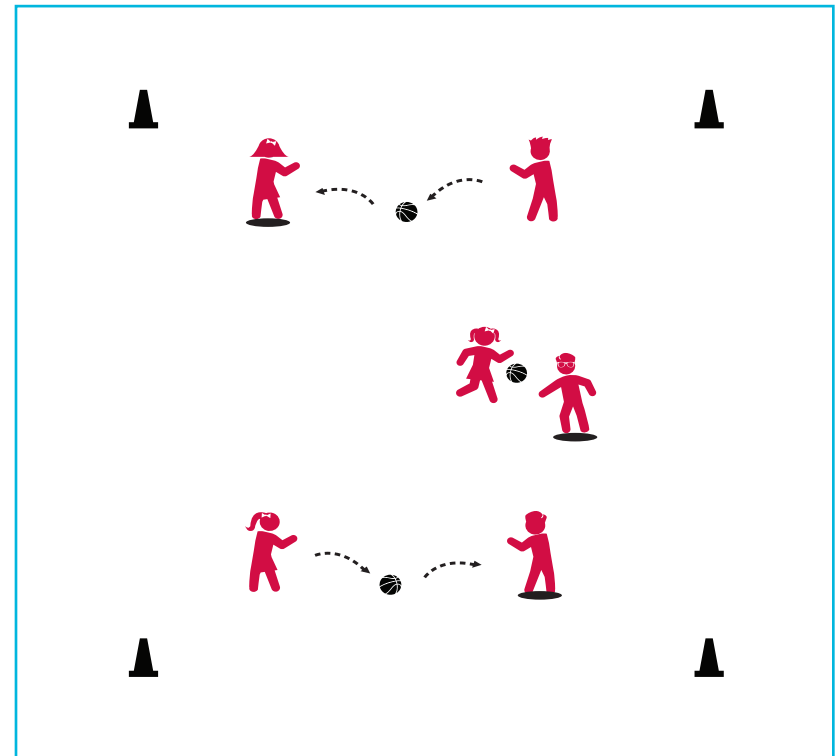
- ✓ Find a partner and move to a poly spot with a basketball. One partner on a spot, the other with the basketball.

HOW TO PLAY

1. One player dribbles from spot to spot, making passes with as many open spot-players as possible.
2. One player stays on the spot and makes passes with all players who dribble to them.
3. Pass only when a receiver is looking at you and showing open hands.

EQUIPMENT

- ✓ 1 basketball and 1 poly spot per pair



BASKETBALL SKI SLALOM

EQUIPMENT

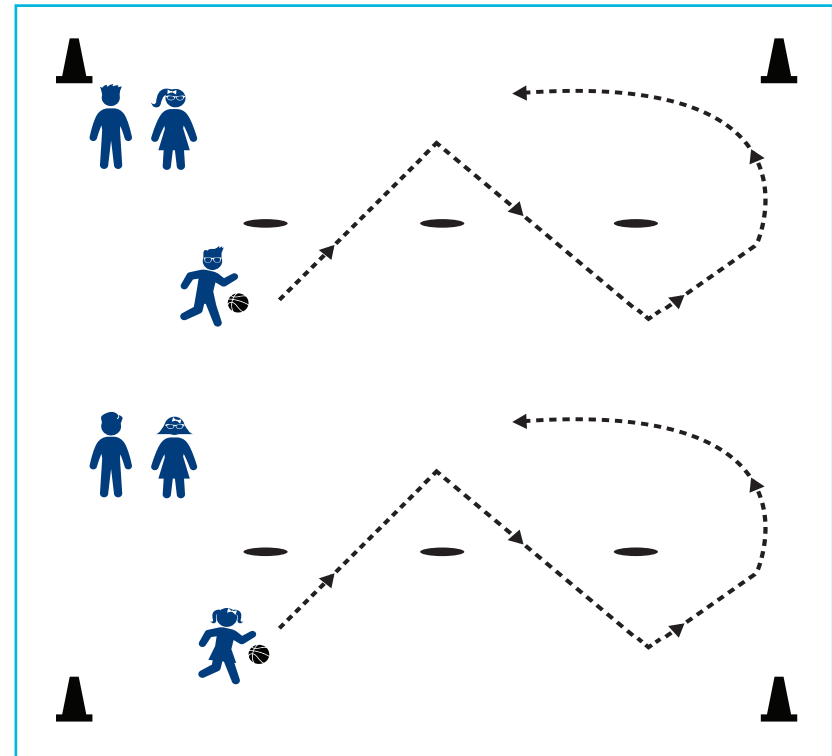
- ✓ 1 basketball and 3 spots per team of 3 players

HOW TO PLAY

1. The timekeeper says, "Go!" and starts to count Mississippis.
2. One player dribbles, weaving through the cones.
3. The third player is an official and watches to be sure the racer does not miss any cones.
4. The timekeeper stops counting when the racer finishes. Count the number of cones missed and add 3 Mississippis for each one to calculate a final time.
5. Rotate jobs and repeat.

