

Grade	UNIT	LESSON Number 3	EQUIPMENT
7	Basketball	Scoring, 5 second rule & Rotation Principles	Boundaries, basketballs, chalk.

### Objectives


The Students will:

1. Be able to shoot understanding correct form
2. Use passing knowledge to perform in a modified game.
3. Understand intensity levels and how to calculate them.
4. Understand how to generate force for a pass.
5. Have fun, be safe, do their best and be respectful.

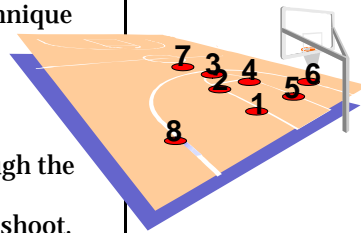
If you have any feedback on the lesson please email me at [brummiejo@msn.com](mailto:brummiejo@msn.com).  
Thanks, Jo.

### Benchmarks

- 2.4 Explain and demonstrate spin and rebound principles while performing manipulative skills.
- 2.5 Compare and contrast the effectiveness of practicing skills as a whole, and practicing skills in smaller parts.
- 5.2 Accept responsibility for individual improvement.
- 1.3 Combine manipulative, locomotor, and non-locomotor skills into movement patterns.
- 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.

Activity	Time (Minutes)	Procedure	Comments/ Set- up
Intro – <b>Review</b> previous lesson <b>Preview</b> current lesson. <b>Present</b> new material.	5	<p><b>Q = Tell me a kind of pass in basketball and when you would use it.</b></p> <p><b>Q = What position should your body be in for the triple threat position?</b></p> <p>Give students a brief overview of the lesson and have them set a pedometer step goal.</p> <p><b>Tell the class that today we will be studying scoring, fouls and the 5 second rule. Ask students</b></p> <p><b>Q = How much a basket is worth when scored from where?</b></p> <p><b>Q = What is the five second rule?</b></p>	Journal: Provide answers to the questions
Part 1 Warm –up the body, Incorporate content.	10	<p>Warm up with a version of beanbag robbery.</p> <p><b>Q = This is a warm-up so what component of fitness should it be and why is a warm up important?</b></p> <p><b>Objective</b> The aim of the games is to get as many beanbags as possible.</p> <p><b>How to play</b> Dribble to any team's cone and take a beanbag. There is no defense. If you travel, or double dribble you must stop bouncing the ball and leave the court at the nearest boundary, returning to your own home hoop by dribbling around the edge of the court. If you have a beanbag you must put it back where you took it from.</p> <p><b>Round one</b> Tell the class the teams for the basketball unit. Let them know there might be minor changes, but that teams are not up for negotiation. Have student get their team flag and a beanbag and place the bean bag at their starting cone, then have the player on each team number off. <i>Let them play for a minute encouraging increased pace.</i></p> <p><b>Q= how long can you hold a ball for? 5 seconds.</b></p> <p><b>Q= Is this activity locomotor, non-locomotor or manipulative? Breakdown the activity.</b></p> <p><b>Person 1</b> from each team is going to be a referee it is there job to look for these two violations, if they see a violation occur and the offender does not take they appropriate action they are to use the appropriate signal, explain the violation</p>	<p>(there should be a hoops with matching colored basketballs at their starting cone.</p>  <p>Sign for 5 second violation.</p>

		<p>respectfully to the player and direct the player to perform '5 figures of 8' while watching play, before dribbling a lap back to his/her home hoop. If anyone shows dissent to the ref, the ref will take a beanbag from there home hoop and give it to me.</p> <p>Talk about how even if you disagree it is not ok to show dissent to the referee.</p> <p>Discuss how hard it is to ref and how bad calls will be made and we need to be able to accept the error and move on.</p> <p>Play the game for 3 minutes.</p> <p>When play is stopped have students go to their home hoop and count their bean bags. Have them on your count perform jumping jacks up to the # of beanbags they have. This avoids wasting time and overly rewarding victory, while doing a little extra cardio and appeasing the competitively motivated students.</p> <p><u>Round two</u></p> <p>Change ref to person #2.</p> <p>If ready introduce new rules such as:</p> <ol style="list-style-type: none"> <li>1. Use only 2-3 balls per team and you must make 3 passes on the way to get the ball. (5 seconds rule)</li> <li>2. No dribbling (5 second rule)</li> <li>3. Add a defensive player</li> </ol>	
Part 2 Skill development	6	<p><b>Q=</b> <i>What muscles do you think we will be using as we practice shooting?</i></p> <p><b>Q=</b> <i>When might you be awarded free throws by the ref?</i></p> <p><b>Q=</b> <i>How does the ref decide whether to give one or two free throws?</i></p> <p><b>Q=</b> <i>What is <b>specificity</b> when talking about a principle of exercise?</i></p> <p><u>Directions</u></p> <p>We are working on scoring baskets today. With a partner come up with 5 specific stretches that would prepare use the muscles needed for shooting. Students can use a ball if they chose in their design process.</p>	
	2	<p><b>Scoring</b></p> <p><b>Q=</b> <i>When is a basket worth 2 points and when is it worth 3? 3= Outside the key.</i></p> <p><b>Q=</b> <i>How else can you score points? Free throws for fouls</i></p> <p><b>Q=</b> <i>Is shooting loco/non-loco or manipulative?</i></p> <p><u>Teaching Directions – One Hand Push Shot</u></p> <p>Review the skill for a basic shot. Have all students on one basketball court in an own space, mimetically practicing the skill. Review cues one at a time with students. Explain that in learning or perfecting a skill it is important to practice the skill in parts and as a whole.</p> <p><b>Q=</b> <i>What do you think the advantages are of practicing a part of a skill?</i></p> <p><b>Q=</b> <i>What do you think the advantages are of practicing a skill as a whole?</i></p> <p><b>Cues</b></p> <ul style="list-style-type: none"> <li>• SHOULDER - Ball level with shoulder</li> <li>• SIDE - Non-dominant hand to the side and slightly under the ball</li> <li>• BEHIND - Dominant hand behind and slightly under the ball</li> <li>• ROCK - Dominant wrist cocked</li> <li>• THE SHOT - Extend body upwards – starting at the legs, finishing at the wrist.</li> </ul> <p>Practice slowly at first mimetically using the words, <b>SHOULDER, SIDE, BEHIND, ... ROCK THE SHOT!</b> Increase the speed to a reasonable pacing as the students, understand the correct form.</p>	
	3	<p><u>Teaching Directions – Lay- Up</u></p> <p>Have all students on one basketball court in an own space, mimetically practicing the skill. Review cues one at a time with students.</p>	You can chalk the 45 approach with chalk.

