

LEVEL	UNIT	LESSON Number 2	EQUIPMENT
7	Basketball	Triple Threat & Passing	Boundaries, basketballs, stopwatch, chalk or pens and paper

Objectives


The Students will:

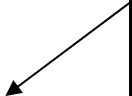
1. Review key components for successful passing.
2. Use passing knowledge to perform in a modified game.
3. Understand intensity levels and how to calculate them.
4. Understand techniques for effective passing.
5. Differentiate between manipulative, locomotor and nonlocomotor movement.
6. Have fun, be safe, do their best and be respectful.

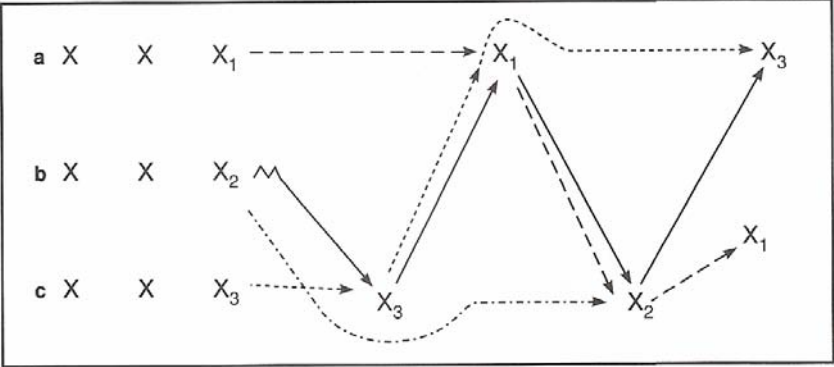

If you have any feedback on the lesson please email me at brummiejo@msn.com.
Thanks, Jo.

Benchmarks

- 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- 1.1 Demonstrate mature technique for the following patterns: overhand, sidearm, and underhand throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- 1.3 Combine manipulative, locomotor, and non-locomotor skills into movement patterns.
- 1.4 Demonstrate body management and object manipulation skills needed for successful participating in individual and dual physical activities.

Activity	Time (Minutes)	Procedure	Comments/ Set- up
Intro – Review previous lesson Preview current lesson. Present new material.	3	<p>Review/Preview then...</p> <p>Q= <i>When basketball was first invented there was only one way to move the ball down the court, who can remember what it was?</i></p> <p>Passing the ball was the primary means of ball movement. Dribbling was eventually introduced but limited by the asymmetric shape of early balls. Dribbling only became a major part of the game around the 1950s as manufacturing improved the ball shape.</p> <p>The only exception to this was the "bounce pass" to teammates. Passing is entrusting a ball to your teammate, it reinforces the whole team's communication and morale. Its psychological effect is least pronounced but very important. It requires some self sacrifice of personal glory, but it certainly does a greater good to the team. The statistic that is awarded towards a passer is called an assist. And it is a valued stats for <u>point guards</u>.</p> <p>Today we are going to start by warming up with the game of pirates that we ended last lesson with, as we go I will add some twists to make it more like a traditional game of basketball and more challenging and introduce passing.</p> <p>Q = <i>If we are using this game as a warm-up, what component of fitness should we be addressing?</i></p> <p>Q = <i>At what intensity should we be exercising?</i></p> <p>Assign students their teams for basketball. You can use the PAC-10 teams and tournament print-out in the supplemental information for this unit</p>	
Part 1 Pirates with authority Warm –up the body, Incorporate content.	8	<p>Have students play pirates for about 3 minutes. Freeze students in an own space.</p> <p>Q = <i>In the traditional game of basketball, when you stop dribbling, what can you do?</i></p> <p>Pivot, then pass or shoot. Have students demonstrate the pivot.</p> <p>Q = <i>What happens if you begin to dribble again?</i> You are called for double-dribble, the ball goes to the other team and is put back into play from out of bounds.</p> <p>Q = <i>What is the other form of double dribble?</i> Two-hands on the ball. Teach students the ref signal for double dribble.</p>	

