

Central Washington University Department of Physical and Health Education

Basketball Unit Plan



Different students have compiled this unit plan. Each lesson plan has been created by a different Central Washington University student using the Teaching Sport Concepts and Skills: A Tactical Games Approach written by: Stephen A. Mitchell, Judith L. Oslin, Linda L. Griffin. This unit contains 30 lesson plans. The lesson plans included in this unit are focused on a tactical games approach, which may help your students carry understanding from one game to another.

Basketball

Objectives (Specific, Behavioral, Assessable)

A. Students

1. By the end of the class students will demonstrate the ability to:
 - a. Fake a pass
 - b. Put body into triple threat position
 - c. Use a target hand
 - d. Successfully Shoot
2. Students will also be introduced to the techniques involved in the following basketball skills:
 - a. Maintaining possession of the ball in a game like situation

B. Teacher

1. Use less of “okay”
2. Use positive pinpointing

Equipment: (for a class of 12 students)

1. 2 Basketballs
2. Cones to mark basketball court
3. Pennies
4. Watch
5. “PE Basketball Lesson” Music CD

Set Induction: How many of you have been to a CWU men or women's basketball game recently? Well, I have been going to the men's games regularly and they have been doing a great job of maintaining possession of the ball. Fewer turnovers in a game means a better chance for a team to score so having possession of the ball is vital when playing a game of basketball. Today we are going to learn tricks of how to maintain possession of the ball when playing a game.

Informing Task: When I say go, I want partners of 3 to play another group of 3 in a half court basketball game. Before a team can score, three successful passes must be made. All restarts begin at half court and no dribbling is allowed.

MAF/Instructional Techniques	Extensions (Task Progressions)	Refinements (Cues)	Applications (Challenges)
<ul style="list-style-type: none"> • There are 8 cones marking the court's corners • Basketballs are placed near the side lines • Pennies are near basketballs 			<ul style="list-style-type: none"> • Three Passes must be made to score
<ul style="list-style-type: none"> • There are 8 cones marking the court's corners • Basketballs are placed near the side lines • Pennies are near basketballs 	<p>The person catching needs to be presenting a target hand to show the passer where to pass to and catching the ball in the triple threat position. Keep score this time. Each attempt to score is 1 point. Each shot made is 2 points.</p>	<ul style="list-style-type: none"> • Target Hand • Triple Threat 	<ul style="list-style-type: none"> • Three Passes must be made to score • Count how many attempted shots • Count how many shots were made
<ul style="list-style-type: none"> • There are 8 cones marking the court's corners • Basketballs are placed near the side lines • Pennies are near basketballs 	<p>The person passing the ball needs to make a fake pass before actually passing.</p>	<ul style="list-style-type: none"> • Target Hand • Triple Threat • Fake a pass, make a pass 	<ul style="list-style-type: none"> • Count how many attempted shots • Count how many shots were made

Closure/Assessment: Great job today class. I was really impressed with how quickly you caught on to maintaining possession of the ball. What should the passer be doing to keep the defense from stealing the ball? <Use Arms and body to protect the ball; used fakes to throw off the opponent> Did you use any signals to let your teammates know you wanted to receive the pass? <Held hand up or out to let passer know where to pass the ball>

Physical Education Program
Basketball – Maintaining possession of the ball (Level 1 – Lesson 3)

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. By the end of the class, the students will demonstrate the ability to create a passing lane while off the ball. This includes:
 - a. Quick cut movements to get open and to receive a pass.
 - b. Fake-and-replace movements to get open and to receive a pass.
2. Students will demonstrate knowledge of the correct cues during lesson closure by going through the motions with their eyes closed.

B. Teacher:

1. Teacher will establish management protocols of boundaries, signals, and the use of equipment.

2. Instant Activity:

Not required for assignment

3. Set Induction:

Have you ever been stuck in traffic and wished you could clear the lanes in front of you and get to your destination faster, without any hold ups? I'm sure we all have been in that situation many times. Do you think basketball players wish for the same thing while they are on the court, a clear path to the basket or to pass the ball to one of their teammates? Since it is nearly impossible to win a basketball game without scoring any points, today we are going to learn how to clear a pathway to your teammates and the basket. Today, our goal is to complete three consecutive passes on three consecutive possessions.

4. Content Development -- see next attached page

5. Closure/Assessment:

- What was the goal of the game?
 - Complete three consecutive passes and shoot.
- What did you have to do to get three consecutive passes?
 - Move to an open space and get away from the defense.
- How were you able to get away from your defender?
 - By using cuts and fakes.

6. Equipment: (for a class of 10 students)

- 10 basketballs – one per student
- 2 baskets – one for each group (group of 6)

7. Protocol

- Signals are stop on the whistle or on the word "stop" and go on the word "go."
- "Group space" means group around the teacher.
- "Personal space" means students scatter around gym, with enough room as to not touch another person.

8. Class Rules:

- Just Be:
- Be Safe
- Be Respectful
- Be Active!

- 1st offence- teacher will remind student of rules.
- 2nd offence-Pull student from activity and have student verbally state what they are doing wrong, how they could fix their misbehavior.
- 3rd offence-student will be sent to the principal's office, parent letter sent home.

Content Development*

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Before grouping students, discuss: <ul style="list-style-type: none"> ○ 3v3 game position. ○ Levels of defense: cold, warm, hot • Students will be in groups of 3. Two groups at each basket. • Students will be placed at the following locations: low post, wing and point. A defender for each position. • Equipment should be located at each basket. One basketball per basket. • If odd number of students, use 4v4 with additional players at wing on opposite side. 			
<p>Informing Task: When I say go, I want you to get into a group of three and then find a basket to stand under. There will be two teams at each basket. I want you to set up a game that uses this beginning position. <i>Demonstrate the location of each player. Low post, wing and point. Each player will have a defender.</i> Defenders, please use a cold defense against the offense. The ball starts at the top of the key, with the point guard slapping the ball, signaling teammates to cut away from their defenders and then move back – first to get open for a pass, or to move toward the basket. The player receiving the pass does the same thing as the point, slapping the ball and passing to an open teammate.</p>			
<ul style="list-style-type: none"> • Students organized as stated above in informing task. • Switch from offense to defense after 10 passes or 2 minutes 	1. Defense change to a cold defense.	Cut away from your defender.	See if you can get two passes successfully completed.
	2. Use only a bounce pass.	Cut away toward the ball.	Are you able to get away from your defender in less than five seconds?
	3. Use only chest pass.	When you have the ball, be in the triple threat position. So you can pass, shoot and dribble.	
	4. Defense change to a warm defense.	Cut away from your defender and then return to your position to receive the ball.	With the tighter defense, are you able to get away from your defender in less than 10 seconds?
	5. Player with the ball will add a fake before passing the ball.	Stand in triple threat position while faking and passing.	Can you fake your defender three times in a row?
	6. Offense use only overhead passes.	Aim toward your target's chest so they are able to catch the ball more efficiently.	Can you make 3 catches and stand in triple threat immediately?
	7. You are getting pretty good at these passes. Let's make it a little more challenging. This time the defense will be hot.	One of the things you want to remember about the way you get away from your defender is to use quick cuts . A slow offense will never move the ball.	Are you able to use a quick cut and get away from your defender within 5 seconds of the ball being slapped?

	8. The person without the ball is now allowed to lead his or her teammates by throwing the ball toward the target hands of the teammate.	Remember, because the point needs a target, when you are wanting and ready for the ball you need to have target hands . Do target hands always have to be right next to your belly button?	Is your team able to make four leading passes without the defenders getting the ball?
Informing Task: In the same groups, you will use your passing and faking skills to enter into a more game-like situation. This time, you will add shooting the basketball when you are in the shooting zone. The shooting zone is 3-8 feet from the basket. After each basket made, the teams will switch from offense to defense.			
• Same groups, same basic game.	9. Use a warm defense.	Stand in triple threat position while faking and passing.	Are you able to get away from your defender using 10 steps or less?
	10. Before shooting a basket, your team must make at least 3 passes.	Cut away from your defender and then return to your position to receive the ball.	How few passes can your team take to let all members touch the ball and score a point?
• Look for positive pinpointing opportunity.	11. All members of your team must touch the ball before a basket can be scored.	Aim toward your target's chest so they are able to catch the ball more efficiently.	Every person on your team must score a point before additional points can be scored. For instance, the post scores, the point counts. Then the wing scores, the point counts. Then the point scores again but the point does not count because the post has not yet scored. Once the post has scored, then all members may count their points.
	12. Use hot defense.	Fake a pass, make a pass.	How many attempts does it take you to get away from your defender?
		Show target hands to receive the ball.	
• Score 1 point for three consecutive passes, 2 points for a basket, and 5 points for three consecutive passes on three consecutive possessions.	13. Team must make three consecutive passes on the consecutive possessions.	Throw good passes .	Are you able to fake your defender on the first attempt?
Closure/Assessment			
I want you to show me what you have learned in today's class. To do this I am going to ask you all some questions. Please raise your hand to answer.			
<ul style="list-style-type: none"> • What was the goal of the game? <ul style="list-style-type: none"> ○ Complete three consecutive passes and shoot. • What did you have to do to get three consecutive passes? <ul style="list-style-type: none"> ○ Move to an open space and get away from the defense. • How were you able to get away from your defender? <ul style="list-style-type: none"> ○ By using cuts and fakes. 			

**Central Washington University
Physical Education Teacher Education Program
Tactical Games Lesson Plan
Basketball: Maintaining possession of the ball**

Objectives:

1. Determine the appropriate situation for using overhead, bounce (using one or two hands), and chest passes during game play. (NASPE 2, EALR 1.2)
2. Perform passes accurately and appropriately during game play. (NASPE 2, EALR 1.2)

Equipment:

- Basketball for each six students (5 for a class of 30)
- Basket for each six students (5 for a class of 30)

Teacher Objectives:

Instant Activity:			
Set Induction: Basketball is a team game. No one player can win a game playing one on five. Being able to maintain possession and pass the ball effectively allows the five players to function as one unit and create opportunities to score.			
MAF	Extensions	Refinements	Application
Informing Task: We are now going to play a game where the emphasis is on keeping possession of the basketball			
<p>Setup 3 on 3 half court possession game(s).</p> <p>Goal of the game: To complete three consecutive passes on three consecutive possessions.</p>	<p>What are different types of passes that are used while playing basketball? There is the chest pass, the bounce pass (using one or two hands) and the overhead pass. During a game we need make accurate passes using different kinds of passes in different situations.</p> <ul style="list-style-type: none"> • We are going to play a basketball possession control game. Get into groups of three • This game emphasizes ball control and good passing. It is 3 vs. 3. The rule is that your team must pass the ball 3 times before you can shoot. • Each time your team gets 3 passes in a row you get a point. If you successfully make the basket then you get 2 points. Baskets 		<ul style="list-style-type: none"> • Make three consecutive passes each possession. (1point) • Make three consecutive passes on three consecutive possessions. (ten points)

	<p>attempted before 3 passes are made result in a turnover.</p> <ul style="list-style-type: none"> • If your team completes three consecutive passes on three consecutive possessions, then your team gets 10 points. • Try to be aware of the different passes that you attempted and used during your game. 		
<p>Questions and Answers, checking for understanding.</p> <ul style="list-style-type: none"> • What was the goal of the game? (Complete three consecutive passes on three consecutive possessions) • What types of passes did you use during your game? (Overhead, bounce and chest passes) • Why did you use all these types of passes? (To throw the ball long, to get around a defender, or to throw a hard or quick pass) 			
<p>Informing task: We are now going to practice the overhead pass, the bounce pass, and the chest pass in the different game situations that they are used.</p>			
<p>Setup Practice task for situational passes. 3 on 3 Goal of the exercise, to complete 10 consecutive skip passes using an overhead pass, then 10 bounce passes to an adjacent player, then 10 chest passes to player making a cut.</p>	<ul style="list-style-type: none"> • This practice starts with your team setting up in three of the five positions on the court. The ball starts at the top of the key with the point guard slapping the ball to signal to teammates to cut away from their defenders, and then to cut back (first to get open for a pass, or move toward the basket). • The pass must be a skip 	<ul style="list-style-type: none"> • Chest pass cues <ul style="list-style-type: none"> ○ Square body to target ○ Thumbs against chest--elbows bent and out ○ Step toward target ○ Extend arms fully releasing ball to target ○ Thumbs should now be pointing down ○ Tell students to...bend, extend, release • Bounce pass cues <ul style="list-style-type: none"> ○ Spread fingers along the 	<ul style="list-style-type: none"> • Goal: Complete 10 consecutive passes during each passing rotation

	<p>pass (that is a long pass that goes over or past one teammate to another)</p> <ul style="list-style-type: none"> • The player receiving the pass does the same thing until 10 consecutive overhead passes have been completed. • Repeat the exercise using the bounce pass. Starting from the top of the key the point guard passes to an adjacent player while the defense (active) creates the need to use a bounce pass. • Repeat the exercise using a chest pass to teammates as they cut away from defenders. • Defense is a cooperative to active defense (no attempts to intercept the ball) 	<p>sides of the basketball</p> <ul style="list-style-type: none"> ○ Start the ball at chest level ○ Keep the knees bent ○ Release the ball by extending arms downwards ○ Upon release, turn palms outward towards the floor ○ Ball should contact ground two-thirds of the way to the receiving player 	
<p>Informing task: With your teams of three, we are going to play the same game we played earlier, but now the defense is a competitive defense and scores one point if they tip or touch the ball, and scores two points if they steal.</p>			
<p>Setup 3 on 3 half court possession game. Goal of the game: To complete three consecutive passes on three consecutive possessions.</p>	<ul style="list-style-type: none"> • This game emphasizes ball control and good passing. It is 3 vs.3. The rule is that your team must pass the ball 3 times before you can 		<ul style="list-style-type: none"> • Make three consecutive passes each possession. (1point) • Make three consecutive passes on three consecutive possessions. (ten points)

	<p>shoot.</p> <ul style="list-style-type: none"> • Each time your team gets 3 passes in a row you get a point. If you successfully make the basket then you get 2 points. Baskets attempted before 3 passes are made result in a turnover. • If your team gets three consecutive passes on three consecutive possessions, then your team gets 10 points. • The defense scores one point for a tip or touch, and two points for a steal. 		<ul style="list-style-type: none"> • Defense scores one point for touching, two points for stealing the ball.
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Closure/Assessment
 Give yourself about a minute or two for closure and assessment. First have the students put away the basketballs on the appropriate racks.

Everyone gather around and sit down. I want to see what you have learned today in class. I am going ask a few questions regarding the class today.

- Explain when we would use a chest pass. (When we want to make quick, or hard pass to teammate. Often teammate is breaking or cutting away from a defender.)
- Explain when we would use a bounce pass. (When we want to pass the ball under the defenders outstretched arms, getting it around the defender.)
- When would we use an overhead pass? (When we want to throw the ball long)
- What is a skip pass? (A pass that goes over or past a teammate to another teammate)
- Why is maintaining possession and good passing so important? (Good passing creates opportunities to score)

Cole Kanyer
Basketball: Attacking the basket
Central Washington University Physical Education Program
2-14-06

Objectives

Student:

- 1) By the end of class students will be able to use a power dribble to drive and score.
 - A. Keep the ball close to your body
 - B. Keep body between defender and you
 - C. Open up a driving lane to shoot

Teacher:

- 1) Teacher will establish protocols for signals and equipment.

Equipment: (for a class of 6-8 students)

- 6-8 basketballs
- 3-4 penny-vest uniforms
- 2-4 basketball hoops

Protocol

Signals are go when I say "GO," and stop when I say "STOP."

When I say, "balls down," basketballs should be placed in between feet and not moving.

Class Rules

- 1) All students will come to class in proper PE attire: shorts or sweats, shirt and athletic shoes
- 2) No food or drink in class, this includes gum.
- 3) One person speaking at a time
- 4) Treat each other, including yourself and teacher, with respect; no putdowns

If these rules are not followed the following will result:

- 1) One verbal warning for first break of rules.
- 2) You will be asked to sit out for the remainder of the class period after second offense.
- 3) Visit to principal's office and/or removal from class.
- 4) If proper attire is not worn, student will still participate, sweating in his/her street clothes.

Instant Activity: Heart Attack Tag: 4-6 children are designated as being “it” and carry a ball to shoe it. The “its” run and tag the as many people as possible. When someone is tagged, they are given as position or action to do.
 1st tag = Hold upper portion of left arm with the right hand (an early warning sign of a heart attack) Players keep running!
 2nd tag = Add left hand holding heart (arms are sort of crossed now)
 3rd tag + stop! Hold hands in the same position and call “I’m having a heart attack.” When this happens, any other moving (non-it) player can run to the “victim” and administer CPR by doing ten jumping jacks with the “victim.” The “victim is free to continue running and help other “victims.”

Rules: Start and stop on the teachers’ signal.
 Other exercises may be substituted for the jumping jack

Set Induction: How many of you know who Kobe Bryant is? Well, he plays for the Los Angeles Lakers and he scores a lot of points. He had 81 points about a month ago against the Toronto Raptors. He scores his points by shooting, but in order to shoot he has to drive to the basket and get open and that is what we will be working on today.

MAF/Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have Basketball rack out and ready to go 			
<ul style="list-style-type: none"> • Have students partnered up, designate one partner to get balls 			
<ul style="list-style-type: none"> • Assign teams for game playing 			
<p>Informing Task: In your teams of three (already assigned) start playing a 3 on 3 half-court basketball game. Try and score as much as you can in the time period in 5 mintues. One rule is that you may only dribble when driving to the basket.</p>			
<ul style="list-style-type: none"> • Show students which half of the court to use 			
<ul style="list-style-type: none"> • Watch games and observe. Stop game and give feedback if needed • Use student as an example if he or 			

<p>she is using triple threat position and show they are ready to 1.pass 2. dribble 3. shoot</p> <ul style="list-style-type: none"> • After games are completed (roughly 5 minutes) bring students in and pose critical thinking questions about game skills. 			
<p>Important questions: 1) What are three options after receiving the ball? –Pass, dribble, shoot 2) When should you dribble? –To drive to the basket 3) When you have the ball and an open lane to the basket, what should you do? –Drive quickly to the basket to shoot.</p>			
<ul style="list-style-type: none"> • Demonstrate jab step, juke, and pump fake • Observe again and bring students in for critical thinking questioning for a break in their action • Demonstrate answers to critical questions. 	<p>Partner up and have a ball. Much like a 1v1 game the offensive player must use a ball fake, juke, or jab step to drive to the basket, jump stop and shoot. Defenders use cooperative level staying 2 arm lengths away from offensive player. Switch when 5 baskets are made.</p>	<p>1-Ball down, eyes up. 2-Two-foot jump stop. 3-Shoot for the square.</p>	
<p>Important question: 1) How does the dribble change when there is a defender guarding you? –the ball stays between you and defender, and you dribble closer to your body.</p>			
<ul style="list-style-type: none"> • If possible, have courts set up close to each other for better scanning and feedback. 	<p>Now simulate 1 on 1. Start at free throw line. Check ball and start in triple threat position. Switch after each score.</p>	<p>-Ball down, eyes up. -Two-foot jump stop. -Shoot for the square</p>	<p>Try to score in 15 seconds or less.</p>
<p>Informing task: Now we will play a 3 v 3 half-court game. No dribbling except to drive. Can only score from drive to basket.</p>			
<p>If there are odd numbers (9), have scorers rotate off, defense becomes offense, group out will become new defense.</p>			<p>Shoot as often as possible. Try to use a pump fake, jab step or juke to set up the drive.</p>

Closure/Assessment

I want you all to show me what you have learned in class today. Raise your hand when I ask a question please.