		<p><b>Cues (right side)</b></p> <ul style="list-style-type: none"> <li>• 45 - Approach the basket from outside the key at a 45 angle</li> <li>• DRIVE - Dribble ball toward basket with left hand</li> <li>• LEAP - Take off left foot</li> <li>• LIFT - Lift body weight by driving right knee up</li> <li>• FLIP - Transfer ball to right hand</li> <li>• N FRY! - Direct ball to backboard</li> </ul> <p>Practice slowly at first mimetically using the words, <b>45 – drive, leap – lift, flip and fry!</b> You can also have students make up their own cues these were cues made by my seventh grade. Increase the speed to a reasonable pacing as the students, understand the correct form.</p> <p><u>Teaching Directions – Jump Shot</u> Have all students on one basketball court in an own space, mimetically practicing the skill. Review cues one at a time with students.</p> <p><b>Cues</b></p> <ul style="list-style-type: none"> <li>• Square body to the basket</li> <li>• Place shooting hand behind ball and non-shooting hand to the side of the ball</li> <li>• Bring ball slightly above and in front of head</li> <li>• Cock wrist, point elbow to basket</li> <li>• Shoot at the top of the jump</li> <li>• Snap wrist to develop back spin</li> <li>• THE SHOT - Extend body upwards – starting at the legs, finishing at the wrist.</li> </ul> <p><b>Q=</b> <i>Why does the snap develop back spin?</i>  <b>Q=</b> <i>Why do you want the ball to have back spin?</i>  <b>A =</b> Spin is useful because it gives the ball a better chance of going in the net, if the ball hits the rim. Obviously, once the ball hits the backboard the velocity of the ball changes. Backspin on the ball will allow the ball to continue in a vertical path allowing the ball to have a greater chance of going in. The backspin, after contact with the back rim or board, will result in a change in velocity opposite to the spin direction, changing an equal-angle rebound into a velocity more toward the net. A ball without backspin will more than likely bounce off the rim or backboard and will have a significantly lesser chance of going in. Another aspect of the importance of spin is that it transfers energy. With the spin on a shot, some of the energy is transferred to the basket. This transfer of energy is from friction. When the spinning ball hits the rim, more energy is transferred therefore the ball is slowed down and more likely to drop inside the basket.</p> <p>Practice slowly at first mimetically using the words, <b>SHOULDER, SIDE, BEHIND, ... ROCK THE SHOT!</b> Increase the speed to a reasonable pacing as the students, understand the correct form.</p>	
Part 3 Concept game Around the world	12	<p>Divide students by the amount of baskets available and have students practice the shot.</p> <p>* Explain that part of being physically educated is being able to understand movements and how to identify correct form and technique. Thus, during this activity you are looking not for scoring stats but for practicing correct technique and using the cues.</p> <p>Have students play around the world.</p> <ul style="list-style-type: none"> <li>➢ Start at #1</li> <li>➢ Take a shot</li> <li>➢ If you make it, move to #2 &amp; Take a shot. Continue to move through the numbers until you miss.</li> <li>➢ If you miss, stay at the station you missed at and let your partner shoot.</li> </ul>	

		<p>➤ You don't have to start at #1 if there are more sets of partners. All can play at once if you start at different numbers and move around in order.</p> <p>First with the lay up and then with a jump shot.</p>	
Closure	3	<p><b>Q=</b> <i>What did you learn about shooting today?</i></p> <p><b>Q=</b> <i>What were the cues for a jump shot?</i> Have a person demonstrate with class critique</p> <p><b>Q=</b> <i>Why is spin important?</i></p>	Journals: Write the answers to the questions.