SET-UP

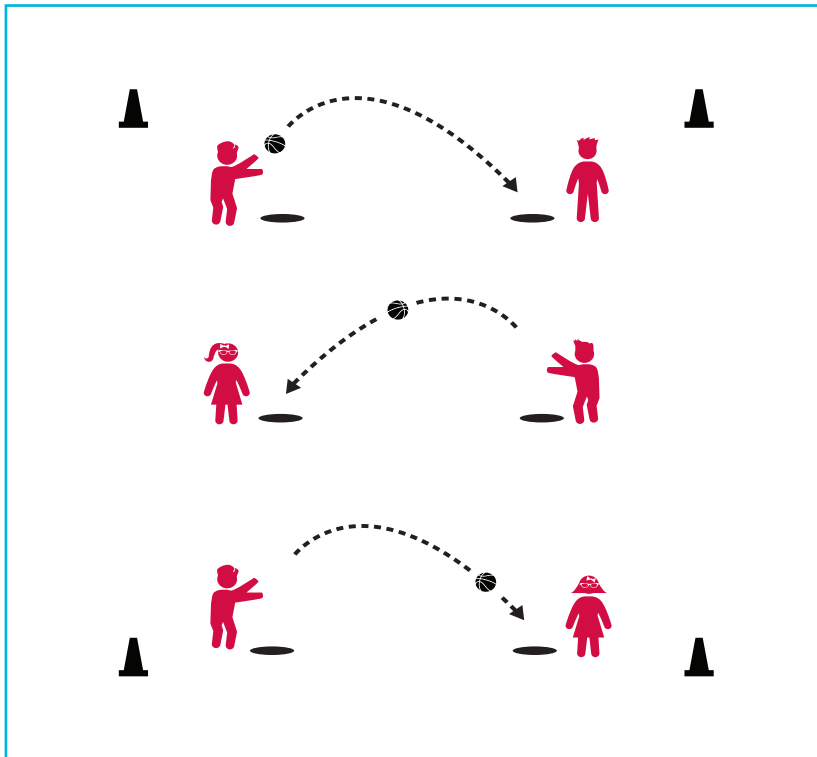
- ✓ Place 3 cones in a row with 5 to 10 feet in between each spot.
- ✓ One player is the dribbler, one is the timekeeper, and one is the official.



3-POINT CONTEST

SET-UP

✔ Place poly spots 6-10 feet away from each other. Each player stands behind opposite spots.