		<p>Directions Now in the game if you stop dribbling you cannot dribble again and you cannot dribble with two hands. "Pirates" are now pirates with authority. They can try to take your ball while you are dribbling, but also if they see you travel or double dribble if they can show you the correct sign for the violation, you must give them the ball. Let students play this version for 5 minutes. Explain that you are also looking for honesty and respect.</p> <p>TAKE HEART RATE Take heart rate several times during the activity and establish the intensity as being light, moderate or vigorous. Light 50-60% HRM (104-124 bpm) Moderate 60-80% HRM (135-165 bpm) Vigorous 80-90% HRM (166-186 bpm) based on a ave. calculation for a 12 yr old.</p>	
Part 2 Skill development	12	<p>Have students form partners within 10 seconds. If they are with a partner and standing back to back silently within a count of 10 you will let them keep the partner that they chose. Have them RPS and the winner puts their ball away. They are to begin passing in an own space within the given boundaries.</p> <p>REVIEW SKILLS Show me the 'triple threat' position. If you don't know what it is look around and let see if we can communicate silently together to get everybody into position. There are three key points to getting into position. Q = Who can tell one? Feet shoulder-width apart and slightly staggered knees bent Shooting hand on top of the ball and your other hand to the side, and elbows bent at 90-degree angles Practice jumping to catch the ball and landing in the triple threat position.</p> <p>Q = Who can tell me why it is called the triple threat? A = Three options, dribble, pass or shoot.</p> <p>Q = Who can tell me a type of pass in basketball? Use this question to quickly review the three main passes in whatever order they come up.</p> <p>Q = Out of the chest pass, bounce pass, over the head pass or dribbling, which do you predict is the fastest?</p> <p>Q = What precise parts of this component of basketball are manipulative, which are locomotor and which are non-locomotor?</p> <p>Lets experiment, split students into groups of 3. Directions Stand with you partners on the left sideline of the basketball court. When I say go you one of you is going to dribble the ball as fast as you can to the other side of the basketball court with partner 2 running along side. When you get to the other side switch roles and come back. I will call out seconds to time your speed. When you get back person 3 will use a piece of chalk (or pen and paper) to write down your time in seconds.</p> <p>Repeat for chest pass, bounce pass and overhead pass. In the passing scenario have on student on each side of the court and one in the middle. The ball must travel via passing from one side of the court to the other and back.</p> <p>Q = Which one was the slowest/middle/fastest? Q = What can we learn from this that may affect our strategy in a basketball game?</p>	<p>JOURNAL: It is easy to use this experiment to practice cross-curricular integration. Student will be studying $Speed = Distance \div Time$. From the results of the experiment students can calculate speed, you just need to also measure the width X2 of the court. A standard basketball court is 50 feet or 15 metres.</p> 
Part 2 A Skill in Drill	7	<p>Bring Class in and demonstrate the drill with students.</p> <p>Have students in three lines and practice the 3 weave drill.</p>	

		<p>The ball starts in the middle lane and from there the passer simply follows the pass.</p>  <p style="text-align: center;">Weave drill</p>	
<p>Part 3 Perform Five Passes</p>	<p>10</p>	<p>Use half a basketball court for each game. Two teams of no more than five is ideal. Before starting, players should pick out an opponent to guard during the game. Designate a team to throw the ball in first from an out of bounds line. The object of the game is to complete 5 consecutive passes which results in a point. A successful throw in counts as the first of the 5 passes. The teams are to observe regulation basketball rules in terms of traveling, fouling and ball handling. The defensive team can intercept or knock down a pass but cannot touch the offensive player.</p> <p>The offensive team must observe the following rules:</p> <ul style="list-style-type: none"> • Cant pass back to the person that passed it to you • No dribbling • Player with the ball can only hold it for 5 seconds • A team has 5 seconds to inbound the ball (teach the students the signal for a five second violation) <p>Any violations of the above rules results in the other team taking possession of the ball.</p>	 <p>Ref signal for 5 second violation.</p>
<p>Closure</p>	<p>5</p>	<p>Q= <i>What did you learn about passing today?</i> Q= <i>What is the fastest way to advance a ball up the court?</i> Q= <i>What is another term for giving a pass?</i> Q= <i>What is the signal for double dribble, travel, 5 sec violation?</i></p>	<p>Journals: Write the answers to the questions.</p>