- 1) What are three things we use to set up the drive to the basket? – Jab, juke, and pump fake.
- 2) What are two things we do with our dribble when driving to the basket? – Dribble closer to body, keep body between ball and defender
- 3) What did we work on overall today? – Attacking the basket.

Basketball
Day 3
Attacking the basket

1. Objectives:

A. Student:

- Will be able to score within 3 to 8 feet of the basket
- Will be able to catch a pass, square up, and shoot accurately
- Will be able to utilize the short shot in a game without dribbling involved (NASPE 1, 2) (EARL 1)

B. Teacher:

2. Equipment: (for 30 students)

Gymnasium
Basketballs for every student if possible
4 to 6 basketball hoops if possible
polyspots or tape to mark off the 3 to 8 foot shooting zone
15 pullover jerseys for the game at the end of lesson
8-12 cones to separate the courts if needed

<p>Instant Activity: Have students make two lines and do lay-ups in one line, and in the other line rebound and then go over to the next line. This way the students can practice “attacking the basket”, and utilize 3 or 4 baskets, so that the students have small lines and move quickly and get as much lay up practice as possible.</p>			
<p>Set Induction: Today class we are going to practice shots close to the basket. I think the most exciting way to get a crowd excited about a game is a great fast break where the player ends up with a lay up or a dunk, My favorite duo to watch in the NBA are Jason Williams and Dwayne Wade, Williams always gives Wade great passes to the hoop, allowing Wade to make a great dunk or lay up and get the crowd excited.</p>			
<p>Informing Task: All students will have a basketball and be ready to take turns shooting in the 3 to 8 foot zone that has been marked with tape, cones, or poly spots. Have students take turns and keep them in small groups to get students more practice and skill at shooting in the 3 to 8 foot zone.</p>			
MAF/Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • At each basket have poly spots in a rainbow set in the key giving students 3 to 6 different shots up close to shoot with. • Each student will have a basketball. • Each student will take turns at the different spots and shoot up close. • Students can partner up and have a partner rebound for them, and then they can switch roles. 	<ul style="list-style-type: none"> • Now have students focus on the basket and shoot a 3-foot shot. • Have students shoot a step back now, and continue this to keep them shooting in the 3 to 8 foot zone. • Partners pass the ball back to them as they prepare to shoot at different spot on the floor. 	<ul style="list-style-type: none"> • “Target Hands”, this is so that the partner can pass the ball to them directly. • “Square up” this is so that the shooter can set their body directly to the basket and get an accurate shot off. • “BEEF”, this word describes the way to shoot a ball at the basket and be successful. • Base firm, Elbow under ball, Extend arm, Follow through toward target 	<ul style="list-style-type: none"> • See if students can make 4 out of 5 shots up close with using the cues to be successful in “attacking the basket”. • Repeat this process and see if students can make all 5 shots attempted.
<ul style="list-style-type: none"> • At each basket have poly spots in a rainbow set in the key giving students 3 to 6 different shots up close to shoot with. 	<ul style="list-style-type: none"> • Now have students focus on the basket and shoot a 3-foot shot. • Have students shoot a step back now, and continue 	<ul style="list-style-type: none"> • “Target Hands”, this is so that the partner can pass the ball to them directly. • “Square up” this is so that the shooter 	<ul style="list-style-type: none"> • See if students can make 4 out of 5 shots up close with using the cues to be successful in “attacking the basket”, with a

<ul style="list-style-type: none"> • Each student will have a basketball. • Each student will take turns at the different spots and shoot up close. • Students can partner up and have a partner rebound for them, and then they can switch roles. • Have a defender stand in front of the shooter with arms up to give the students practice of shooting over a defender. 	<p>this to keep them shooting in the 3 to 8 foot zone.</p> <ul style="list-style-type: none"> • Partners pass the ball back to them as they prepare to shoot at different spot on the floor. • Partners will give the shooter defense, standing still with arms up, defenders will only use arms and hands up, no jumping or blocking the shot. 	<p>can set their body directly to the basket and get an accurate shot off.</p> <ul style="list-style-type: none"> • “BEEF”, this word describes the way to shoot a ball at the basket and be successful. • Base firm, Elbow under ball, Extend arm, Follow through toward target 	<p>defender present.</p> <ul style="list-style-type: none"> • Repeat this process and see if students can make all 5 shots attempted, while having a defender present.
<p>Informing Task: Divide students into equal teams, and have one team wear the jerseys if needed. Have students stay in small groups to provide for as much play for each student as possible.</p>			
<ul style="list-style-type: none"> • Have students go into teams, 3 on 3 if possible. • Use a half court for each game. • Have the 3 to 8 foot shooting zone marked with poly spots or tape or make the first half of the key the only allowable place to shoot for the game. • All restarts begin at the top of the key 	<ul style="list-style-type: none"> • Half court scoring game, each team must pass the ball 3 times before shooting, preferably have students all touch or pass the ball in a possession. • No dribbling, emphasize this to the students, loss of possession will happen if the ball is bounced by a team member. • Only shots can be taken in the 3 to 8 	<ul style="list-style-type: none"> • “Target Hands”, this is so that the partner can pass the ball to them directly. • “Square up” this is so that the shooter can set their body directly to the basket and get an accurate shot off. • “BEEF”, this word describes the way to shoot a ball at the basket and be successful. • Base firm, Elbow 	<p>See if students can pass to every teammate on every possession they score and attempt to score on. See if students can score in the zone, and challenge the students to avoid dribbling the ball.</p>

	<p>foot zone, use the inside of the key to enforce this rule.</p> <ul style="list-style-type: none"> • Each team scores by attempting a basket (1 point), and making a basket (2 points). • There will be no make it take it in the game, each score will allow the other team the ball at the top of the key. 	<p>under ball, Extend arm, Follow through toward target</p>	
<ul style="list-style-type: none"> • Closure: Have students explain and tell you why “attacking the basket” are an important aspect in the game of basketball. • Have students explain the cues to you on becoming successful on shooting in the 3 to 8 foot zone of the hoop. • Look for explanations and answers like: high percentage shot, close to the basket, using the backboard as a target, cues like BEEF, target hands, and square up. 			

Physical Education Program
Basketball: Using Space in the attack

Objectives:

Student: By the end of class, the students will be able to demonstrate proper dribbling technique, positioning body between defensive player and ball, and they will be able to identify the need for repositioning to create passing lanes.

- a. Dribbling: eyes up, use fingertips, bend your knees.
- b. Passing: ball fake, triple threat position, step with your opposite foot

Teacher: Manage the behavioral problems and teach the children how to use space in the attack.

Standards:

National Standards:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 3: Participates regularly in physical activity.

EALR's:

- 1.1 Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2 Safely participate in a variety of developmentally appropriate physical activities.

Equipment (class size 30):

- 30 basketballs
- 15 pennies
- 4 cones

<p>Instant Activity: <i>Dribble Tag:</i> This activity is a tag game that involves dribbling a basketball. Every student in the class has a basketball and three of the children are taggers. The three taggers were pennies and when the teacher says go the students all begin dribbling their basketballs around trying to avoid being tagged. The taggers are trying to tag the classmates on the shoulder and once they tag a child that child must hold the basketball above his/her head until another teammate tags them.</p>			
<p>Set Induction: How many students have ever watched a basketball game and really enjoyed watching them pass the ball down the court and make a lay in or slam dunk it? Well that is what we are going to work on today passing and dribbling to the open man.</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • 4 cones need to be set up for boundaries. • 1 basketball hoop need to be set up to shoot on. 			
<p>Informing Task: I want everyone to stand on the baseline. Now count the students off making teams of 3. If you have 27 students you need 9 teams so count off by nines. Have all the ones meet at a certain place two's at another and so on. You need to have two groups at each hoop. Once you have designated the teams and the basket for each team you need to have everyone come into group space. When I say go I would like for you to go to your basket and begin playing a game of 3 vs. 3. I want you to try and score without dribbling the basketball. If you get stuck you may take one dribble only. Before your team shoots the ball you must make 3 passes before shooting, I want the defenders to try their hardest. Go!!!</p>			
MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have basketball at each hoop • Have 3 pennies at each hoop • Students will play offense until they shoot or make a turnover. 	<ul style="list-style-type: none"> • Now try and see if you can make a basket without dribbling. • You may take 3 dribbles if you need them. 	<ul style="list-style-type: none"> • Ball fakes when passing • Step with your opposite foot • Keep your eyes up 	<ul style="list-style-type: none"> • See who can score 5 points the fastest • See who can have the least amount of turnovers • See who can make the most passes without having a turnover
<p>Checking for Understanding: Q: Why was it difficult to score without dribbling? A: Teammates were covered Q: What can players with the ball do when teammates are covered? A: Dribble to reposition until off-the-ball players are able to cut and create passing lanes Q: What can players off the ball do to open passing lanes? A: Use fakes, jukes, and cuts.</p>			

<p>Informing Task: When I say go I would like for you to practice playing 2 vs. 2. I would like the player with the ball to start from the point position and dribble to find an open pass to her teammate. Off the ball players need to use various cuts to get open and receive a pass from the on-the-ball player. If you are not in the rotation you need to act as a coach. I would like one of you to watch the defense and make sure they position appropriately and they don't make too much contact with the ball carrier, I would like the other to watch the offense to see if they use jabs, jukes, cuts, and other moves to get them open passing lanes. If you get open you can shoot the ball. After three shots have been made rotate. Go!!!</p>			
<ul style="list-style-type: none"> • Have two of the students in pennies • Take care of management problems • Walk around and give feedback 	<ul style="list-style-type: none"> • Make 5 passes before each shot attempt • You can't have the ball in your possession for more than 3 seconds 	<ul style="list-style-type: none"> • Jukes: try to fool the defender so you become open • Stay between your man and the ball so your man can't get the ball • Dribble with body between defender and ball • Watch the belly button of offensive player attempting fake • Read and anticipate 	<ul style="list-style-type: none"> • See how many times you can score without turning the ball over. • See how many times you can steal the ball.
<p>Informing Task: When I say go I would like for you to get back into your 3vs3 games but I want you to work on what we just learned. Quick Cuts, Dribble with body between defender and ball, watch belly button of offensive player attempting fake, and read and anticipate. I only want you to dribble when there are known open passing lanes and your teammates are unable to create the passing lanes.</p>			
<ul style="list-style-type: none"> • Have three pennies under each hoop • Have basketball under each hoop • Walk around and give feedback 	<ul style="list-style-type: none"> • Try to not dribble at all • Use screens to get teammate open 	<ul style="list-style-type: none"> • Jukes: try to fool the defender so you become open • Stay between your man and the ball so your man can't get the ball • Dribble with body between defender and ball • Watch the belly button of offensive player attempting fake 	<ul style="list-style-type: none"> • See who can score 7 points the fastest • See who can steal the ball the most times without fouling • See who can dribble with their body between the defender and the ball with their eyes up without turning the ball over the longest.

- Read and anticipate

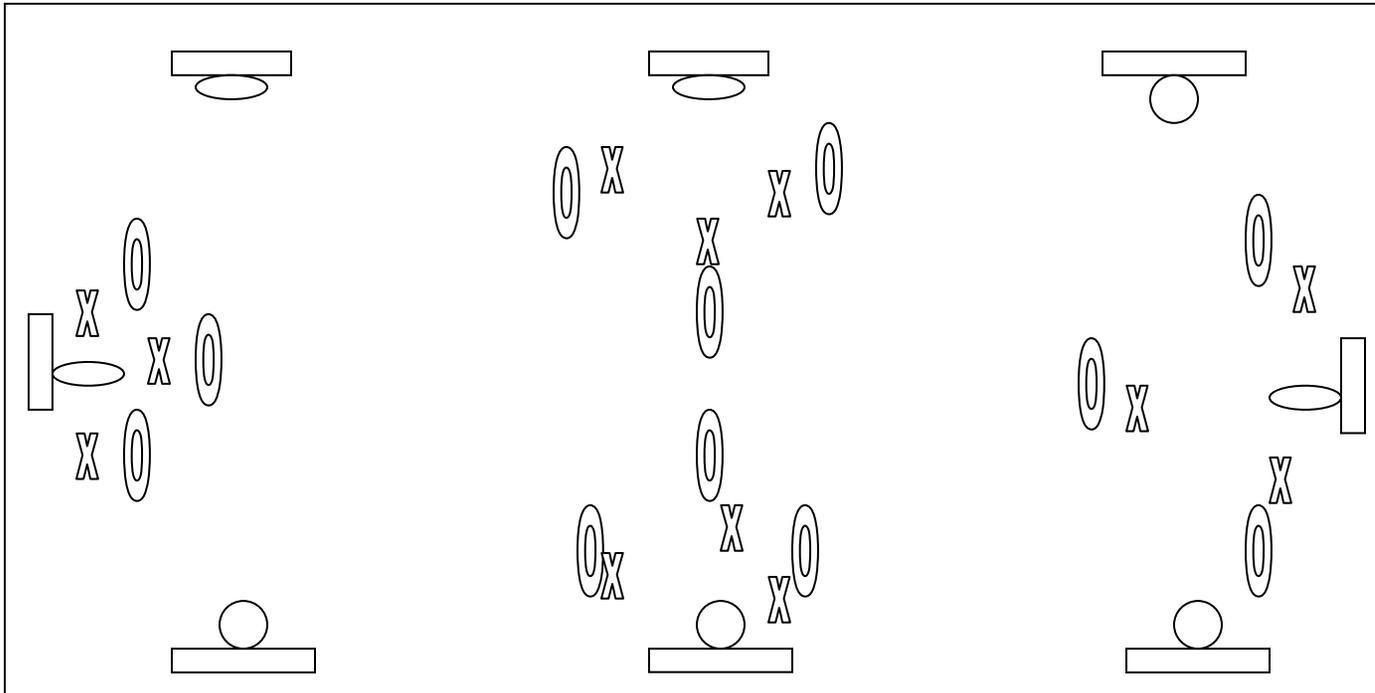
Closure/Assessment:

Who can tell me how to get open when they are being guarded?

Who can tell me where the ball should be when you're dribbling against a defender?

Who can tell me what you need to do when your teammates are covered and can't get open?

I really like how everyone worked today we will pick up where we left off tomorrow.



O=offence
X=defense

Kyle Kimball
Physical Education
Basketball: Creating Space to Attack
Level 2

1. Objectives:

A: Student: By the end of class, students will be able to use a L-cut or V-cut to elude a defender and get open for a shot.
(NASPE 1,2,5,6), (EALR 1.1, 1.3, 3.3, 3.4)

B: Teacher:

2. Equipment: (30 Students)

1. 12 basketballs
2. 5 basketball hoops
3. 50 ft of floor tape (to mark 3-8 ft.)
4. 15 jerseys (Instant Activity)
5. 8 beanbags (Instant Activity)
6. 6 cones (Instant Activity)
7. CD Player
8. CD

Instant Activity: “Capture the Flag” The class will be divided into two teams. (Teacher randomly decides how to pick teams) The objective of the game is to get all of the beanbags onto one side. Once a student crosses the centerline the student can be tagged and sent back to their own side. The first one to get all the beanbags to one side wins. Play only for four minutes (may not finish the game). (See diagram for activity layout)

Set Induction: Now that we have learned how to use space in the attack, today we are going to learn how to create space to attack. We are going to learn how to create passing lanes. The passing lanes are a lot like the lanes on the road.

MAF/Instructional	Extensions	Refinements	Applications
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Informing Task: When I say go, I would like everyone to find two others to be on your team. Then once you have found your team, find another team to play against and find a basket to play a half-court game.

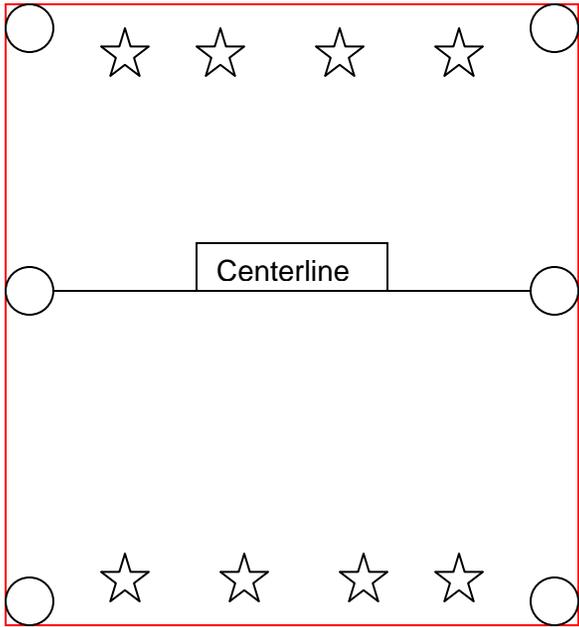
<ul style="list-style-type: none"> Add Music. Students are playing a 3v3 half-court basketball game. Demonstrate any task that is unclear to students. Explain to the students that the goal is to get open to receive a pass in the zone. 	<p>Now that you are all on a team and have an opponent and a place to play, begin playing a half-court game using these conditions. You can only shoot from the zone (3-8ft around the basket) and you score 1 point for attempting a shot in the zone and 2 points for making a basket from in the zone.</p>		
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<ul style="list-style-type: none"> After playing the game for 10 minutes stop the students and ask them the following questions. 1. What was the goal of the game? Yes, to get open to receive a pass in the zone. 2. How do you do that? Yes, move fast, use a fake or juke, run one way and then change directions really fast. 3. What do you need to consider before making a cut? Yes, The position of the ball and of the defenders. 			
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<ul style="list-style-type: none"> Explain to the students that the goals of this drill are to get the off-the-ball player to use quick cuts to get open in the zone, off-the-ball player 	<p>Within just your team, play a 2v1 game. The ball begins at the point position and passer waits until defender is guarding her before passing. Then when she</p>	<ul style="list-style-type: none"> Remember the line traveled should be a L-cut or V-cut. 	<p>See if your team can complete the task without error 9 times in a row.</p>
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<p>shows target hands, and on-the-ball player uses a ball fake and anticipates when and where to pass.</p>	<p>sees her teammate fake or juke, she ball fakes and times the pass to the open receiver. The receiver cuts toward his defender and then away with the target hands up to communicate where the passer should pass the ball. The defender stays between the passer and receiver, using active defense about an arm's length away. After the receiver catches a pass three times, all players rotate positions. Groups of three can rotate on and off the court and serve as coaches when on the sidelines.</p>		
<ul style="list-style-type: none"> • Explain to the students that the goal is to get open to receive a pass in the zone. • Get the students to use the goals of the drill in the game setting. 	<p>Now we are going to go back to our games and use these conditions: Shoot only from the zone and you score 1 point for attempting a shot in the zone and 2 points for scoring a basket from the zone.</p>	<ul style="list-style-type: none"> • Remember the line traveled should be a L-cut or V-cut. 	
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • What was the goal of the game? Yes, to get open to receive a pass in the zone. • How do you do that? Yes, move fast, use a fake or juke, run one way and then change directions really fast. • What do you need to consider before making a cut? Yes, The position of the ball and of the defenders. • If you are the off-the-ball player, what do you do with your hands to communicate with the on-the-ball player? Yes, show the on-the-ball player the target hands. 			

