**Basketball Unit- 10 days**Nic Keller

**Main objective:**

Students will gain a participant level of applying and understanding the different motor skills, movement concepts, strategies, skill-related fitness components, good sportsmanship, and opportunities for regular physical activity outside of class for the game of basketball.

**Everyday materials:**

* Basketballs
* Hoops
* Music

**Safety:**

* Minimal physical contact (most physical contact is against the rules in basketball the way that it is)
* Positive comments (there is a zero-tolerance policy when it comes to bullying, physically or emotionally)
* Follow all rules for every drill, every time
* Buffer-zone (if cones are needed, set up giving at least 10 feet between stations; all other drills will use lines on the floor as buffer-zone)

**Strategies and management:**

* Start-stop signal- music (when music starts, activity starts; when music stops, activity stops and attention is turned toward teacher)
* Explanation of activity- students in semi-circle (never full-circle as one should be able to see all students at all times; lined up on a line may be used for small classes)
* The warm-up activity will consist of a light 2 minute jog around the gym followed by 2 minutes of shooting basketballs.

**Block Plan**

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| **Day 1** | **Day 2** | **Day 3** |
| **Passing, shooting, and dribbling stations****Activities:**3-person weaveDribble knock-outAround the world | **Passing, dribbling, and shooting game****Activities:**“Pass, shoot, and score more” | **Offensive strategies****Activities:**Give-and-go stationPick-and-roll station |
| **Day 4** | **Day 5** | **Day 6** |
| **Defensive Strategies****Activities:**Zone defensePerson-to-person defense | **Review of fundamentals and strategiesActivities:**3-person weaveDribble knock-outAround the world“Pass, shoot, and score more” | **Review of fundamentals and strategiesActivities:**3-person weaveDribble knock-outAround the world“Defense wins championships” |
| **Day 7** | **Day 8** | **Day 9** |
| **Game Stations****Activities:**Around the worldLightning3-on-3 | **Tournament** **Activities:**3-on-3 round-robin seeding  | **Tournament** **Activities:**Double elimination tournament begins |

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| **Day 10** |
|  **Tournament** **Activities:**Double elimination tournament endsBasketball unit questions |

**Day 3-** Offensive strategies

* Materials needed:
	+ 1 basketball per 2 students
	+ 1 basketball hoop per 4 students (optimal, however can be adjusted to accommodate class size or number of hoops available)
* Purpose:
	+ To help students gain understanding of ways to score on offense.
	+ To teach students the importance of teamwork.
* Standards:
	+ ND State PE Standard 2- Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.
	Benchmark 7.2.2- Identify the components of skill-related fitness (i.e., agility, balance, coordination, power, speed, reaction time)
	+ ND State PE Standard 3- Students participate in regular physical activity.
* Objectives:
	+ The students will participate in moderate to vigorous physical activity throughout the entire class by being within his/her target heart rate zone for 50% of class.
	+ Students will understand movement concepts needed for basketball by demonstrating components (i.e., agility, balance, etc.)
* Learning activities:
	+ Before starting any activity, have students put heart rate monitors and monitor watches on.
	+ Activity 1- Give-and-go
		- Give a few skills needed to perform offensive strategies (agility, balance, etc.) and then ask for any other examples that students may think of.
		- Explain the reasoning behind learning strategies for offense (strategies will allow for teammates to get open for a shot by creating a lot of movement and without taking a shot, a team cannot score, meaning a team cannot win.)
		- Pick one student to help demonstrate while explaining the give-and-go concept.
		- Have the student start at the corner of the free-throw line while the teacher is just outside of the three-point line.
		- Pass the ball to the student and slowly start to jog toward the hoop while explaining that the movement will help the process of getting open for a shot.
		- The student will pass the ball back when close to the hoop and the teacher will take a shot.
		- Explain that teamwork is very important in order to get open shots and passing the ball will help the team.
		- Have students find a partner of similar skill level and put two groups at each basketball hoop (one on each side of the free-throw line) and the groups will take turns practicing this strategy.
	+ Activity 2- pick-and-roll
		- Bring students back to one hoop to demonstrate the second strategy.
		- Reinforce importance of teamwork and passing.
		- Choose another student to help demonstrate this strategy.
		- Student will once again start at the corner of the free-throw line while teacher is just outside three-point line.
		- Have the student come up and set a screen on imaginary defender.
		- Bubble toward the outside to allow space on the inside.
		- After setting the screen, the student will pivot to block off the defender and roll toward the hoop.
		- Teacher will pass the ball to the student who then shoots a layup.
		- Students keep the same partners and stay at the same hoops as previous activity.
* Assessment:
	+ Collect heart rate monitors and record data needed to assess physical activity level of each student.
	+ If there is a sub, just collect the heart rate monitors and I will retrieve the data at a later time.