EQUIPMENT

✔ 1 basketball and 2 poly spots per 2 players

HOW TO PLAY

1. Partners take turns shooting 3 pointers to the opposite spot.
2. Score points by hitting the spot.

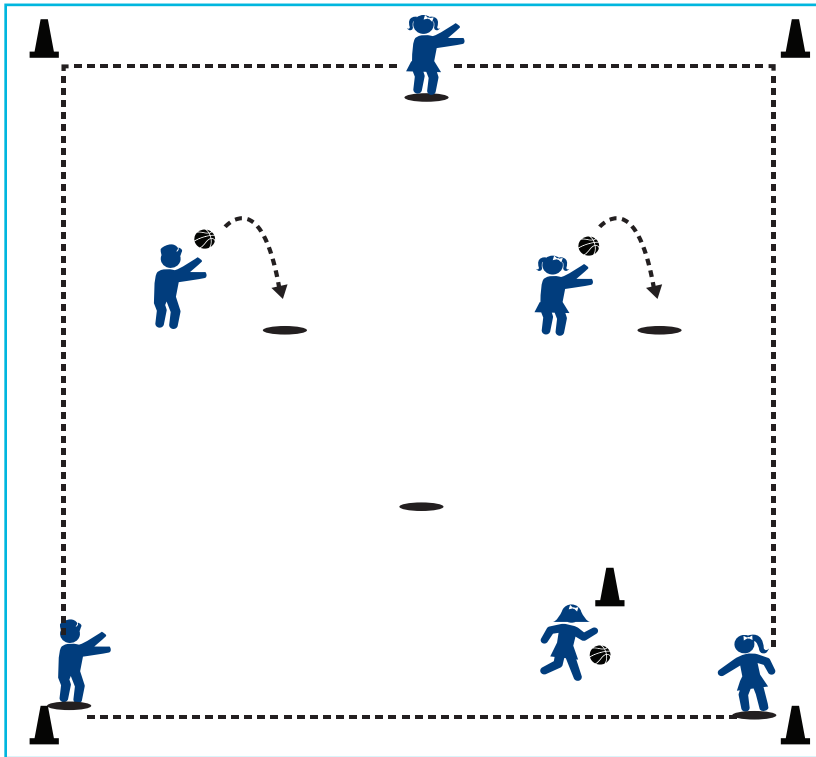


SHOOT, DRIBBLE, PASS, DRIBBLE

You and your partner will try to score as many baskets as you can before it's time to move to the next station.

EQUIPMENT

- ✓ 1 basketball and 2 poly spots per 2 players



SET-UP

- ✓ Place 1 of your spots anywhere in the center of the grid, and then place the other around the perimeter of the grid.
- ✓ One player starts with the ball behind a spot in the activity area, the other starts behind the spot on the perimeter.

HOW TO PLAY

1. The player in the center of the area will shoot to a spot, then dribble to the partner on the perimeter to make an accurate bounce pass.
2. Switch roles and continue to take turns until it's time to rotate.



BOUNCE BALL

SET-UP

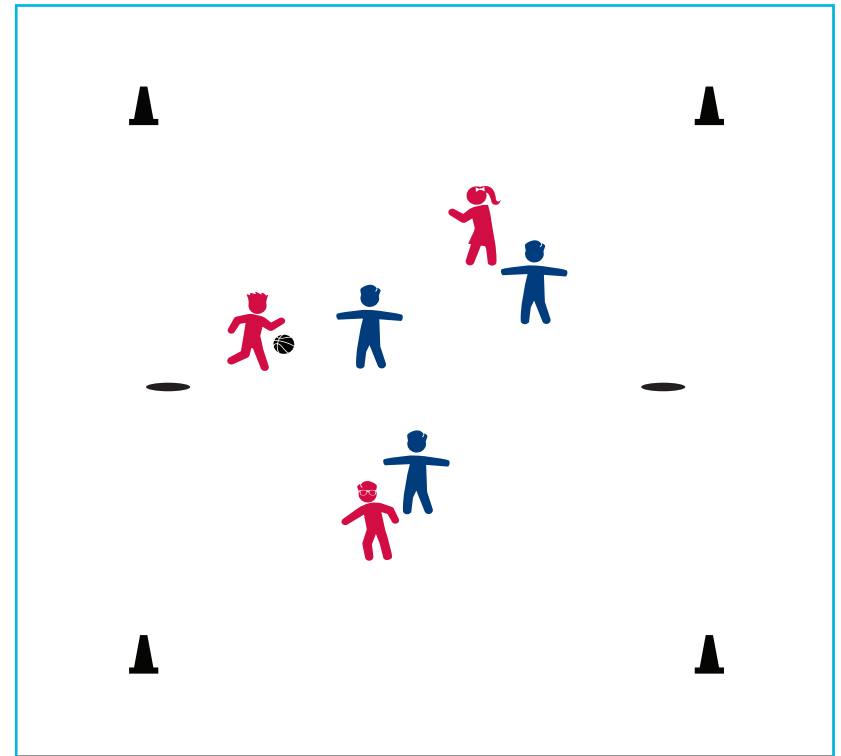
- ✓ Find a partner that is closest to your height. One partner is on Team A and the other is on Team B.
- ✓ Place poly spots at opposite ends of the grid area. Decide which team is defending each spot.
- ✓ The team with the youngest player starts with the ball.

HOW TO PLAY

1. There are 2 ways to score:
 1. Pass to each member of your team in a single possession.
 2. Bounce the ball on your team's spot.
2. Defensive team must play 3 full arm-lengths away from offensive players and can only intercept passes. They cannot touch offensive players.