“Capture The Flag”



○ = Cones

☆ = Beanbags

Physical Education
Basketball- Attacking the Basket
Lesson #8

Objectives (Specific, Behavioral, Assessable)

Student Objectives:

1. By the end of class students will be able to offensively attack the basket from both sides, using the give-and-go strategy.
(NASPE 1, 2, EALR 1.1, 1.2)

Cues:

- Pass, and cut
- Make target hands
- Keep the defender behind you
- Lead the “receiver” with the pass

Teacher Objectives:

Equipment: (for a class of 30 students)

- 15 Basketballs
- 6 basketball hoops
- Tape Squares on the wall

Set Induction: Today we will further work on attacking the basket. Who here watches the NBA? If anyone watches the NBA, you might have seen your favorite team use a give-and-go. This is one of those plays where big things can happen. Have you ever seen Kobe pass the ball, and break for the basket for the alley-oop? Well that is what we call a give-and-go.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Gather students around in the gym. • Instruct students to get into teams of 3 students. • Have each team get a ball, and meet back in group space. 			
<p>Informing Task: Now that we are ready, I would like for you to start out playing a game of 3v3 basketball.</p>			
<ul style="list-style-type: none"> • Explain the rules of the game to the students. • Have students start their 3v3 game. 	<ul style="list-style-type: none"> • Before we start our 3v3 basketball game, I would like to explain the rules to you. • Make sure that if your group doesn't have a basket for this task, that you use one of the tape squares on the wall. • When I say go, you will begin the game. When I say stop, you will stop your game and listen to what I have to say. • Ready? Go! 	<ul style="list-style-type: none"> • The rules are like a regular basketball game. • The first difference between this game and a regular game of basketball is that you must make at least 2 passes before shooting the ball. • The condition for this game is that every shot must be made within 3 to 5 feet of the basket. • Any shot that is made from outside 3 to 5 feet of the basket will be excluded. • There is tape set up around the basket that shows you where the 3 to 5 foot zone is. 	<p>Q: How were you able to get open in the zone defense? A: Pass and cut or fake or juke away from the basket, and then move quickly toward the basket.</p> <p>Q: What did you do to keep the defender from getting between you and the ball? A: Used a strong juke or jab step, crossover step, or quick move toward the basket.</p> <p>Q: What did you need to consider before driving to the basket? A: The position of the ball and the other defenders.</p>

		<ul style="list-style-type: none"> The last rule is that you must play the game using only half of a court. 	
<ul style="list-style-type: none"> Stop the students. Have students come into group space. Demonstrate a give-and-go or pinpoint a give-and-go, using 6 students. Have students stay in their groups of 6, but break into teams of 2 students. Instruct students to either use baskets, or the tape squares on the wall. Have students start practicing their give-and-go's. 	<ul style="list-style-type: none"> Stop! Bring it in to group space. We will now be working on attacking the basket using the give-and-go play. I will need 6 students for this demonstration. This drill will require soft defense from two students, and two "sideline coaches". The offense will be playing using the give and give-and-go. Each player on offense will take turns doing the give-and-go 3 times, and then rotate out to coach. Make sure that if your group doesn't have a basket for this task, that you use one of the tape squares on the wall. When I say go, you will begin working on your give-and-go's. When I say stop, you will stop and listen to what I have to say. Ready? Go! 	<ul style="list-style-type: none"> To perform the give-and-go the most important thing that you need to do is pass the ball off to your team mate, and cut toward the basket as quickly as possible. When waiting for the pass from your team mate, be sure to make a target with your hands so that your team mate knows where you want the ball to be passed to. After you make your cut toward the basket, keep the defender behind you so that he/she cannot intercept or deflect the pass. When passing the ball, be sure to lead the "receiver" with the ball. 	<p>Q: What are the cues for a give-and-go? A: Pass, and cut. Make target hands. Keep the defender behind you. Lead the "receiver" when passing the ball.</p>

<ul style="list-style-type: none"> • Stop the students. • Have students start practicing their give-and-go's against a competitive defense. 	<ul style="list-style-type: none"> • Stop! • Now I would like for you to play against a competitive defense. • Ready? Go! 	<ul style="list-style-type: none"> • To perform the give-and-go the most important thing that you need to do is pass the ball off to your team mate, and cut toward the basket as quickly as possible. • When waiting for the pass from your team mate, be sure to make a target with your hands so that your team mate knows where you want the ball to be passed to. • After you make your cut toward the basket, keep the defender behind you so that he/she cannot intercept or deflect the pass. 	<p>Q: What did you do to complete the give-and-go when there was a competitive defense?</p> <p>A: Used more fakes, dribbled to create passing lanes, and got open to support the player with the ball.</p>
<ul style="list-style-type: none"> • Stop the students. • Have the students bring it in to group space. • Instruct students on their 3v3 games, and explain the new rules and conditions. • Have students start their 3v3 games. 	<ul style="list-style-type: none"> • Stop! Bring it in to group space class. • Now we will play our 3v3 games again, but this time there are some new rules. • 	<ul style="list-style-type: none"> • Once again, the rules are like a regular basketball game, but there are a few conditions that you must follow for your points to count. • You can shoot the ball from anywhere on the court. • You can score after making at least 1 pass. • And if you score off of a give-and-go, it is counted as 2 points. • Any shot other than a shot off of a give-and-go 	<p>Challenge: How many give-and-goes can you score from?</p>

		only count as 1 point.	
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Closure/Assessment:

- Who can name the cues for a give-and-go?
- What is one key to setting up the give-and-go?

Attacking the Basket (Level II)

Objectives (Specific, Behavioral, Assessable)

A. Students

1. Through today's lesson students will be able to use the give-and-go to score a basket. Students will show that they can fake, pass the ball, and cut to the basket in order to receive the ball from the passer. The passer must be able to time and throw the pass back to the cutting player. Once students have caught the ball they will be taught how to shoot the ball trying to make a basket.
2. Students will also introduced to the techniques involved in the following basketball skills:
 - a. Off the ball players get open by moving to open areas.

B. Teacher

- Avoid saying the words "Umm" or "Okay"
- Make sure all students are safe while participating in activity
- Do not keep students waiting in line

Equipment: (for a class of 30 students)

1. 15 basketballs
2. 30 pennies
3. 4 cones for practice area

Protocols:

- Start on the word "Go"
- Stop on the word "Stop"
- Circle up on the words "Huddle Up"

Classroom Rules:

- Give 100% in all activities
- Keep hands to yourself
- Listen when others are talking
- Be safe

Set Induction: How many of you have ever heard of Allen Iverson or Kobe Bryant? They are two great basketball players in the NBA that excel in driving and attacking the basket. Today we are going to emulate what it takes to attack the basket to try and score.

MAF/Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Make sure to set up cones around practice area • Get 15 basketballs out for students • Get 10 pennies out for students • Split up students into teams of threes • Designate areas at which teams will play 			
<p>Game 1 In this first activity we will be playing a half-court game of three on three. The goal of this activity is to get open in the court by moving to open spaces. Change possession after every shot. <u>Demonstrate!!!</u></p>		<p>Remember to pass and cut toward the basket.</p> <p>Keep hands up while cutting to make a target for the passer.</p> <p>Make sure to keep the defender behind you at all times will cutting.</p>	<p>While playing you must first pass the ball twice before you can score a basket. Any shot that is attempted at the basket must be within three to five feet of the hoop.</p>
<p>Informing Task: When I say “Go” move toward your designated baskets and begin playing a game of three on three. Go!</p>			
<p>Assessment Questions:</p> <ul style="list-style-type: none"> • How were you able to get open for the ball? 			

<ul style="list-style-type: none"> • What did you do to keep the defender from getting between you and the ball? • What did you need to consider before driving to the basket? 			
<p><u>Practice Task</u> We will now be playing a game of two on two with active defenders and one ball. The goal of this is to score off a give and go. Two players will serve as coaches. Each offensive player will practice the give and go three times and then rotate into the coaching role. Move to other side of basket and repeat; practice give and go three times first with cooperative and then with active defense. <u>Demonstrate!!!!</u></p>	<p>Now while still playing a game of two on two try to score off a give and go with only a bounce pass. <u>Demonstrate!!!</u></p>	<p>Lets Make quick cuts towards the basket. Present target hands while cutting to the basket. Anticipate when and where to pass the ball to your teammate.</p>	<p>While playing you must first pass the ball twice before you can score a basket. Any shot that is attempted at the basket must be within three to five feet of the hoop.</p>
<p><u>Assessment Questions:</u></p> <ul style="list-style-type: none"> • What did you do to complete the give and go when there was competitive defense? 			
<p><u>Game 2</u></p>	<p>Now while playing a</p>	<p>Anticipate when and</p>	<p>Lets see how many</p>

<p>In this second activity we will be playing a game of three on three where the goal is to score by executing a give and go. You must make two passes before shooting and each shot must be within three to five feet. Same rules apply as in game 1.</p>	<p>game of three on three try to execute the give and go with an overhead pass.</p> <p><u>Demonstrate!!</u></p>	<p>where to pass the ball to your teammate.</p> <p>Hands up to make a target for the passer.</p> <p>Lets Make quick cuts towards the basket.</p>	<p>time one team can score using the give and go in three minutes against competitive defense.</p>
<p>Assessment:</p> <ol style="list-style-type: none"> 1. What was the goal of the game? 2. How were you able to get open while playing the games? 3. What did you do to get around the defender? 			

Todd Branco
Basketball Lesson Plan
Creating Space to Attack

Objectives

A. Student

1. By the end of class students will have learned to set a pick on the on-the-ball defensive player, making it possible for remaining teammate to get open and score in the zone. (Area 3-8 feet around the basket)
2. By the end of class students will have learned to Juke or drive off of a pick set by teammate, and shoot the ball.

Equipment:

- \$ 2 Basketballs
- \$ 3-4 Jerseys

Protocol

Class Rules:

Consequences:

Set Induction: How many of you have played pick up basketball games with you or some friends? Well there is much more to basketball than just dribbling, passing and shooting. It is important that you have a gameplan to score, rather than just passing the ball around until somebody is open. Today we are going to learn to score effectively by getting open off of a pick or screen, set by a teammate. This is basic, however is used on teams ranging from middle school to the NBA.

MAF/ Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> \$ Teacher will need to make sure all of the basketball hoops are down. \$ Teacher will hold on to basketballs until play begins. \$ Count students off by ones and twos. Team 2 will wear jerseys. 			

Informing Task: When I say go I want team 1 to begin with the ball. I would like team 1 to pass the ball around and attempt an open shot against team 2. Hitting the rim counts as 1 point. Making a basket is worth 2.

<p>I would like the offensive teammates without the ball to attempt to get open.</p> <ul style="list-style-type: none"> \$ Once shot is attempted, offense will then go to defense, and vise versa. \$ Ball will begin at the top of the key, a different teammate will restart play on each possession. 		<ul style="list-style-type: none"> \$ Encourage students to remain in the ready position on defense. \$ Knees bent, arms out in front. \$ Tell offensive players without the ball to “cut” and “Juke” 	
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<p>§ No shots to be taken outside of the “zone” or the 3-8 feet area around the basket.</p>			
<p>Informing Task: I would now like team 1 on the right side of the basket and team 2 on the left hand side of the basket. When I say go I would like two people on offense and one person on defense within your groups. One person will be in control of the ball. The person on defense will be guarding the ball handler. The remaining offensive teammate will set a pick on the person on defense. The ball handler will then drive past and attempt a shot within the “zone.”</p>			
<p>§ Person on defense will go to ball handler, ball handler will go to pick setter. Pick setter will go to defense.</p> <p>§ Rotation should be made after each attempted shot.</p>	<p>Add the pick and roll if students are performing the pick effectively. The person performing the pick will now “roll” to the inside towards the basket and receive a pass from the ballhandler.</p>	<p>§ Stand Firm during pick, straddle feet.</p> <p>§ Hands should be across trunk ready to take a “charge”</p> <p>§ Shooter should cross step, fake, drive, and shoot.</p>	<p>See if you can perform three successful picks in a row.</p>
<p>Informing Task: When I say go, I would like for everyone to repeat the same game as before, except this time I expect to see “off the ball” teammates setting picks for other teammates.</p>			
<p>§ Students will work on same techniques performed in the drills</p>	<p>I would like you to attempt to set a pick on the off the ball teammate to get him/her open.</p>	<p>§ Students should continue with previous cues</p>	<p>Challenge students to attempt the pick and roll, rolling to the inside after setting a pick</p>

Closure/Assessment:

- \$ How were you able to get the “on the ball” player open to shoot?
- \$ What is a good body position for the player setting the pick?
- \$ For the player with the ball, what is the best way to use the screen to get open?

Instant Activity: No instant activity for this day. Briefly review how to set a safe screen. Briefly go over how to avoid a screen so you don't get injured.			
Set Induction: If available try to get a video on an NBA or College team setting off the ball screens. "How many of you remember when Princeton upset UCLA in the NCAA tournament? This was one of the biggest upsets in history and they did it using backdoor cuts off of screens. Today we are going to learn the art of setting up and using an off the ball screen."			
MAF/Instructional	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Put the balls on racks off to the side 			
Game: Setup: 3 on 3 half court Goal: Off-the-ball players try to get open in the zone... Which is the key... Conditions: No Dribbling, Shoot only when in the zone, 1 point for hitting the rim and 2 for making the basket.			
<ul style="list-style-type: none"> So now that we have played this game can anyone tell me how we can get open in the zone? By setting a screen Get students into groups of 5 for a 3v2 drill\ Demonstrate the Practice task 	<ul style="list-style-type: none"> I want everyone to get into 3v2 setup. The point will be at the top of the key on player will be on the right baseline and the other will be on the left of the key. The point will pass the ball to the baseline and then go to set an off the ball screen on the person on the left. That person cuts to the hoop and receives the pass and shoots the shot. Do this for 3 trials and then rotate one spot. Look for how they are setting their screens and how they move off of the ball. 	<ul style="list-style-type: none"> Off ball screen and cut 	<ul style="list-style-type: none"> Try and get open every time using your screen
Game: Same game as before but now you have to use an off the ball screen.			
<ul style="list-style-type: none"> So now I am noticing that we are still have problems setting screens. I think we are having problems understanding where to set the screen. Can anyone tell me where would be a good 	<ul style="list-style-type: none"> I want everyone to get into 3v2 setup. The point will be at the top of the key on player will be on the right baseline and the other will be on the left of the key. The point will pass the ball to the baseline 	<ul style="list-style-type: none"> Set screen to get person to the basket the quickest and easiest path. 	<ul style="list-style-type: none"> See if you can get them open with your screen every time.

<p>spot to set a screen? It depends on the position of the ball. You want to set your screen so that the person has the quickest route to the basket.</p> <ul style="list-style-type: none"> • Demonstrate proper placing of screen 	<p>and then go to set an off the ball screen on the person on the left. That person cuts to the hoop and receives the pass and shoots the shot. Do this for 3 trials and then rotate one spot.</p> <ul style="list-style-type: none"> • Really work on setting a screen so that it makes it easiest for the player to get to the basket. • Watch screen placing as teacher 		
<p>Game: Same game as earlier, now using your new knowledge of where to set a screen.</p>			
<ul style="list-style-type: none"> • Our screens are really starting to look better. Now can anyone tell me what the person who is using the screen can do to help the screener out? Make a move away from the screen and bring the defender back into the screen. • Demonstrate how to set up the screen. 	<ul style="list-style-type: none"> • I want everyone to get into 3v2 setup. The point will be at the top of the key on player will be on the right baseline and the other will be on the left of the key. The point will pass the ball to the baseline and then go to set an off the ball screen on the person on the left. That person cuts to the hoop and receives the pass and shoots the shot. Do this for 3 trials and then rotate one spot. • Now I really want you to work on setting up that screen. 	<ul style="list-style-type: none"> • Juke away and rub off the screen. 	<ul style="list-style-type: none"> • Try and set up the screens properly as many times as you can.
<p>Game: Setup: 3v3 Goal: To score baskets off of screens Conditions: You get 4 points for scoring off of a off ball screen and cut, 2 points for a lay-up without off ball screen and 1 point for a jump shot.</p>			

Closure/Assessment: So I hope everyone had fun today learning how to set off ball screens and set them up. Can anyone tell me how to set up an off the ball screen? By juking away from the screen and coming back to it. Why are off ball screens so important and can anyone tell me how it helped you in your last games? They help free up teammates near the basket and it makes it easier to get open.

Heather White
Central Washington University
PE 342D

Basketball Lesson Plan #10

Student Objectives:

- Off-the-ball player uses picks to get open in the zone.
- Getting open in space.

