

LEVEL	UNIT	LESSON Number 7	EQUIPMENT
First Grade	Basketball	CONTINUE PASSING WITH A PARTNER	Fitness Cards, Boom Box, Basketball station cards, Music, Playground balls

Objectives

1. Demonstrate the five traditional passes with a partner and in groups of three.
2. Play cooperatively with the class and in their group work.
3. Play safely.
4. Have fun.

Activity	Time (Minutes)	Procedure	Comments/Set- up/ Diagram
Part 1 Warm up with a cardiovascular activity.	7	Set up the fitness cards and do a circuit of 6 stations, 3 strength and 3 cardiovascular. When the students finish the circuit, leave the stations set up so that after the students finish the next part of the lesson, they can use the other side of the cards to do the Passes.	Have the passing stations set up behind the fitness stations. While the students are working with their partners in part two, you can go around to the stations removing the fitness cards. This way you will be set up to do the part three easily!
Part 2	5	If you have not completed bounce pass, move to that. If you have, then introduce the overhead pass, the hook pass and the baseball (one arm) pass. For this portion of the lesson, have your students get a partner and explain each of the traditional passes and when they are best used in the game. There are explanations of the skills in the books given to you with the unit. Be sure to cover one pass at a time, allowing the class to practice the skill before introducing the next pass.	
Part 3	12	<ol style="list-style-type: none"> 1. 2-Handed Overhead Pass 2. Baseball Pass 3. Bounce Pass 4. Chest Pass 5. Hook Pass 6. Passing <p>These are the six passing cards in the station card book. Have your students get to a station and work in partners and threes, regardless of how many students end up a station. No more than three to a group. There can be two groups at each station. Explain that at the "Passing Station", they should try to pass back and forth, trying a different pass each time.</p>	<p>The students should stay at each station for two sets of one-minute intervals.</p> <p>As the students are working, be sure to walk around watching and helping them with their passes.</p> <p>Point out the students doing a great job, either with passing or with cooperating with the partners in their group.</p>