**Day 4-** Defensive strategies

* Materials needed:
	+ 1 basketball per 6 students
	+ 1 basketball hoop per 6 students
	+ 3 colored pinnies per 6 students
	+ 12 poly spots or small cones at each hoop
* Purpose:
	+ To help students gain understanding of ways to stop an offense from scoring.
	+ To teach students the importance of teamwork.
* Standards:
	+ ND State PE Standard 1- Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
	+ ND State PE Standard 2- Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.
	+ ND State PE Standard 3- Students participate in regular physical activity.
	+ ND State PE Standard 5- Students exhibit responsible personal and social behavior in physical activity settings.
* Objectives:
	+ Students demonstrate motor skills and movement patterns needed to participate in basketball throughout the class.
	+ Students will identify the components of skill-related fitness needed to participate in basketball by the end of class.
	+ The students will identify opportunities to participate regularly in basketball by the end of class.
	+ The students will explain what it means to be a good sport by the end of the class.
* Learning activities:
	+ Activity 1- Zone defense
		- Have four cones set up showing each players zone, as shown below, with a few feet overlap in the zones.



* + - Explain to students that a zone defense in a regular game will look different, but for the sake of the class we are looking at a three-person zone defense.
		- The purpose of a zone defense is to cover an area, not a person.
		- If a person comes into the area, or “bubble” then the student guards that person.
		- Have 3 students stand in the zones designated by the cones.
		- Move in to one zone, asking who is supposed to guard that person when in that zone.
		- Then, move to another zone, explaining that the person guarding the other zone allows the offensive player to be guarded by the defender in the zone to which the player moved.
		- Students will be in pre-planned groups of 3 and 2 groups will be put at each hoop.
		- The offensive team will work on give-and-go and pick-and-roll strategies while the defense uses the zone defense strategy.
		- The offense gets one shot and then plays defense
	+ Activity 2- Person-to-person (man-to-man) defense
		- Unlike zone, person-to-person will look the same no matter the amount of players.
		- The purpose of this defense is to play more aggressive and not allow much ball movement.
		- The students will decide which person they are guarding and that is the person that he/she guards the whole time.
		- Keep students in same groups and at the same hoop.
		- Have the students keep track of how often they stop the offense from scoring (encourages a little friendly competition).
		- Once again the offense will work on give-and-go and pick-and-roll.
	+ With about 5-7 minutes left of class, bring students to the end of the gym and give them the assessment prompts (not formal, just trying to gauge whether the class is achieving the objectives)
* Assessment:
	+ Ask students to get a partner and discuss the following:
		- Movement concepts and patterns in basketball, opportunities to participate in basketball on a regular basis, and what it means to be a good sport and keep a positive attitude.
	+ After a few minutes of discussion, have a couple of the groups share what they talked about with the class.

**Participation Rubric**

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| **4** | * Student is prepared for class with a change of clothing appropriate for physical activity
* Student participation exceeds teacher’s expectations through motivation above & beyond basic participation
* Student demonstrates exceptional sportsmanship, leadership & communication skills
* Student is on task & helps others to be on task
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| **3** | * Student is prepared for class with a change of clothing appropriate for physical activity
* Student participates in all activities & meets the expectations/objectives of the lesson
* Student demonstrates good sportsmanship, leadership & communication skills
* Student is on task consistently
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| **2** | * Student is not dressed properly for PE
* Student participates in all activities & meets the expectations/objectives of the lesson
* Student demonstrates good sportsmanship, leadership & communication skills
* Student does not stay on task and needs redirection
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| **1** | * Student is not dressed properly for physical activity
* Student is dressed properly for physical activity but does not participate
* Student’s behavior is disruptive and/or unsportsmanlike
* Student has difficulty staying on task & needs frequent redirection
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