Equipment:

- Basketballs one per group
- Basketball hoops

Protocols:

- Will use “STOP” when I want students to stop
- Will use “GO” when I want students to start
- Will use “GATHER UP” when I want students to gather around me

Class Rules:

- “S.T.A.R.S.”
 - “S” stay on task
 - “T” try our best
 - “A” active listening
 - “R” respect self, classmates, equipment, teacher
 - “S” sportsmanship and responsibility

Set Induction: Today in class we are going to go over creating space to attack. To do this we are going to work on setting picks to get open in the zone.			
MAF/Instructional	Extensions	Refinements	Applications
Informing task: To start class we are going to play a 3x3 half court game.			
<ul style="list-style-type: none"> One basketball per group Two groups per hoop Separate class by numbering off students 1-6. 1&2's, 3&4's, 5&6's will play each other. Send pairing to different hoops. The tallest person out of both teams needs to get the ball. You will need one ball per group. 	<p><i>The conditions when playing this game are:</i></p> <ul style="list-style-type: none"> There is no dribbling You can only shoot in the zone. You cannot only defend the person with the ball. You need to defend players without the ball. You score 1 point for hitting the rim and 2 points for making a basket. <p><i>“STOP” Now we are going to play a 3x2 game with two defensive players covering three offensive players and there will be one coach who will observe and make sure the pick is being completed correctly and help students what went wrong if a pick is not performed.</i></p> <p>To play this game you must:</p> <ul style="list-style-type: none"> Start the ball in the guard position which is 	<p><i>Remind students to:</i></p> <ul style="list-style-type: none"> Clear out: After rebounding ball you want to get out of the zone open up and set up a play. Pick away: When you set a pick you want to set them away from the net to keep the zone open. Fast break: Get the ball inbounds and around defenders quickly to set up play. V-Cut: Is when you run a pattern in a letter “V” to get open. L-Cut: Is when you run a patter in the letter “L” to get open. 	<ul style="list-style-type: none"> Play each game until 15 points is scored.

	<p>the position at top of the court.</p> <ul style="list-style-type: none"> • The person at the point or guard position must pass the ball to a teammate on either side of the court which is the wing position and then move to pick the defender of the third teammate to get them open. • Once the pick is set the third teammate will get open to receive the pass and shoot. • You have to shoot in the zone which is the area inside the three point line. • After each try you will rotate to the left. The top position (guard) will rotate to the left side (wing) player, the left side (wing) moves to the right side (wing) position, and the right side (wing) will move to the guard position. 	<ul style="list-style-type: none"> • Set a strong pick: Making sure that you have a strong base when you set a pick so that if a defender knocks into you, you don't fall over. • Determine best location for the pick: That will get your teammate open and give them a good shot. • Set defender up for the pick: Help your teammate and lure defenders into the pick. • Get in the zone: Once the pick is set for you move into the zone and shoot. 	
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<ul style="list-style-type: none"> The shortest person out of both teams will put the ball away. Make sure that student raise their hands before answering. 	<p><i>“STOP” Now that we have practice with setting picks we are going to play another 3x3 games and this time really work on setting the picks to open up space for the attack. The same rules apply as last time:</i></p> <ul style="list-style-type: none"> There is no dribbling You can only shoot in the zone. You cannot only defend the person with the ball. You need to defend players without the ball. You score 1 point for hitting the rim and 2 points for making a basket. <p><i>Questions to ask students:</i></p> <ol style="list-style-type: none"> When you did not have the ball how were you able to get open in the zone? How did you determine where to set the pick? What should you do while your teammate is approaching to set a pick on your defender? 	<ul style="list-style-type: none"> Clear out: After rebounding ball you want to get out of the zone open up and set up a play. Pick away: When you set a pick you want to set them away from the net to keep the zone open. Fast break: Get the ball inbounds and around defenders quickly to set up play. V-Cut: Is when you run a pattern in a letter “V” to get open. L-Cut: Is when you run a patter in the letter “L” to get open. <p><i>Answer to questions:</i></p> <ol style="list-style-type: none"> By setting a pick on a teammate’s defensive player to free the teammate up. considered the positions of the ball and of the defensive players Fake or juke the 	<ul style="list-style-type: none"> Play a game until 15 points are scored.
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		defender away from the pick or basket.	
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Basketball – Johnny Mack
Winning the Ball
Lesson 11

Objectives

A. Student

1. Students will be able to demonstrate proper defensive positioning, placing the body between the defender and the basket and keeping the ball-side hand between the defender and the ball.. (NASPE 1, 3 & EALR 1.1, 1.2)
2. Students will be able to watch the ball. (NASPE 1, 3 & EALR 1.1, 1.2)
3. Students will be able to maintain active feet and hands. (NASPE 1, 3 & EALR 1.1, 1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis basketballs
2. 10 basketball hoops

Instant Activity: None			
Set Induction: Today we are going to work on winning the ball from defensive positioning when we are off the ball. This means that you will be able to keep yourself in proper defensive position by staying between the defender and the basket, also you need to keep your ball side hand between you and th (demonstration).Remember, that when your person does not have the ball you need to watch them and the ball at the same time. This is done by keeping your feet and hands active. It should look like this (demonstration).			
MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Students will be scattered in self space facing the teacher. 			
Informing Task: When I say go I would like you to get in teams of three. Ready, Go.			
<ul style="list-style-type: none"> Students will be in teams of three scattered in self space facing the teacher. After teacher speaks two teams go to each basket and start playing. 	<ul style="list-style-type: none"> You will be playing a half-court game with another team. The goal is to keep your opponent from scoring. The rules are: There will be no dribbling, you must complete at least three passes before shooting, defensive team scores 1 point if offensive team does not complete three passes, and there are no fouls. Any questions. Ready, Go. 	<ul style="list-style-type: none"> Keep yourself between the ball and the basket. Maintain active feet and hands. 	<ul style="list-style-type: none"> Do this for 15 minutes.
<ul style="list-style-type: none"> Students scattered in self space facing teacher. Students find a partner to work 	<ul style="list-style-type: none"> What did you do to keep the opposing team from scoring? What defensive positions or actions interfered with the 	<ul style="list-style-type: none"> Stay in the ready position. Keep you hands and feet active. Keep your body between the opponent 	<ul style="list-style-type: none"> Do this for 10 minutes.

<p>with when teacher is done speaking.</p> <ul style="list-style-type: none"> • Students are scattered in self space on the basketball court. 	<p>offense the most and kept your opponent from scoring? Now, with a partner, I want you to practice off-the-ball defensive position. The offensive player can dribble but as soon as they pick up the dribble, the defensive player moves closer and has active hands and feet. The goal of this is to steal the ball without fouling or cause a turnover. Ready, Go.</p>	<p>and the goal.</p>	
<ul style="list-style-type: none"> • Students get into teams of three and play games on the basket they were previously assigned. 	<ul style="list-style-type: none"> • Now I would like you to get back into your teams of three and go to the court where you played at before to continue working on your defensive positioning. Ready, Go. 	<ul style="list-style-type: none"> • Stay in the ready position. • Keep you hands and feet active. • Keep your body between the opponent and the goal. 	<ul style="list-style-type: none"> • Do this for 15 minutes.
<p>Closure/Assessment: How were the cues that you learned today helpful in playing defense? Why is it important to have correct positioning when off the ball.</p>			

**Physical Education Program
Basketball: Winning the Ball
Lesson Plan # 12 By: David Campos**

Objectives: (Specific, Behavioral, Assessable)

Student objectives:

- 1). By the end of class students should be able to properly demonstrate defensive positions and techniques (NASPE 2, EALR 1.1.3).
 - A.) Active hands and feet.
 - B.) Keeps eyes on ball.
 - C.) How to anticipate opponents move.
 - D.) How to work together to rebound and make a shot.

Cues:

- A.) Medium body posture.
- B.) Active hands and active feet.
- C.) Keep your eyes on the ball.
- D.) Anticipate.
- E.) Use ball-side hand to deny a passing lane to off-the-ball players.

Equipment: (for a class of 8-9 students)

- Five basketballs (one basketball for the game and the rest are to be used when practicing skills).
- Half basketball court.
- Gym tape or poly spots.
- Eight cones.

Instant Activity: “Leap Frog Tag” (Take all students out to field or in the gym, whichever is available. Set up cones 20 yards by 20 yards). To start off class today we will play leap frog tag. Four students will wear the pennies and be the chasers. The rest of the class will act as the runners. Once you’ve been tagged by one of the chasers you must drop to all fours. You must remain frozen on all fours until another classmate leaps over you from behind. Classmate must put hands on back of frozen classmate and leap for over. Students must remain inside the boundary lines. When I say “go” you may begin and when you hear “stop “ please stop activity, return pennies to where you got them.

Set Induction: In basketball it is very important to use a lot of defense to stop offensive players from scoring. Defense is also important when trying to steal the ball. So, today class, you are going to learn some important skills that will help you “win the ball” from your opponent. Before we start I would like for you to play a four vs. four basketball game. When I say “go” I would like for you to get into a group of four. Before shooting complete at least three passes (have students play for about 4-5 minutes). Stop, what are a couple of things you can do to stop opponents from scoring? Right, closely guard, rebound so they wouldn’t get a second shot. What defensive position or actions interfered most and kept your opponents from scoring? Right, keep your body between opponent and goal. Guard opponent closely. Keep hands and feet moving; active defense.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Demonstrate task one. • Give each group a basketball. • Have students practice this task for a five minutes or until you feel they are ready for the next task. • Set cones for the barrier line. • Have them switch positions after every minute. • Watch for safety hazards. • Remind students what is cooperative defense. 	<ul style="list-style-type: none"> • Now, I would like to demonstrate a new “winning the ball technique”. With a partner I would like for you to practice off-the-ball and on-the-ball defensive positioning around the half court area. Offensive players will dribble around court trying to get away from the defensive player. When you are performing the on-the-ball task use competitive defensive. When practicing off-the-ball task use cooperative defense. While doing this task, be careful not to bump into people. 	<ul style="list-style-type: none"> • The first thing to remember when guarding close is to get your body in a medium body posture. After you have established your posture is to have active hands and active feet. The last thing to remember is to keep your eyes on the ball. 	<p>See if you can steal the ball 2 without fouling, or cause a turnover.</p>
<ul style="list-style-type: none"> • Demonstrate task two with 	<ul style="list-style-type: none"> • Stop, now I would like for 	<ul style="list-style-type: none"> • Remember keep a medium 	<p>See if you can keep offensive</p>

<p>a student.</p> <ul style="list-style-type: none"> • Set cones about twenty to twenty five feet away from each other. • Have students switch positions after they have returned to the cone they started from. • Have students practice this task until you feel that they are ready to continue their four vs. four game (about seven minutes). • Give lots of feedback. • Watch for safety hazards. 	<p>you to do the same task, but this time offensive players will dribble forward in a zigzag pathway from cone to cone. If you make it to the far cone turn around and do the same thing. Switch positions with your partner when you reach the cone where you started from. Defensive players will maintain defensive posture and attempt to block the offensive player's forward progress. If you are able to steal the basketball, switch positions and start offensive position from the nearest cone.</p>	<p>body posture. Keep on using active defense and keep an eye on the ball.</p> <ul style="list-style-type: none"> • Offensive player, try to keep your body between the ball and the defensive player. 	<p>player out of the key without fouling.</p>
<p>Informing task: Stop, you are now going to continue playing your four vs. four game. This time defensive players will prevent offensive players from passing, receiving and scoring. Your objective is to use close defensive positioning on player with the ball. You will continue to make three consecutive passes before shooting. Defensive team will receive one point for turnovers and two points for steals. When I say "go" I would like for you to join your team that you were in at the beginning of the class. Go. (have student play for about 4-5 minutes) Stop, how did you position yourself to prevent the offensive team from passing? Right! Closely guard player with the ball. How did you position yourself to deny a pass? Right! Keep hand in passing lane.</p>			
<ul style="list-style-type: none"> • Demonstrate technique to students. • Show students where point and wing position is located. • If you have two groups of five, split the court in half. • Set gym tape if available. • Remind students to switch after the sixth pass. 	<ul style="list-style-type: none"> • Stop, now I would like for you to partner up with someone. Then I would like for you to partner up with another pair. You decide which pair is on offense and defense. When you have decided, I would like for one of the offensive players to stand 	<ul style="list-style-type: none"> • Offensive players with basketball should use a ball fake or dribble around to open space. Offensive player without basketball should use quick feet to get to open space. • Defensive players should use competitive defense to steal basketball. 	<p>Offensive players see if you can keep your body between the basketball and the defender. Offensive players see if you can get all six passes in one minute.</p>

<ul style="list-style-type: none"> • Have them practice this task for about five minutes 	<p>at point and your partner will stand at wing position. From the triple threat position, offensive player will use a ball fake to give teammate opportunity to open up or dribbles to open a passing lane if necessary. The objective of this task is to make six consecutive passes to your partner without the basketball getting stolen. While you are performing this task one person will be giving you feedback.</p>	<ul style="list-style-type: none"> • Remember to use a medium body posture while you keep an eye on the ball. • Another important thing to remember is to try to anticipate the defensive player's next move. 	
<p>Informing task: Stop, you are doing a great job practicing. Now, I will like for you to continue playing your four vs. four game. When you are playing, incorporate the skills you have learned. On this game I would like for defensive players to regain possession of the ball by defensive positioning. Your objective is to box out opposing player at release of shot then outlet the ball to your teammate. You will continue to make three consecutive passes before shooting. When I say "go" I would like for you to join your team that you were in at the beginning of the class. Go. (have student play for about 4-5 minutes) Stop, what was the goal of the game? Right! Prevent scoring and prevent a second shot. What did you do to prevent second shot? Right! Get the rebound after the first shot. Now, class you will practice these techniques in-depth.</p>			
<ul style="list-style-type: none"> • Demonstrate task. • Place gym tape on floor to indicate positions. • Watch for safety hazards. • Have extra students give feedback to defensive players. • Give feedback. 	<ul style="list-style-type: none"> • I would like for you to get into a group of six. Two of you will be on the offensive, two will be on the defensive, another member will be the shooter and the last person will play the outlet position. The objective of this task is for one of the offensive players to box out the offense player and rebound the basketball then return it to the person 	<ul style="list-style-type: none"> • The most important thing to remember in this task is to rebound basketball on the first shot. 	<p>See if you can perform this task three times in one minute.</p>

	<p>playing the outlet position. Each person should perform this task three times and then switch positions. Defenders become offenders, offenders move to defense.</p>		
<p>Informing task: Stop, great job practicing the new tasks. When I say “go” I would like for you to continue playing your four vs. four game for the remainder of class time. Incorporate new “winning the ball” tasks that you have learned today. Remember to use active defense with offensive players that do not have the ball. Use competitive defense with the offensive players that have the ball. Also keep your eyes on the ball and try anticipating your opponent’s next move. Go.</p>			
<ul style="list-style-type: none"> • Have students place basketballs on basketball rack. • Close class with questions below. 			
<p>Closure/Assessment</p> <ul style="list-style-type: none"> • What did you do to keep the opposing team from scoring? • What defense positions or actions interfered most and kept your opponent from scoring? • How did you position yourself to prevent the offensive team from scoring? 			

Cyrus Darling
Central Washington University
Physical Education Teacher Education Program
Basketball: Restarting Play

Student Objectives:

1. By the end of class the students will be able to demonstrate ability to pick away from the ball to create space for an inbound pass when restarting play. **(NASPE 1, EALR 1.1)**

Teacher Objectives:

Equipment:

- 6 basketballs
- 3 penny jerseys
- A basketball hoop or something similar (trashcan)

Instant Activity: Dribble Tag
Materials Needed: Cones, Basketballs,
Description of Activity: Students spread out in coned area and begin dribbling your basketball. While dribbling you try and knock away other students' basketballs. If your ball gets knocked away, quickly retrieve it and rejoin the game.
Teaching Suggestions: Be aware of students who focus primarily on knocking basketballs and not dribbling. Since the lesson contains no dribbling and the in lesson game prohibits it, this activity should give the students plenty of dribbling practice to stay sharp for lessons that require dribbling.
Variations: Dribble with your non-dominant hand

Set Induction:

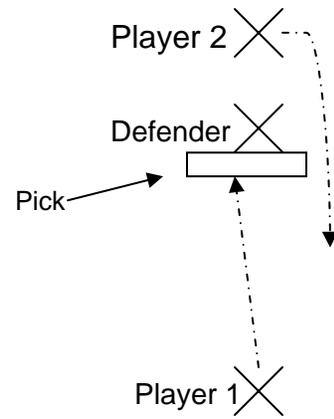
MAF/Instructional Techniques	Extensions	Cues	Applications
<ul style="list-style-type: none"> Quickly get the students running inbound plays. Don't give hints about setting picks to create space. 			
<p>Informing Task: When I say "GO" I want you to get into two groups of three, one team is offense and one team is defense. One team is in penny jersey and will be on offense first. "GO"</p>			
<ul style="list-style-type: none"> Each team will go three times allowing each team member a chance to inbound pass the ball. Because the first extension consists of only one pass. Once again using the practice, teach, practice method there 			

<p>are no extensions to start out.</p> <ul style="list-style-type: none"> You will probably notice that in a couple of rotations through the defense may get some steals. Hopefully it is evident that something is needed to create space between the offense and the defenders. 			
<p>Informing Task: “STOP” as you can see it can be quite difficult at times to have a successful first inbound pass. We will now have the offense set picks to create space away from the defender and make the inbound pass much easier.</p>			
<ul style="list-style-type: none"> Setting picks was taught in lesson 9 so some quick review on proper pick setting cues may be necessary. Have the teams work within their team on the “setting picks” extension. Meaning their will be one team member playing defense, one team member setting the pick, and one team member creating 	<ul style="list-style-type: none"> Refer to diagram #1 (attached) for first extension Player 1 approaches the defender. Player 1 sets a pick following the cues. Player 2 creates space off of the pick Players then rotate one spot and continue 	<p>Pick setting cues</p> <ul style="list-style-type: none"> Arms in Don’t move Wide base 	<ul style="list-style-type: none"> Do this several times

<p>space off of the pick.</p> <ul style="list-style-type: none"> • Coordinate a quick walkthrough using the students before you let them practice. 			
<p>Informing Task: When I say “GO” I want you to get with your team and return to the game format we first started with, making sure to utilize the pick to create space. “GO”</p>			
<ul style="list-style-type: none"> • Have each team run 3 inbound plays allowing each team member a chance to pass the ball. Then rotate teams. Offense goes to defense and defense to offense. • Feel free to reemphasize V-cuts and L-cuts to create space also. • Once you feel each team has mastered the skill of creating space by setting a pick then introduce the 3v3 half court game. • The rules for the game and game description is attached 			

<ul style="list-style-type: none"> • Explain the game and the rules before going any further 			
<p>Informing Task: When I say “GO” I want the team with the penny jerseys to start with the ball and begin the game, “GO”</p>			
<ul style="list-style-type: none"> • If there are any signs of struggling passes. Stop the game and practice the skill needed to be improved. 			
<p>Closure/Assessment: Give yourself about 2 minutes for your closure and assessment. First make sure the students return the basketballs to the basketball rack. I suggest using an organization method to make it easier on yourself and a lot safer for your students. Use one of these or one of your own.</p> <ol style="list-style-type: none"> 1. If your first/last name begins with (choose a specific letter or two) you may put your bike and equipment away. 2. If you are wearing a (color) shirt you may put your equipment away. 3. If you have (color) hair you may put your bike and equipment away <p>Again feel free to be creative in your methods to putting away equipment</p> <p>Once students have put all equipment away you could designate a student to check the equipment room to see if it meets their approval. Once they are done you can double check to make sure they put things away properly.</p> <ul style="list-style-type: none"> • What kinds of things did your team do to score within three passes? (created space near the ball by setting picks) • What did your team do to get open on inbound passes? (set picks, L-cuts, and V-cuts) • Where should your team set picks in order to create space away from the defenders? (away from the ball) 			

Diagram #1



3 on 3 Game

Setup:

- 3 on 3
- Half-court

Goal:

- Score within three passes

Rules:

- No dribbling
- Each score is one point regardless where it is shot from
- The ball is turned over on a missed shot no matter what team gets the rebound
- Play is always restarted on the sideline after possession changes (ex: score, turnover, etc.)
- If no shot is attempted after 3 passes it is an automatic turnover
- Inbound passer cannot move along the sideline

Physical Education Teacher Education Program
Restarting Play
Basketball
Lesson Plan #1

Objectives (Specific, Behavioral, Assessable)

1. Set picks away from the ball to create space for an inbound pass when restarting play.
2. Understand the concepts of why inbounds plays are created.