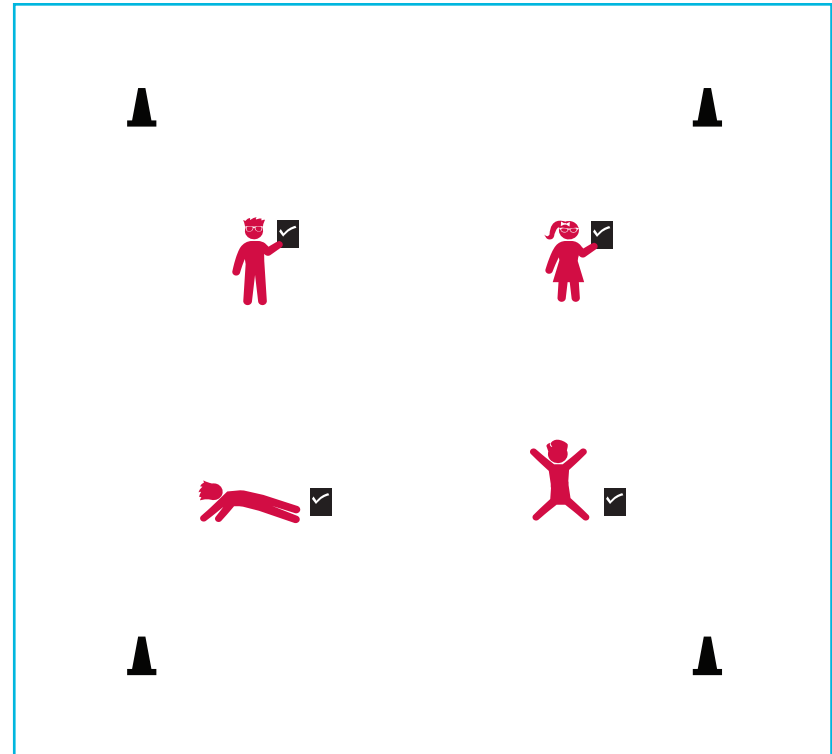
EQUIPMENT

- ✓ 1 arm band per student
(2 different colors to create 2 teams)
- ✓ 1 basketball
- ✓ 2 poly spots



SELF-ASSESSMENT

1. Complete the Assessment for Basketball Skills.
2. When finished, perform the following exercise sequence until it's time to rotate to the next station.
 1. 3 push-ups
 2. 11 calf-raises
 3. 33 jumping jacks



SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the “Goal” column to show how much you’d like to improve your skills after some practice and hard work.



Level 1:

I’m in the **Minor Leagues**.
I wish I could do this better.
And so I will keep trying my
best to improve.



Level 2:

I’m in the **Major Leagues**.
Practice is helping and I will
keep trying my best to
improve.



Level 3:

I’m an **All Star**.
I can do this well. Practice
worked, and now I want to
keep learning more!

SKILL	PRE	GOAL	POST
Dribbling			
Passing			
Shooting			
Safety			

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ **CLASS:** _____

Proficient 4	Consistently performs dribbling, passing, and shooting skills with control, using critical cues. Executes each skill in combination with other locomotor and manipulative skills. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to pass and shoot with accuracy. Dribbles with acceptable control. Has demonstrated skill combinations. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Rarely displays control/accuracy. Cannot perform skill combinations. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment.

Student Name	Score	Comments
1.		
2.		
3.		
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24.		

HOLISTIC DUAL PERFORMANCE RUBRIC

INTERMEDIATE (3-5)

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs dribbling, passing, and shooting skills with control, using critical cues. Executes each skill in combination with other locomotor and manipulative skills.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to pass and shoot with accuracy. Dribbles with acceptable control. Has demonstrated skill combinations.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Rarely displays control/accuracy. Cannot perform skill combinations.	Occasionally creates unsafe situations
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
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24.			

Teaching Dates of Module:	School Year:
General Comments / Notes for Planning Next Year's Module	
<ul style="list-style-type: none"> ✓ Comment 1 ✓ Comment 2 ✓ Comment 3... 	
Self-Reflection Across Danielson's Four Domains of Teaching	
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 2: Classroom Environment	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 3: Instruction	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Self-Rating with Rationale	
Choose One:	
Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)	
Provide rationale:	
<ul style="list-style-type: none"> ✓ Evidence 1 ✓ Evidence 2 ✓ Evidence 3 	