Equipment:

1. Basketball hoops
2. Pennies
3. Basketball balls

Protocol

Begin activity on “go”

Cease activity and direct attention on “stop”

Gather around the teacher on “bring it in”

Class Rules:

Respect the equipment

Respect the person that has the floor when speaking

Respect other students

1st violation: removal from group, problem, or reason for misbehavior

2nd violation: exclusion from class for 5 minutes

3rd violation: removal from remainder of class

Assessment: see closure at end of lesson

Instant Activity: 3vs3 half-court game			
Set Induction: During the game of basketball there are several things that need to happen for a team to be successful. Being able to screen well and create plays two important things to be successful and that is what we are working on today.			
Informing Task: When I say go get back into your groups and we will practice our inbounds plays so we can use them in real-life situations. We will start without a basketball			
MAF/Instructional techniques	Extensions	Refinement	Applications
Observing Positive feedback	Have everyone switch positions Play with a basketball	Stay tight when coming off screens Be ready to receive a pass Look to score	See if everyone in your group can successfully make a basket
Informing Task: when I say, get back into your groups and we will try playing 3vs3 again but this time there will be some conditions 6 rules: <ol style="list-style-type: none"> 1. restart play from sidelines on all violations and fouls 2. Inbound pass counts as one pass 3. If no shot is attempted within three passes, the offensive team has made a turnover and the ball must be taken out at the sideline 4. Player inbounding the ball must remain stationary until the ball is passed. 5. active defense 6. no dribbling 			
Have teams separate by using the pennies Observing Feedback		Stay Firm while setting a screen Protect yourself Come to the ball	See if you can hit the target 4 times
Closure/Assessment: Okay we have worked on restarting play from side lines now I would like for your team to show me your inbounds play. Below is a play that I have designed for a group of four lets. You can use mine or create your own			

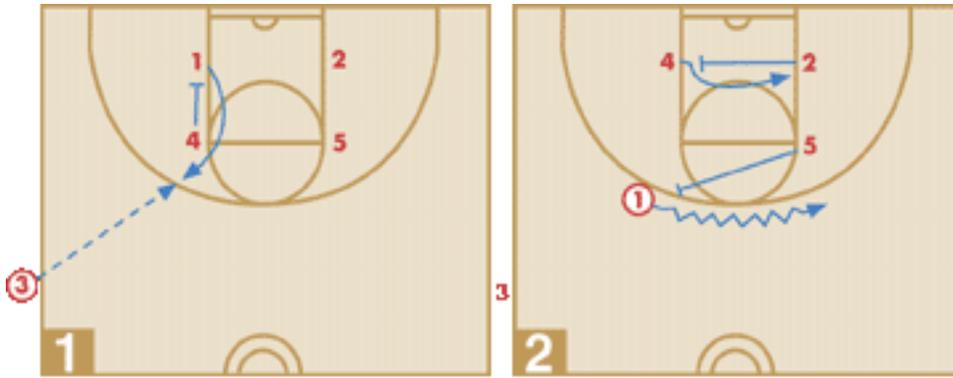


DIAGRAM 1: 4 sets a down screen for 1 who curls around the screen and receives the ball no higher than the three-point line.

DIAGRAM 2: 5 sets a ball screen for 1 at the same time as 2 is setting a screen for 4. If 4 isn't open, you can take the play one step further by having 5 down screen for 2. This play is designed to get a good shot for 4, your best inside scorer.

Basketball Lesson Plan Attacking the Basket

Objectives:

Student:

1. By the end of the class students will be able to use a jump shot to attack the basket when on offense.

Teacher:

Equipment:

- Hula-hoops (5)
- Pennies (15)
- Basketball hoops (5)
- Basketballs (30)
- Removable floor tape

<p>Instant Activity: As the students come into the gym, they are to pick up a basketball from the racks, and begin shooting on a hoop for warm-up. Things to remember are stretching your arms, and use the proper shooting technique that we have been using. Focus on the follow through, and the snap of the wrist.</p>			
<p>Set Induction: Today is one of those fun days, where offense is our focus. The focus for the day is going to be attacking the basket. What this means is, that we are going to work on our shooting skills. This means we will be playing some 3v3 games, as well as 1v1 games.</p>			
MAF/Instructional Technique	Extensions	Refinements	Applications
<p>Informing Task: When I say go, I would like students to pick-up a basketball and move to a hoop. I would like there to be 6 people at each hoop. I want each person to stand 12 feet from the hoop, and begin shooting at the basket.</p>			
<ul style="list-style-type: none"> • Have all basketballs on metal racks for ease of use, and clean-up for the students • Basketball hoops • The floor will be lined with floor tape to show where 12 feet from the hoop is • I will have student number off 1-6, so they know who is in their group, and also where to per my instruction 	<p>Students are going to shoot at the hoop from a distance of 12 feet. Students are to shoot, and retrieve their shot, and once behind the 12-foot line, they are to shoot again. They will keep this going, and the students are not to be in a line, it is a shoot-around, or a free shoot, so there is no waiting to shoot.</p>	<ul style="list-style-type: none"> • B-balance- get your balance. Make sure you are steady • E-eyes- look at the rim, either the back or the front, it really doesn't matter • E-elbow- make sure your elbow is in line with the basketball hoop. • F-follow through- an essential part of all shooting. Make sure you follow through when releasing your shot 	<ul style="list-style-type: none"> • Try to make 3 shots in a row
<ul style="list-style-type: none"> • Basketball hoops • The floor will be lined with floor tape to show where 12 feet from the hoop is • There will be pennies already laid out in a hula-hoop. The teams don't matter, just as long it is 3v3 • Hula-hoops set out under each hoop 	<p>Now the students are going to play a game of 3v3. Here are the conditions to the game. All shots must be taken at the 12-foot line, off-the-ball defense is cooperative to active, and on-the-ball defense is active to competitive. We are not keeping score right now, more or less we are just working on</p>	<ul style="list-style-type: none"> • Remember B.E.E.F. • Focus on the follow through after the shot. 	<ul style="list-style-type: none"> • Try to score 3 baskets • Try to make 2 passes before each shot

	our skills. Once you have scored, the other team gets the ball, and if you miss and don't get the rebound and the other team does, it is their ball.		
<ul style="list-style-type: none"> Bring the students back in, and go over B.E.E.F. again The floor will be lined with floor tape to show where 12 feet is from the hoop 	Now the students are going to partner-up, and in self-space they are going to with a partner shoot back and forth to each other from a distance of 10-feet.	<ul style="list-style-type: none"> Try to extend your legs on the jump shot, and release the ball when you reach the apex of your jump 	<ul style="list-style-type: none"> Try to make 5 baskets in a row
<ul style="list-style-type: none"> Same teams as before 	We are going to go back to our game, but this time all of the shots have to be taken from within the 12 foot marker	<ul style="list-style-type: none"> Try to extend your legs on the jump shot, and release the ball when you reach the apex of your jump Remember to keep your elbow in on the shot 	<ul style="list-style-type: none"> Try to score 3 baskets Try to make 2 passes before each shot
<ul style="list-style-type: none"> Bring the students in, and with a partner they are going to shoot back and forth to each other The distance will be marked on the floor using the volleyball lines 	Now you are going to go back to your original hoop, and start shooting again, this time take shots from inside of the 12 foot line	<ul style="list-style-type: none"> Remember B.E.E.F. 	<ul style="list-style-type: none"> 10 good shots
<ul style="list-style-type: none"> Same teams as before 	We are going to go back to our game, but the offensive team has a free reign on where they want to shoot	<ul style="list-style-type: none"> We are going to add a scoring system Defensive team receives 2 points for blocking a shot (no contact) Offensive team receives 1 point for hitting the rim, and 2 points for making a basket 	<ul style="list-style-type: none"> the goal here is to score more points than your opponent

<ul style="list-style-type: none">• Same teams as before	On my whistle we are going to play a winner stays game. The team who has lesser points when the whistle is blown, will move to the next court in a clockwise movement	<ul style="list-style-type: none">• Same scoring system• Remember B.E.E.F.	<ul style="list-style-type: none">• the goal here is to score more points that your opponent
Closure: Can anyone tell me what B.E.E.F. stands for?			

Basketball
Lesson Plan #15
Level 3 – Winning the ball

TACTICAL PROBLEM: Winning the ball.

LESSON FOCUS: Positioning to gain possession of the ball from a jump ball.

OBJECTIVES: Matching up with a player on the circle.
Positioning for offensive jump balls.
Positioning for defensive jump balls.

A. GAME: 4 v 4, half court

Goal: Gain possession of the ball off the jump ball.

Conditions: After every basket use a jump ball to restart play. Players rotate, allowing each to participate in the jump ball. Team gaining possession of the jump ball continues offensive play until they score or the other team wins the ball.

Questions

Q: What did you and your teammate do to gain possession of the ball off the jump ball?

A: Match up with opponent on the jump ball circle.

Q: If you knew your team would win the jump ball, how did you line up on the circle?

A: Close to the basket so we could turn and score.

Q: If you knew your team would lose the jump ball, how did you line up on the circle?

A: Between offense and basket so we could defend the goal.

B. PRACTICE TASK 1: Practice jump ball technique. Players match up according to height. Four players per group,

one ball, one circle; two players jump. One player tosses; one player coaches. Do three jumps, then rotate. Rotate through twice, allowing six jumps each.

Goal: Each team tries to gain possession on three of six jump balls.

Cues: Match up.

Position for offensive jump ball.

Look for quick shot.

Anticipate.

PRACTICE TASK 2: Practice defensive jump balls, 3 v 3, one tosser, one coach, one ball, one circle, one basket. Play jump ball out until team scores or other team wins ball. Rotate after each jump ball.

Goal: Force opponent to make at least five passes before shooting.

Cues: Match up.

Position for defensive jump ball.

Drop back quickly.

Protect the basket.

Anticipate.

PRACTICE TASK 3: Practice offensive jump balls, 3 v 3, one tosser, one coach, one ball, one circle, one basket. Teams of 3 v 3 practice offensive jump ball; attempt to score off the jump ball. One player tosses jump ball; one player coaches. Rotate after a basket is scored.

Goal: After gaining possession of the jump ball, score within three passes.

Cues: Match up.

Anticipate offensive or defensive jump balls.

React.

Transition quickly.

C. GAME: Repeat game A.

**Physical Education Teacher Education Program
Central Washington University
Rebounding and Outlet Pass Lesson
Phillip Seapulski**

1. Objectives (Specific, Behavioral, Assessable)

1. By the end of the class, all students will be able to box out the opposing player at the release of the shot.
 - a. Bend knees
 - b. Make contact
 - c. Spread arms into “T”
2. Students will be able to rebound the ball and make an outlet pass.
 - a. pivot

2. Equipment: (for class of 10)

1. 5 basketballs

3. Protocol

- “Go” means to perform informing task.
- “Stop” means to stop task and listen to teacher.
- “Bring it in” means for the class to gather around the teacher.

4. Class Rules:

- Be respectful
- Follow directions
- Respect equipment

Set Induction: Rebounding is one of most important aspects in basketball. It often gets overlooked because of high scoring and amazing passes. Have you ever heard of an NBA player named Dennis Rodman? He made his career solely on grabbing rebounds. In the NBA teams rebound the ball defensively 75% of the time. The general rule in basketball is the team that gets more rebounds wins the game. Rebounding requires position, timing, and acquiring possession. The two things we are going to work on today are rebounding and making an outlet pass to our teammate.

MAF/Instructional technique	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Have basketballs on ball rack 			

Informing Task: When I say Go I want everyone to get a partner and one basketball between the two of you. One partner will shoot the basketball and follow their shot while the other partner will attempt to box out the shooter and rebound the ball.

<ul style="list-style-type: none"> Teacher demonstrates each task then goes around helping 	Shoot the ball and follow your shot	Get low and bend your knees to lower your center of gravity	Get 4 rebounds
<ul style="list-style-type: none"> Look for opportunities to pinpoint 	Defender make contact with the shooter before going for the rebound	Make contact with your opponent by putting your hip or back into them creating space	How many rebounds the defender get in a row?
		Spread your arms wide into a “T” to keep your opponent from getting around you	See if you can rebound the ball without letting it touch the ground

Informing Task: We are now going to practice **how to stop**. When I say **Go** I would like you to face me and listen carefully. I want to be sure that you have mastered a stopping technique before you head out to where the action is

<ul style="list-style-type: none"> Give teacher or student demonstration. 	<p>You only have a brake on your right skate. How you brake depends on your skates.</p> <ul style="list-style-type: none"> Some newer skates have brakes that allow skaters to brake while keeping all eight wheels on the ground -- skaters no longer have to lift one foot up to stop. They are easy to use and provide you with a greater sense of balance and control. Other skates have a heel brake Step your braking skate carefully onto the hard surface and check and see which brake style you have because it will determine what you must do to brake. Once you feel comfortable you can step with both skates onto the hard surface. Walk around – do not begin skating – and check that you can get your brake to stop you. 	<ul style="list-style-type: none"> With newer brakes, moving the brake skate forward activates the brake, which applies pressure on the cuff causing the brake pad to lower. With heel brakes you must bend your knees, hold your arms slightly in front of you, tip the toe of your brake foot upward and apply pressure to the brake until you stop. 	
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<p>Informing Task: Now I want to demonstrate the balance position on the pavement. After my demonstration I want you to slowly and carefully move to the pavement and practice your balance position. I do NOT want you to begin skating yet. (Check for understanding) <Name> What should you do after my demonstration?</p>			
<ul style="list-style-type: none"> Teacher or student demonstration. It is good for students to see that the teacher can perform this skill. However, pinpointing with a student also gives the teacher opportunities to point out the correct technique. 	<ul style="list-style-type: none"> Stand in the correct balanced position Now carefully take a couple of steps, stop, and hold the correct balanced position 	<ul style="list-style-type: none"> Stand with your feet even and about four-to-six inches apart, arms slightly in front of yourself and knees bent so your shins touch the tongue of your skates. Your weight should be balanced on the balls of your feet. A common mistake beginners make is standing up straight with their knees locked or balancing their weight on their heels 	<ul style="list-style-type: none"> Walk around the area staying properly balanced
<p>Informing Task: Let's now review how to correctly fall but this time to do it carefully on the pavement. You will find it easier to slide on the pads. Huddle first and watch the demonstration</p>			
<ul style="list-style-type: none"> This can be a teacher or student demonstration. Some students do not like to practice falling but it is important that they receive instruction to prevent injuries. Have students first check their pads are securely fastened and covering their body parts. No need to practice this skill too vigorously but it is important that you have shown the students how to properly fall 	<p>Repeat progressions performed earlier on the grass.</p> <ul style="list-style-type: none"> Teacher or a student demonstrates correct technique of falling on elbows and wrist guards beginning from kneeling position Students attempt the skills Now try from a crouched position so that you can coordinate falling onto your knee, elbow, and wrist pads. Demonstration first then student attempts I would like you to fall at least five times Remember if you can do this well you reduce the possibility of getting hurt on the pavement. 	<ul style="list-style-type: none"> The purpose of the pads is of course protection if you fall. They work best if you use them to slide along the ground rather than fall directly on top of them Lean forwards and try to simultaneously slide your elbow and wrist guards along the ground. From crouched position you fall forwards and slide onto your knee, elbow, and wrist pads. Avoid falling directly downwards but slide forwards. Arch your back and let the pads take the slide rather than your stomach or chest. 	
<p>Informing Task: We are now going to practice how to stroke and glide. When I say Go I would like you to return to the grass and sit, quietly facing me. Stroking and gliding are the basic skating skills and will allow you to safely begin to skate on the pavement.</p>			
<ul style="list-style-type: none"> Have students return to grass or sit on curb (if available) so they can watch the demonstration. Demonstration needed first. 	<ul style="list-style-type: none"> Demonstrate the glide or have a student demonstrate I would like you to return to the pavement and slowly try the glide. Remember to go slow. I would now like you to try extending the distance that you coast. Try taking three strokes 	<ul style="list-style-type: none"> Review basic skating position with knees and ankles bent, arms in front, weight over the skates. Toes, out, take small steps, pushing outwards and see if you can glide on one foot Try to think about stroke and glide Allow yourself to coast as you 	<ul style="list-style-type: none"> Explore the area inside the cones, trying to change directions See how far

	and glides and then let yourself coast.	glide.	
Informing Task: We practiced how to stop on the grass but as we begin to skate faster it is important that we can stop on the pavement . Watch first our demonstration then I would like you to practice this skill			
<ul style="list-style-type: none"> Bring students in. Some will be experiencing sore feet. It is helpful to provide them the opportunity to sit down while watching the demonstration Teacher or student demonstration 	<ul style="list-style-type: none"> Demonstrate stopping using the heel brake You can now try the brake stop. Remember to go slow to begin with. Once you feel balanced and in control you can go a little faster Stroke, glide and stop Now try to brake after a 3 stroke and glide combination. Now skate for about 30 yards and stop within 5 yards 	<ul style="list-style-type: none"> Remember how you use the brake depends on your skates. You will either need to push your skate forward keeping all wheels on the ground (newer skates) or to lift your toe so that the brake pad rubs on the ground. Go slow at the start and do not plan to brake in front of a person or an object Remember to keep arms up and in front and drop hips 	<ul style="list-style-type: none"> Travel around the area varying speed and direction practicing stopping
Informing Task: You are now ready to begin practicing how to turn . Watch first the demonstration then you will have the opportunity to practice			
<ul style="list-style-type: none"> Bring students in. Remember that some will be experiencing sore feet. It is helpful to provide them the opportunity to sit down while watching the demonstration Teacher or student demonstration Pinpoint student successes by stopping class Also is helpful to occasionally stop the class and invite one half to watch the other half practicing. 	<ul style="list-style-type: none"> Demonstrate turning technique while skating in a circle. Find a space and try skating in a circle to the left. It is easier if you first make the circle large. Now try skating a circle to the right. Remember the same cues. <p>Harder You can make it harder by reducing the size of the circles and also by linking circles together to make a figure 8.</p> <ul style="list-style-type: none"> We can also use crossunder turns. More advanced skaters use this turn because they can make faster direction changes. Demonstrate and then invite students to try both left and right crossover turns 	<ul style="list-style-type: none"> Keep the skate on the inside of the turn forwards Lean into the turn Eyes up and body over the skates Shoulders face direction of turn Inside shoulder drops a little <p>Crossunder Turns</p> <ul style="list-style-type: none"> You have to balance on one skate while making the turn This time your weight is going to be switching to the front skate and not always on the inside skate – as with the previous turn. Back skate steps over and in front and is placed forward and slightly inside of the other skate 	<ul style="list-style-type: none"> Challenge yourself by decreasing the size of the circle Increase your speed as you link the circles
Informing Task: I am now going to introduce you to the technique of skating backwards . This will take some practice if you haven't skated before but it is an important skill if you want to be able to successfully play inline hockey. Bring students in for demonstration			
<ul style="list-style-type: none"> Teacher or student demonstration Choose location where there is a slight downhill slope at the start of the skill Having a spotter skate forwards in 	<ul style="list-style-type: none"> Demonstrate backward skating technique while skating in a circle. It is easiest to practice this skill first on a slight down slope 	<ul style="list-style-type: none"> This time you must keep your toes inwards Eyes up and body over the skates It is the same stroke and glide but in the reverse direction as skating 	<ul style="list-style-type: none"> Challenge yourself by changing directions as you skate Try linking together forward and backward skating

<p>front of them pushing them slightly can help students who struggle at this skill. The two skaters lightly hold hands.</p>	<ul style="list-style-type: none"> • Spread out at the top of the slope and first get in the correct position, then begin slowly • Let me know if you need assistance (stop the class if appropriate and have all students pair up and use a spotter pushing them forwards) 	<p>forwards.</p> <ul style="list-style-type: none"> • Helpful to take small strokes and glides • Be aware – glance frequently – of who or what is behind you. 	
<p>Informing Task: I am now going to introduce you to the skills we will be assessing in our inline skills test. You will need to practice these skills if you haven't skated before but they will be important skills if you want to be able to safely skate or to play inline hockey. Bring students in for demonstration</p>			
<ul style="list-style-type: none"> • Take the class around the skill challenge task cards that you have placed next to each station • Be sure you have your assessment sheets ready to record student performance when you test them. You might need to recruit some assistance with the testing. You could invite parents or use students whose skills are already high. • Have stopwatches for timing and clipboards to hold assessment sheets. • Be sure to emphasize that you are assessing quality in addition to just being able to do the task! • Teachers may also want to create a wall chart with student names, the skills listed, and a space for applying stickers. This is a great visual record of student learning. It also motivates many students to want to improve and earn stickers. 	<p>Listed below are the stations. You will need to set them up according to the space of your facility. The details for each task are written on the task sheets. Read them to your students and have a student demonstrate the correct way to perform the skill.</p> <ol style="list-style-type: none"> 1. Falling 2. Forward Skating 3. Controlled T-Stop 4. Backward Skating 5. Controlled Turns 6. Forward Crossunder 7. Timed Skills Course* <ul style="list-style-type: none"> • You can create your own skills course and set time standards. I suggest you draw a map because that speeds up setting up the course. However, each time you will probably need to establish new time standards unless you create a very precise map. You will need lots of small cones to mark the course. Here's the order you can use for a sample course: • Begin between 2 cones and skate about 20 yards backwards. Turn and skate forwards through a wide slalom course. Skate through 2 cones and as you pass the cones glide (no skating) between a narrow slalom course. Begin skating again through a wide course that requires the ability to make turns in both directions. Finish with straight skate through 2 cones. • To create the time needed to successfully complete the course you can take the time of the fastest student and deduct about 5 seconds. Alternatively have 3 students of different abilities go through and average the time. • You can set different times to achieve different points. These points could then be part of an accumulation of points you use for the overall assessment. • Don't be too easy. Give the students a challenge and encourage them to practice to meet the challenge rather than setting low standards. Encourage them to practice at home. 		

Closure/Assessment:

The skills presented in this sample lesson will realistically take more than on class to teach at any level. The following are some of the questions you might use to check knowledge. I suggest a classroom assessment chart be used to record skills. Here are sample questions you could ask to check for understanding:

Today, in class we learned what we need to do to safely inline skate. Let's see how much you remember. Raise your hand if you think you can answer my questions

1. Why is it important to wear a helmet and other protective equipment when inline skating? (To protect ourselves if we fall and also to protect us in case others hit us. Reinforce this is the same reason helmets are so important when biking. No one plans accidents do they?!)
2. At some time or other everyone falls over. If you were giving advice to beginners about falling what would you tell them? (Fall onto your pads. Try to get low and slide on the pads. Try to avoid falling directly downwards on the pads. Avoid falling on your hands.)
2. Turn to a partner and tell this person the name of the basic way of stopping and describe how to perform this stop. (After they have told their partner choose someone to tell the entire group. Using the heel brake is the basic stop. Move the braking skate forwards, bend knees a little, and hold out arms for balance. Sometimes it helps to lift the toe a little)
3. Describe the basic skating position. (A modified athletic stance. Eyes forward, feet about shoulder width apart, toes out slightly, bend knees to feel the tongue of the boot, arms out for balance)
4. When we skate we stroke and glide. What happens to our weight when we stroke and glide? (Weight is over the skate that is gliding. Other skate pushes then recovers and begins to glide. Best to take small strokes and glides when beginning.)
5. How do our toes look when we skate backwards? (Toes point inwards)
6. In a regular turn the weight is always going to be on the inside skate. Where is our weight when we perform the crossunder turn? (Our weight during the crossunder is always going to be on the front skate. May need to demonstrate this again.)

Conclude class by noting the progress that has been made. Be sure to point out that learning these skills takes practice. The fact that some students can perform the skills simply shows that everyone can improve with practice. Encourage the students to practice out of class. If you are planning to introduce hockey you may want to note this to encourage the students to practice. Tell the students to see you if they have questions.

Do a careful check to be sure you have all the equipment collected before going back inside. With all students but especially if you are teaching young elementary aged students it is helpful to have them gather all their equipment together and for the teacher to do a check to make sure they have all the pieces. If you are walking your students back to the gym put one responsible student at the back to call out if anyone drops any equipment when going in. Keeping the equipment organized is perhaps the biggest challenge with inline skating.

Lots more information can be found on the web including more lessons on various topics.

Basketball Unit (Defending Space)

Objectives:

Student:

By the end of class, students will be able to...

- a. Call picks and screens when playing defense.
- b. Move around picks and screens.
- c. Stay with the offensive player.
- d. Remain between the offensive player and the basket.

Teacher:

Equipment: (for a class of 30 students)

- 5 half court basketball areas (each half court has 1 hoop)
- 5 basketballs
- 15 jerseys/pennies

Instant Activity:			
Set Induction: (Students will be in the gym lined up on the baseline) “I was playing basketball in high school. My team was on defense and I was guarding the guy with the ball. The guy with the ball started to go to my right and Bam! I ran face first into a screen. I ended up with two black eyes because I hit my nose directly on his chest. I didn’t know the screen was coming for me because my teammate didn’t tell me. Today, we are going to learn how to use correct positioning in defense as well as communicate with our teammates.”			
MAF	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Use the basketball hoops in the gym. • 5 hoops will be needed. • Students are lined up on the baseline (the thick line under one of the two main baskets). • The first 15 kids in line will have a jersey on (pass them out while doing the set induction). • Split the students with jerseys on into groups of three, and the students without jerseys on into groups of three. 			
Informing Task: When I say go, if your wearing a jersey your group of three will go to one of the baskets. If your not wearing a jersey, your group of three will find a basket with a group of students that has jerseys on. Where does your group go if you have a jersey on? (To a basket that doesn’t have another group of jerseys there). Where does your group go if you don’t have a jersey? (To a basket that only has a group of jerseys there). Good. GO!			
<ul style="list-style-type: none"> • Each half court will 	<ul style="list-style-type: none"> • The teams that are 	<ul style="list-style-type: none"> • Make sure as defenders 	

<p>have 6 students (3 of them will have jerseys on).</p> <ul style="list-style-type: none"> • Each hoop will have 1 basketball. 	<p>wearing jerseys will be on offense, and the teams without jerseys will be on defense.</p> <ul style="list-style-type: none"> • The offenses will be set up in a triangle (shown in the diagram at the end of the lesson). • The defenses will be guarding the triangle between the offensive player and the basket. 	<p>that you are directly in-between the person you are guarding, and the basket.</p>	
<ul style="list-style-type: none"> • Same as above. • Each half court will have 6 students (3 of them will have jerseys on). • Each hoop will have 1 basketball. 	<ul style="list-style-type: none"> • The offense will have the ball. The offensive player on the right side of the triangle will screen for the player with the ball at the top of the triangle (will stand next to the defender and body block them so that the player with the ball can dribble away from the defender). • Now, the two offensive players have switched spots. The player that had the ball will pass it to the offensive player 	<ul style="list-style-type: none"> • If you are on defense and the player that you are guarding screens your teammate, remember to yell, “Screen right/left!” depending on which side the screen is coming from. • If you are being screened, run around the screen and catch up with the player you are guarding. 	<ul style="list-style-type: none"> • See if your group can call 5 correct screens in a row.

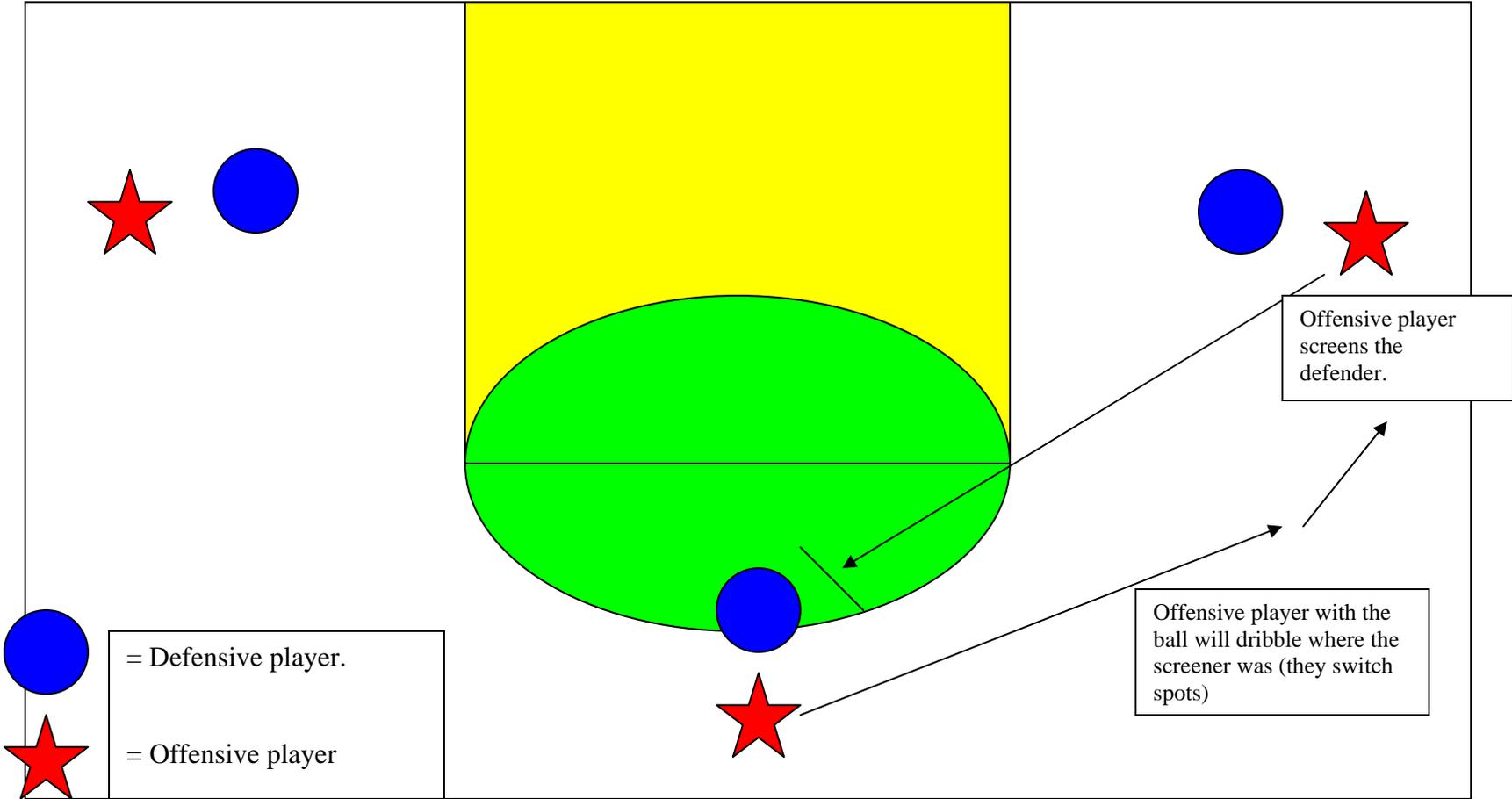
	<p>at the top of the triangle.</p> <ul style="list-style-type: none"> • The process will repeat but on the left side now. You may only walk during this exercise. Repeat it until I stop you. 		
<ul style="list-style-type: none"> • Same as above. 	<ul style="list-style-type: none"> • Switch teams. • The teams without jerseys on will now be on offense. • Continue the same exercise. 		
<ul style="list-style-type: none"> • Same as above. 	<ul style="list-style-type: none"> • Continue the exercise, but now you can jog. We are not moving at full speed yet. • Remember, if you are screening, you may not move from side to side. You must remain stationary or it is a foul. 	<ul style="list-style-type: none"> • Remember to stay with the player that you are defending. 	<ul style="list-style-type: none"> • See if you can remain within 5 feet of the player you are defending at all times.
<ul style="list-style-type: none"> • Same as above. 	<ul style="list-style-type: none"> • Switch teams. • The teams without jerseys on will now be on offense. • Continue the same exercise. 	<ul style="list-style-type: none"> • On defense, see if you can stay in-between the offensive player and the basket. 	<ul style="list-style-type: none"> • See if you can remain within 5 feet of the player you are defending at all times.
<ul style="list-style-type: none"> • Same as above. 	<ul style="list-style-type: none"> • This time, you may 	<ul style="list-style-type: none"> • Remember to run 	<ul style="list-style-type: none"> • For the defense, see

	<p>move at a faster pace.</p> <ul style="list-style-type: none"> • If the defender does not get around the screen quick enough you may drive to the basket shoot a lay-up. • You can only drive to the basket if you are not covered. You may not shoot the ball unless it is a lay-up. • If you make a shot, set up the triangle again and repeat the same activity. 	<p>around those screens. If you don't get around the screen your opponent will have an open shot at the basket.</p>	<p>how long you can keep the offense from shooting a lay-up.</p>
<ul style="list-style-type: none"> • Same as above. 	<ul style="list-style-type: none"> • Switch teams. • The teams without jerseys on will now be on offense. • Continue the same exercise. 	<ul style="list-style-type: none"> • Remember to stay with the player that you are defending. • If you don't stay with the player you are defending, they will have an open shot at the basket. 	<ul style="list-style-type: none"> • For the defense, see how long you can keep the offense from shooting a lay-up.
<ul style="list-style-type: none"> • Continue this activity until there is 5 minutes left of class time. 			

Informing Task: When I say go, carefully set your jerseys in the correct bag, and set the basketballs on the ball rack, and get into group space around me. Are we going to throw the basketballs? (No, we set them on the rack). Good. **GO!**

Closure/Assessment: Who can tell me what I yell to my teammate if the person that I am guarding screens them? (You yell, “**Screen right/left**” depending on which side they are being screened). What do you do if you are being screened? (You move around it and catch up with the person that you are defending). At all times on defense, we want to be between two things, what are they? (The basket and the offensive player that you are defending). Good. Tomorrow we will learn how to “switch” spots when being screened.

Diagram of each of the 5 half courts being used.



Basketball Unit
Using Space in the Attack
Lesson Plan #17

Objectives

A. Student

1. Students will be able to use picks and screens to free on and off the ball players to create support and scoring opportunities. (NASPE 1, 3 & EALR 1.1, 1.2)

B. Teacher

1. Do not say um / you guys
2. Make sure I have the class raise their hand to answer questions
3. Make sure nobody is standing behind me

Equipment: (for a class of 30 students)

1. 8 basketballs
2. At least 4 hoops
3. 15 penny's

Instant Activity: BUMP. Today's instant activity is BUMP. The game works with a single file line of people at the free throw line extending away from the hoop they will be shooting at (So the first person in line is right on the free throw line). The game starts with the first two people in line holding a basketball. When the signal to start is given the first person in line will shoot the ball from the free-throw line followed by the second person in line. The goal is to make your shot before the person behind you makes theirs (However the second person in line or the second shooter can not shoot until the first person or shooter in front of them shots). Assuming the first person misses he/she can get their rebound and try to put it back in before the person behind them makes their shot. If the first person in line makes their shot before the person behind them they will pass the ball to the next person in line and go to the back of the line. If the second person or shooter behind you makes it before the first person or person in front then they are out of the game and are to be doing a designated activity. The game goes until there is only one shooter left. (To make this game interesting you can make them shoot from different parts of the court depending on skill level)

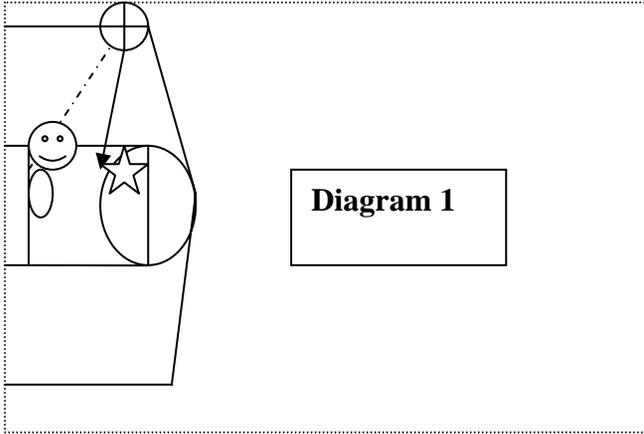
Set Induction: Hello class!!! Today is an exciting day. By a show of hands how many of us are basketball fans? Great well how many people saw Kobe Bryant score 81points? Well today we are going to learn the secret to how he scored so many of those points.

MAF/Instructional techniques	Extensions	Refinements	Applications
Informing Task: When I say go I want eight people to go to a hoop and begin playing 4 on 4, Go.			
<ul style="list-style-type: none"> • One basketball should be placed at each hoop • 4 penny's should be at each hoop 	<ul style="list-style-type: none"> • ½ court • Defense will play person to person defense • If offense scores they get the ball back (maximum of 5 offensive possessions in a row) 		
<ul style="list-style-type: none"> • Stop class after 8 or 9 minutes and • Bring into group space 	<ul style="list-style-type: none"> • How many points did each team score? • What did you all do to get open to score against the player to player defense? (Screens and picks ball movement.) • Demonstrate the three ways to get open and attack 	<ul style="list-style-type: none"> • Stay low • Shoulder to waist • Hands up ready to receive the ball 	

	<ul style="list-style-type: none"> using the off the ball screen • Curl • Fade • Pop 		
	<ul style="list-style-type: none"> • Go back to your four on four teams and continue to play incorporating these three techniques. 		<ul style="list-style-type: none"> • See how many times you can score using one of the off the ball screen techniques
<ul style="list-style-type: none"> • Stop class after 8 or 9 minutes and 	<ul style="list-style-type: none"> • Demonstrate new play (see play sheet 1) • Send them back to groups to practice against a dummy defense. 	<ul style="list-style-type: none"> • Stay low • Shoulder to waist • Hands up ready to receive the ball • Good screens 	
<ul style="list-style-type: none"> • Stop class after 5 to 7 minutes 	<ul style="list-style-type: none"> • Now with your four on four teams play a competitive ½ court game using the techniques you learned 		<ul style="list-style-type: none"> • One point will be awarded for each basket • Two points for if offense scores using a screen technique • Three points if offense uses play (2 down)
<ul style="list-style-type: none"> • For the last ten minutes of class 	<ul style="list-style-type: none"> • Have each team grab a ball and develop a basketball play using the screen. 	<ul style="list-style-type: none"> • Anticipate ball and player movement • Identify opportunities to get a player open 	
<p>Closure/Assessment: Check for understanding. Have students name the three ways to get open using a screen.</p>			

Instant Activity: N/A			
Set Induction: Today we are going to be working on what many people believe is the key to winning basketball games. Who here knows? (Wait and call on several people to answer). The key is rebounding. Today we are going to be working on rebounding and outletting.			
MAF/Instructional	Extensions	Refinements	Applications
Informing Task: When I say go, get into teams of 4 and have 2 teams go to each basketball hoop and have one person from the basket grab a basketball and begin playing 4 on 4 using previously taught skills. Go.			
<ul style="list-style-type: none"> If there is an odd number of teams, divide the students up so the courts are balanced (make the game 3v3 or 5v5 etc) Make sure students are working on previously learned skills. Let them do this for roughly 5 minutes. Basketballs should be on the rack near the middle of the gym. 	The students emphasize on the rebounding part and after each rebound, switch offense and defense. Even after a make switch offense and defense. Stop and reset (check) after every rebound/make.		By awarding one point per rebound; what team can get the most points?
Informing Task: When I say go, go back to the same basketball hoop and work on boxing out. Go.			
<ul style="list-style-type: none"> There needs to be at least 2 basketballs per hoop. If there is more than one basket, try to get the groups into a minimum of two. One person from each group needs to make sure there is a basketball. Groups use their side of the backboard (shooters on the right side use the right side of the backboard. 	<p>One person shoots from 3-5 feet away towards their side of the backboard, the defender blocks out the shooter properly then goes to gather the rebound.</p> <p>Alternate who is shooting and who is rebounding.</p> <p>This time, when you gather the rebound, front pivot to the outside.</p>	Make sure the students box out.	
Informing Task: Why should you make an outlet pass after rebounding the ball? (Let the students try and answer). Answer: To get the ball out of the key and away from opponents and to get the ball down the floor faster. When I say go, get in groups of 3, one person shoots against their side of the backboard from 5 feet away, the rebounder boxes the shooter out, rebounds, and clears the ball by passing (outletting) to the 3 rd person who should be standing and calling outlet at the 3 point line, parallel to the free throw. Repeat. (see diagram #1) The person who is on the three point line NEEDS to be calling outlet. Go.			
<ul style="list-style-type: none"> Make sure the groups are on their side of the backboard to make sure they are safe. 	Have the students rotate to their right after 5 rebounds.	Make sure the person at the 3 point line is Calling Outlet. Make sure the rebounder makes a	

<ul style="list-style-type: none"> • Make sure the person who is receiving the pass is calling outlet. • Good time for pinpointing. 		<p>good Crisp Pass to the person who is receiving the ball. Make sure the rebounder front pivots to the outside.</p>	
<p>Informing Task: Which player should get the outlet pass? (Let the students raise hands to answer the question) Answer: A player who is not involved in the rebound and is on the same side of key where the ball rebounds. When I say go, get back into your groups of 4 with 2 groups at the same basket. Begin playing 3 on 3 with 1 person on each team standing at the outlet position on around the 3 point line. These people are neutral for each team. (see diagram 2) The offensive team can pass the ball around, but should not make a hard attempt to go for the rebound as the defensive player can box out, rebound, and outlet the ball to the correct side. Go.</p>			
	<p>Rotate every several minutes on who is receiving the outlet pass.</p> <p>Everyone needs to get back into the actual 4v4 game. This time, with one shooter and one outlet, (diagram 3) O4 shoots the ball. On the release X1, X2, and X3 turn and box out offensive players. Depending on which side the rebound is on, X4 moves right or left. The player rebounding the ball turns and passes to the outlet, X4. The offense should rebound easy to make sure the defense blocks out properly and can outlet it.</p>	<p>Make sure the person at the 3 point line is Calling Outlet. Make sure the rebounder makes a good Crisp Pass to the person who is receiving the ball. Make sure the rebounder front pivots to the outside.</p>	<p>With one point awarded for every rebound, which team can get the most points?</p>
	<p>Rotate after 4 times on who is the shooter.</p> <p>This time, the offense can crash for the rebounds just as well. The ball can be passed around the perimeter until a shot is selected.</p>		<p>Counting made baskets as one point, and rebounds as a point, see which team can score the most points.</p>
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Have the students get into their groups of 4 and show their partners that they can box out, rebound and outlet 3 times in a row. • Why should you make an outlet pass after rebounding the ball? Yes. To get the ball out of the key and away from opponents and to get the ball down the floor faster. • Which player should get the outlet pass? Yes. A player who is not involved in the rebound and is on the same side of key where the ball rebounds. 			

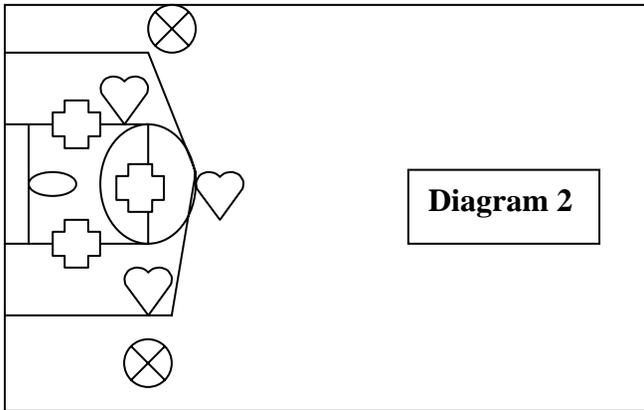


 = shooter

 = rebounder

 = person calling outlet

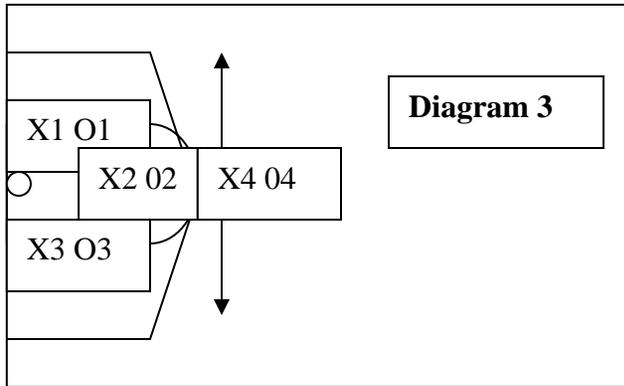
----- = outlet pass



 = neutral person calling outlet

 = defensive person

 = person on offense



Physical Education
Basketball
Winning the Ball

1. Objectives:

A: Student: By the end of class, the students will be able to rebound and outlet properly 3 times in a row.
(NASPE 1, 2), (EALR 1.1, 1.3)

B: Teacher:

2. Equipment: (30 students)

1. 4 Basketball hoops (minimum)
2. 15 basketballs
3. 4 halves of a basketball court

Basketball Lesson Plan

Level 3 Lesson 18

Physical Education Teacher Education Program Central Washington University Winter 2006 Movement IV

Objectives

As a part of a tactical games unit on basketball, this lesson plan specifically describes the steps in teaching winning the ball and using space in the attack. By the end of this lesson, students will be able to transition from defense to offense by outletting the ball after a rebound and setting up the offense as quickly as possible.

Equipment (for a class of any size)

- ✗ 1 basket ball for every 8 people
- ✗ Shot clock with 30 second (if available)

Protocol

- ✗ Students will start when I say go or when they hear the music start.
- ✗ Students will stop and look at me when the music stops or I say stop.
- ✗ Unless I say otherwise, students will bring equipment in at the end of the class.

Class Rules

- ✗ Respect yourself, others, all teachers and the equipment.
- ✗ Try your best – No exceptions.
- ✗ No put downs – Yourself or others.
- ✗ Use class time wisely –I won't waste your time, don't waste mine.
- ✗ Work at the level of your partners.

Consequences

- ✗ 1st minor offense – Counseling by the teacher.
- ✗ 2nd minor or 1st medium offense – time out walk.
- ✗ 3rd minor 2nd medium or major offense – depending on severity, removal from class.

- ✘ Repeat offenders may find themselves doing extra special tasks that no one likes to do or extra writing assignments.

Assessment

Students will have a written evaluation on the basics of basketball such as scoring and preventing scoring. Students will also have a skill test where they will need to show what they have learned during the unit. This will be graded based on the rubric established for the class.

Instant Activity

Upon entering the gym, students will get a basketball (the size that they want) and start dribbling in general space. They will find a partner while dribbling and imitate their dribble for 15 seconds and then move on to find a new partner. They should challenge each other at an appropriate level to difficult dribbling patterns. Emphasis should be placed on footwork as well.

	Set Induction			
	Now that we have the basic skills of basketball down, I want to have us work on two tactics that will speed up the game and give you the opportunity to score more points in the game. Who can tell me something that will increase the amount of points scored during the game? (Let students answer. If they don't come up with something, set up the offense quickly, print pattern.) The quicker you can transition from defense to offense, the more likely you are to catch the offense on guard and also get into the offense you want to run.			
	MAE/Instructional	Extensions	Refinements	Applications
	Mark boundaries with cones if necessary.			
1	Informing task: When I say go, please gather into group space over by the radio and sit down. When I start the music, clap in time with the rhythm.			
2		While you are clapping, find the strong 1 beat and count the music in the appropriate $\frac{3}{4}$ time.		Can you clap someone else's hand on the 1 beat?
3	When I say go, instead of just counting, you will walk in time to the music in general space.			
4	Let kids choose when they are ready to move	Turn around and walk backwards in time to the music	"Step on the beat"	Try to take 12 steps without missing the beat.

	backwards.	in general space.		
5	If needed, hold an object that students have to drive under.	Now drive with the first step then take two regular steps or in other words, rise and fall with the count.	"Drive, step, step" Also, "Dip, tall, tall"	Go for 28 seconds with out missing the drive step.
6	Forward or backward if needed.	Now work on the driving step while moving backwards.	Drive, step, step	
7	Check for understanding.	Now we will work on correct hand position.	"No noodle arms"	
8		I want you to demonstrate good dance space by showing another couple your form.	"Push your partner away."	Try to push your partners' arms away for 8 seconds.
9	When I say go, please pair up and show how hand position and dance space incorporate with partner work.			
10		Practice proper first step foot placement.	"No broken toes please" Pretend you and your partner have a stick tied to keep your feet apart.	How many first steps can you take without looking at your feet or stepping on your partner's feet?
11		Please add the second and third step while you move in time with the music.	Don't forget to drive the first step. Don't look at your feet.	
12	Pinpointing	Move forward for 3 counts and then backwards for 3 counts	Take big, sweeping steps.	How many different angles can you come up with using this variation?
13		Separate from your partner and practice the open/close promenade variation alone.	Open 2, 3, close 2, 3.	Can you promenade both forward and backward?
14		Get back with your partner and practice the open/close	Open 2, 3, close 2, 3.	Can you promenade both forward and

		variation.		backward?
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**Physical Education Teacher Education Program
Central Washington University
Basketball Lesson Plan
Winning the Ball**

Objectives

A. Students

1. By the end of class students will understand the importance of winning the ball.
2. By the end of class students will be able to demonstrate how to rebound a basketball off of a foul shot.

B. Teacher

- 2.

Equipment: (for a class of 20 students)

- 10 basketballs
- 2 basketball hoops
- 2 basketball keys

<p>Instant Activity: Fox and chickens- Two students will be the foxes, usually a boy and a girl. The rest of the class is chickens, the boys are roosters and the girls are hens. The chickens will start on one baseline of the basketball court, and then the foxes call out either all the roosters, hens, or all the chickens out of the hen house. When this happens the chickens try to make to the other baseline of the basketball court. If the foxes catch them, they become a fox. You usually play until there are 2 or 3 chickens left!</p>			
<p>Set Induction: How many of you know who Dennis Rodman is? Well he was a very good rebounder in the NBA and this help his teammates like Michael Jordan get more shots to win the game, So if you win the rebound battle you have a better chance of winning the basketball game.</p>			
<p>MAF/Instructional Techniques</p>	<p>Extensions</p>	<p>Refinements</p>	<p>Applications</p>
<ul style="list-style-type: none"> • Have equipment spread out against the wall so students can get to it faster and get active quickly. 			
<p>Informing Task: When I say go, I want you to find yourself some self space and jump up in the air like you are rebounding a basketball off a missed shot. GO!</p>			
<ul style="list-style-type: none"> • Students will be in groups of three. • Check for understanding • Keep back to wall. 	<p>Now what I want you to do is get in groups of three, and one person is going to be the defensive rebounder and one will be the offensive rebounder. You two will stand side by side and when the third person slaps the basketball, the defensive rebounder is going to block out the offensive rebounder for three seconds and jump up in the air and pretend to rebound a basketball. I want you to rotate from defensive rebounder to the person who slaps the basketball and the person who slaps the basketball moves to offensive rebounder and offensive rebounder moves to defensive rebounder.</p>	<ul style="list-style-type: none"> • Step in quickly and firmly hold position. 	<p>How many times can you block out your partner and hold a firm position?</p>

<ul style="list-style-type: none"> • Students will line up as if a free throw shot is being taken. • There will be one shooter, four defensive rebounders, two offensive rebounders, and two outlets. • Check for understanding 	<p>This time I want six rebounders lined up for a free throw shot, there should be four defensive rebounders and 2 offensive rebounders in the key. There will be a shooter at the free throw line and two outlets on the three point line. What I want to see is the person on the free throw line shoot the basketball towards the rim and try not to make it, then once the basketball hits the rim the defensive rebounders will block out the offensive rebounders and rebound the basketball. Also one of the defensive rebounders at the top of the key is supposed to block out the shooter. Once the basketball has been rebounded make a pass to the outlets located at the three-point line. Then we will rotate one spot.</p>	<ul style="list-style-type: none"> • Step in once the ball hits the rim. 	<p>See how many times the defense rebounders rebound the ball.</p>
<ul style="list-style-type: none"> • Class will play a five on five game. • The goal is to win the ball by rebounding off of free throw shots. • Check for understanding. 	<p>Now we are going to play a five on five game and all fouls and violations will result in a free throw. The goal is to win rebounds on foul shots</p>	<ul style="list-style-type: none"> • Keep body against opponent. 	<p>Try to win the ball by getting as many rebounds as you can during free throw shots.</p>
<p>Closure and Assessment: I will ask the students two questions at the end of class, students will raise their hand if they know the answer.</p> <p>Q) Why is it important to win the ball off of free throw shots? A) To give your team a chance to take more shots in a game, and so you do not give the opposing team a second chance at scoring.</p>			

Q) Ask the students the three refinements and cues to winning the ball on a free throw shot.

A) Step in quickly and firmly hold position, Step in once the ball hits the rim, Keep body against opponent.

Physical Education Program
Basketball: using space in the attack and attacking the basket
Lesson Plan #21- By Stubbs (Justin Stubben)

Objectives:

- Student: by the end of class, students will be able to demonstrate correct spacing when running down the court on a fast break. They will also demonstrate good passing all the way down the court on a fast break.

- Teacher:

Equipment:

- 1 foam ball
- pennies
- basketballs for half the class
- 8 cones

<p>Instant Activity: “Turkish Ball”- The class will be split into 2 teams. There will be one foam ball used in this game. The goal is for the teams to try and get the ball into their goals, set up by the cones. They can do this by throwing the ball to their teammates. The catch is, when someone catches the ball, they can not run with it. They must stay where they are and throw it to another teammate. You must throw the ball over the goal line, and in between the cones for a score.</p>			
<p>Game: 5 vs. 5 basketball game</p>			
<p>Set Induction: Who can tell me what types of plays/formations provide most of the highlight reel slam dunks from basketball they you see on ESPN every night? That’s right, on the fast break. That is what we will be learning today. I will teach you how to run an appropriate fast break.</p>			
MAF/Instructional Technique	Extensions	Refinements	Applications
<p>Informing Task: For those who don’t know, the fast break is when you get a defensive rebound and then you run. You try to make a shot before the other team can get down to your end of the court and play defense. The fast break starts with a rebound, and that is what we are going to start with. We are going to spend a few minutes reviewing our rebounding skills. I will put you in groups of 3, one of you will shoot, and the other 2 will be trying to get the rebound. 1 of you will be offensive, 1 of you will be defensive. The focus here is on the defensive rebounder, who I want to rebound the ball. I want the defensive player to get the rebound, so I don’t want the offensive player to do anything more than to walk around the defender. Rotate positions after every 5 shots.</p>			
<ul style="list-style-type: none"> • Students are in groups of 3 • Each group has 1 basketball • Each group has a shooter, and an offensive and defensive rebounder • Walk around and give positive feedback 	<ul style="list-style-type: none"> • If this is too easy for you, then let’s have the offensive rebounder get involved. Let’s see the offensive rebounder make the defensive rebounder work hard to get the rebound. 	<ul style="list-style-type: none"> • Box out • Stay between offensive player and the basket • Keep knees bent, ready to jump for the rebound 	<ul style="list-style-type: none"> • See if you can get the rebound 5 times in a row.
<p>Informing Task: Now that we have reviewed our rebounding, we can now get into the fast break. More specifically, your outlet pass. I am now going to put you back into your groups of 3. One of you will be the shooter, one will be the rebounder, and the other person will lead the fast break. The shooter will be the other team shooting the ball. The rebounder will grab the rebound, and the “point” will</p>			

shout “outlet,” so the rebounder knows where that person is and will pass the ball to him. After 5 shots, rotate clockwise.			
<ul style="list-style-type: none"> • Students are in groups of 3 with 1 ball per group • Walk around and give positive feedback • Groups should do 1 pass, 1 shot, and that’s it. 			
Game: 5 vs. 5 basketball game. In the same teams you had to begin class, play another game, but this time, on a missed shot, I want you to incorporate the rebound and I want to hear “outlet,” so the rebounder knows where to throw the ball.			
Informing Task: Now, it is time for us to learn about the most important part of the fast break. Who can tell me what that is? That’s right, it’s spacing. That is why I opened up class with Turkish Ball, and it is now what we are going to practice. I now want you to get with your group of 5 that you were with during your games. Each group will have their own basket. What I want to have happen is one of you will shoot the ball. Another one of you will get the rebound off of the miss. The rest of you, including the shooter who will now be on the other “team” will spread out evenly along the court on the lines that I showed you to stand on. The rebounder will pass the ball to the “point” who screamed “outlet.” You will all then run to the half court line like you are going to run a fast break.			
<ul style="list-style-type: none"> • Students are in groups of 5 on half a court with 1 ball • Walk around and give feedback 	<ul style="list-style-type: none"> • If this is too easy for you, then let’s put on some passes. Pass the ball every second you run down the court. Treat it like “Hot Potato.” When you get the ball, pass it quickly. 	<ul style="list-style-type: none"> • Spacing • Always be looking at who has the ball • Run to an open area of the court for a shot 	<ul style="list-style-type: none"> • Let’s see if you can get a good fast break going 3 times in a row
<ul style="list-style-type: none"> • Groups are now in a 5 vs. 5 situation going full court • 1 ball per “game” • walk around and give 	<ul style="list-style-type: none"> • we are now going to do the same thing, but this time the group on the other side of the court will join you, and you 	<ul style="list-style-type: none"> • Spacing • Always be looking at who has the ball • Run to an open area of the court for a shot 	<ul style="list-style-type: none"> • Let’s see if you can get a good fast break going 3 times in a row

positive feedback	will now do this full court with them defending you.	<ul style="list-style-type: none"> • Call “outlet” 	
Game: 5 vs. 5 basketball game. Now, I want to see a good fast break, and most importantly, I want to see good spacing.			
Informing Task: We are now going to practice our passing. In the groups of 3 you had earlier, I want you to go to a basket, with 1 ball for your group. I want you to spread out wide along the court, evenly. The person in the middle will pass the ball to the person on the right side of the court, who will pass the ball to the person on the left side of the court, who will pass the ball to the person on the right side of the court. The catch is, you have to follow the ball where you pass it, so you are running down the court where you passed the ball. Also, the ball is only allowed to bounce one on each pass (bounce pass). This is called a 3-man weave. Let’s see what you’ve got. Go!			
<ul style="list-style-type: none"> • Students are in groups of 3 they had before • Each group has 1 ball • Walk around and give positive feedback • Should only see passing 	<ul style="list-style-type: none"> • If this is too easy for you, then when you pass the ball, don’t let it bounce. I don’t want to hear or see any bouncing. 	<ul style="list-style-type: none"> • Space • Cues for a good pass • Always know where the ball is, and where you are 	<ul style="list-style-type: none"> • Let’s see you do this 3 times in a row correctly
Game: 5 vs. 5 basketball game. Now, I want to see some good passing on the fast break.			
Closure/Assessment: I have a couple of question for all of you: Q; After getting the rebound, what did ;you do to get down the court quickly? A; Pass and run Q; What’s the best way to get open and get good passing lanes? A; Spacing That’s it everyone, have a good day.			

**Physical Education Teacher Education Program
Central Washington University
Basketball Unit Lesson #22**

Objectives (Behavioral, Assessable, Specific):

1. By the end of class, students will demonstrate the ability to attack the basket while creating space to attack. Students will demonstrate this by creating an open lane and shooting a lay-up. **(NASPE: 1,2, & 3; EALR: 1.1, 1.2)**
2. By the end of class, students will demonstrate the ability to strategize with their fellow teammates to make a successful attempt at scoring points. **(NASPE: 1,2,3 & 5; EALR: 1.1, 1.2)**

Teacher Objectives:

Equipment (for a class of 30):

- 3 basketballs
- 3-6 basketball hoops
- 15 pinnies (jersey like material)

Instant Activity: Have students start out the class by playing games of three on three. Encourage the students to work on their skills: dribbling, shooting, blocking out, triple threat, etc.			
Set Induction: How many of you have tried to dribble the ball closer to the hoop and been stopped by defenders? Well, today we are going to learn how to avoid defenders in order to make a point off the dribble. In order to make an attempt to the hoop, it is crucial that the offensive team use a “clear out” technique for a teammate to drive to the basket and score using a layup.			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
Before Class, set out 1 ball and 5 pinnies at each hoop.			
Informing Task: When I say go, I would like for you to form teams of five and sit in a group together facing me. Go.			
Pick two teams to go to each hoop or court.	Teams one and two please go to court A. Teams three and four please go to court B. And team five and six please go to court C. I would like for the odd numbered team to put the pinnies on.		
Monitor the three games taking place. Give cues to help those who need it. Watch to see if the teammates naturally set up a clear lane for the teammate who has possession of the ball.	I would like for you to begin playing a game of basketball with the team with pinnies being defense and in a 2-1-2 zone defense position. I would like for the team without pinnies to try to work around the defensive team and score off the dribble. Scoring off the dribble means you cannot shoot the ball from a standing position, you will need to drive to the basket and use a layup in order to score. After the non-pinnie team has scored a	Remember you need to score off the dribble, use a layup. If you're scoring from the right side of the basket, you'll need to use your right hand to shoot. If you're scoring from the left side of the basket, you'll need to use your left hand to shoot.	Try to score at least 3 points. You will receive one point if the ball hits the rim of the basket and two points if the goal is made.

	total of three points, switch and have the pinnie team play offense. Remember from past lessons that if the ball is taken out of bounds, it turned over to the other team or no score is made off the layup to start the ball at the top of the key again.		
	Now there should be man on man defense but still in the 2-1-2 zone. I want the offense to set up a “clear out” play. What I mean by clear out is that when the person with possession of the ball at the top of the key starts to drive towards the basket, I would like for their teammates to block the defender on the person with the ball so the person with the ball can attack the basket, shooting a layup. At this point, I would like for the defenders to stay with their person actively, but not be very aggressive in getting the ball.	Score must be off the dribble. You should fake, use the crossover step, dribble and then drive to the hoop.	Try to get past the defenders and make two baskets off the dribble for a total of 4 points.
Informing Task: Freeze. I would like for you all to listen up. When I say go, I would like for teams one and four to go to court C, teams two and five to go to court B and for teams three and six to go to court A. Play a game just like you were doing: creating space to attack and attacking the basket. Go.			
Watch to make sure there is no foul play occurring within the games. Give reminder cues often.	Now, regular rules apply. Every time a basket is made, it is the other team’s ball. If the ball goes out of bounds, it is the other team’s ball. Which	If you’re on the right side of the basket you should be shooting with your right hand and if you’re on the left side of the basket you should be	See which team can get to ten first.

<p>This would be a good time to pinpoint two or more students (or a team) who are/is making good attacks at the hoop.</p>	<p>ever team rebounds the ball, then has possession after taking it to the top of the key again. Defenders now have permission to be competitive and aggressive, just remember to not foul your opponent.</p>	<p>shooting with your left hand. If you have possession of the ball, you should fake or juke so you can drive to the basket.</p>	
<p>Watch to make sure there is no foul play occurring within the games.</p> <p>Give reminder cues often.</p> <p>This would be a good time to pinpoint two or more students (or a team) who are/is making good attacks at the hoop.</p>	<p>I would like for you and your team to devise different methods of clearing and distracting your defenders. Design your own plays. I would like for you to work on reading the defensive players moves and anticipate their next moves. Also, I would like the person with possession of the ball to anticipate cuts, picks and weaves.</p>	<p>Fake towards the basket and then cut away. Create a space n which the driving player can lay off in case a defender stops the drive.</p>	<p>As a team, try to come up with at least three different plays to confuse the opposing team.</p>
<p>Closure/Assessment: Have students come to group space. Ask students the following questions, pick students at random to answer:</p> <ol style="list-style-type: none"> 1. What did the off the ball players do to allow the on the ball player to score off the dribble? <ol style="list-style-type: none"> A. Cleared the lane so that the on the ball player could drive to the basket. 2. What type of shot was used to score? <ol style="list-style-type: none"> A. A layup. 3. If you are shooting from the left side of the basket, which hand should you be using to shoot the basketball with? <ol style="list-style-type: none"> A. You should be using your left hand. <p>Pick 10 students out of the class and ask them to demonstrate how to clear a lane to attack the basket. (5 players should be competitively defending and 5 players should be strategizing to get the ball to the hoop in order to score) Give feedback to the students to show what is done correctly and what could use improvement.</p>			

**Physical Education Teacher Education Program
Central Washington University
Basketball Unit Lesson #22**

Objectives (Behavioral, Assessable, Specific):

1. By the end of class, students will demonstrate the ability to attack the basket while creating space to attack. Students will demonstrate this by creating an open lane and shooting a lay-up. **(NASPE: 1,2, & 3; EALR: 1.1, 1.2)**
2. By the end of class, students will demonstrate the ability to strategize with their fellow teammates to make a successful attempt at scoring points. **(NASPE: 1,2,3 & 5; EALR: 1.1, 1.2)**

Teacher Objectives:

Equipment (for a class of 30):

- 3 basketballs
- 3-6 basketball hoops
- 15 pinnies (jersey like material)

Instant Activity: Have students start out the class by playing games of three on three. Encourage the students to work on their skills: dribbling, shooting, blocking out, triple threat, etc.			
Set Induction: How many of you have tried to dribble the ball closer to the hoop and been stopped by defenders? Well, today we are going to learn how to avoid defenders in order to make a point off the dribble. In order to make an attempt to the hoop, it is crucial that the offensive team use a “clear out” technique for a teammate to drive to the basket and score using a layup.			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
Before Class, set out 1 ball and 5 pinnies at each hoop.			
Informing Task: When I say go, I would like for you to form teams of five and sit in a group together facing me. Go.			
Pick two teams to go to each hoop or court.	Teams one and two please go to court A. Teams three and four please go to court B. And team five and six please go to court C. I would like for the odd numbered team to put the pinnies on.		
Monitor the three games taking place. Give cues to help those who need it. Watch to see if the teammates naturally set up a clear lane for the teammate who has possession of the ball.	I would like for you to begin playing a game of basketball with the team with pinnies being defense and in a 2-1-2 zone defense position. I would like for the team without pinnies to try to work around the defensive team and score off the dribble. Scoring off the dribble means you cannot shoot the ball from a standing position, you will need to drive to the basket and use a layup in order to score. After the non-pinnie team has scored a	Remember you need to score off the dribble, use a layup. If you're scoring from the right side of the basket, you'll need to use your right hand to shoot. If you're scoring from the left side of the basket, you'll need to use your left hand to shoot.	Try to score at least 3 points. You will receive one point if the ball hits the rim of the basket and two points if the goal is made.

	total of three points, switch and have the pinnie team play offense. Remember from past lessons that if the ball is taken out of bounds, it turned over to the other team or no score is made off the layup to start the ball at the top of the key again.		
	Now there should be man on man defense but still in the 2-1-2 zone. I want the offense to set up a “clear out” play. What I mean by clear out is that when the person with possession of the ball at the top of the key starts to drive towards the basket, I would like for their teammates to block the defender on the person with the ball so the person with the ball can attack the basket, shooting a layup. At this point, I would like for the defenders to stay with their person actively, but not be very aggressive in getting the ball.	Score must be off the dribble. You should fake, use the crossover step, dribble and then drive to the hoop.	Try to get past the defenders and make two baskets off the dribble for a total of 4 points.
Informing Task: Freeze. I would like for you all to listen up. When I say go, I would like for teams one and four to go to court C, teams two and five to go to court B and for teams three and six to go to court A. Play a game just like you were doing: creating space to attack and attacking the basket. Go.			
Watch to make sure there is no foul play occurring within the games. Give reminder cues often.	Now, regular rules apply. Every time a basket is made, it is the other team’s ball. If the ball goes out of bounds, it is the other team’s ball. Which	If you’re on the right side of the basket you should be shooting with your right hand and if you’re on the left side of the basket you should be	See which team can get to ten first.

<p>This would be a good time to pinpoint two or more students (or a team) who are/is making good attacks at the hoop.</p>	<p>ever team rebounds the ball, then has possession after taking it to the top of the key again. Defenders now have permission to be competitive and aggressive, just remember to not foul your opponent.</p>	<p>shooting with your left hand. If you have possession of the ball, you should fake or juke so you can drive to the basket.</p>	
<p>Watch to make sure there is no foul play occurring within the games.</p> <p>Give reminder cues often.</p> <p>This would be a good time to pinpoint two or more students (or a team) who are/is making good attacks at the hoop.</p>	<p>I would like for you and your team to devise different methods of clearing and distracting your defenders. Design your own plays. I would like for you to work on reading the defensive players moves and anticipate their next moves. Also, I would like the person with possession of the ball to anticipate cuts, picks and weaves.</p>	<p>Fake towards the basket and then cut away. Create a space n which the driving player can lay off in case a defender stops the drive.</p>	<p>As a team, try to come up with at least three different plays to confuse the opposing team.</p>
<p>Closure/Assessment: Have students come to group space. Ask students the following questions, pick students at random to answer:</p> <ol style="list-style-type: none"> 1. What did the off the ball players do to allow the on the ball player to score off the dribble? <ol style="list-style-type: none"> A. Cleared the lane so that the on the ball player could drive to the basket. 2. What type of shot was used to score? <ol style="list-style-type: none"> A. A layup. 3. If you are shooting from the left side of the basket, which hand should you be using to shoot the basketball with? <ol style="list-style-type: none"> A. You should be using your left hand. <p>Pick 10 students out of the class and ask them to demonstrate how to clear a lane to attack the basket. (5 players should be competitively defending and 5 players should be strategizing to get the ball to the hoop in order to score) Give feedback to the students to show what is done correctly and what could use improvement.</p>			

**Physical Education
Basketball Lesson 13
Restarting Play
Jason Norris**

Objectives (Specific, Behavioral, Assessable)

Student Objectives:

1. By the end of class students will be able to demonstrate proper restart of play from the sideline.
2. By the end of class students will be able to set proper picks to set teammates free.

Teacher Objectives:

Cues:

Equipment: (For a Class of 30 students)

- 5 Basketballs
- 15 pennies

Instant Activity:			
Set Induction: Basketball games are won and lost with proper in bounding plays. With games on the line and only seconds left to play NBA teams will take whatever measures possible to free up clutch players like Ray Allen and Tim Duncan to get important shots off before time expires. Today we are going to focus on making smart passes to teammates from the sideline and scoring within three passes. Who knows, one day you could be in the situation of getting the ball inbounds to a clutch player for a game winning shot.			
MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Divide students into two teams distinguished by the pennies. 			
Informing Task: When I say go I would like for you to play three on three. You have to start from the side line each time and score within three passes. The inbounds pass counts as one pass. If no basket or shot attempt is made within those three passes it is a turnover and the other team takes out the ball. There will be no dribbling and the player passing the ball in must remain stationary until the ball is passed. When you hear “stop” please stop play and gather around the teacher.			
<ul style="list-style-type: none"> Allow students to begin play. Be sure students are setting picks and creating open space for their teammates. Emphasize the importance of students moving around and finding open space. 	I would like for you to always start play from the sideline. We are trying to create open space for teammates to receive the ball. Remember this has to happen within 5 seconds or the ball is turned over to the other team.	<ul style="list-style-type: none"> When you set a pick be sure your body is stationary and your arms are at your sides. Be aware of your teammates location when setting a pick so you can slip easily into open space. 	<ul style="list-style-type: none"> How many seconds does your team have to get the ball in bounds?
Informing task: We are now going to split up and create an inbound play amongst your teams. Once we have created a play we will return to our game and use the play. When I say “go” you may begin and when I say “stop” please stop and gather around me. GO!			
<ul style="list-style-type: none"> Have students split up into groups and create a play using picks and other methods learned 	Remember things taught in the creating space lesson. Try and use picks as well as cuts and faking out of your opponent to	<ul style="list-style-type: none"> Remember to use space and try and cut and fake your opponent to get open. 	<ul style="list-style-type: none"> Why is it important to have your body stationary when setting a pick?

<p>from creating space lesson in basketball.</p> <ul style="list-style-type: none"> • Be sure students are spread out and using space to create play. • Once teams have created plays, have them return to three on three games using those plays to inbound the ball. • Tell teams to be prepared to demonstrate play at the closure of the lesson. 	<p>get open for the pass. Try and focus on getting one player open for the inbound pass. When you are on a team of five you may try and get two players open.</p>	<ul style="list-style-type: none"> • Use your teammates bodies as picks to get open for a pass. 	
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Who would like to demonstrate their play they created? • How many seconds do we have to get the ball in bounds? • Why are picks important in creating space? 			

**Physical Education Teacher Education Program
Central Washington University
Basketball Defending Space Lesson #24
By Siri Gese**

Objectives

Student

1. Team executes a 2-1-2 zone defense. **(NASPE 2, EALR 1.1)**
2. Individual players execute proper defensive positioning when on and off the ball. **(NASPE 2, EALR 1.2)**

Teacher

Equipment: (for a class of 30 students)

- 30 basketballs
- 4 cones

Instant Activity: “King of the Court” Each student has a ball to dribble in general space. On the signal the students begin to dribble within general space trying to keep their ball, while knocking away others. If they lose control of their ball or it gets knocked away they are to stand next to the teacher and perform 10 perfect dribbles before re-entering the game.

Set Induction: “Does anyone know who Ben Wallace is? (let students answer) That’s right, he is a point guard who plays for the Detroit Pistons. Does anyone know what made Ben win the award for defensive player of the year in 2001-2003 and again in 2004-2005? Ben was very good at defending space. He used the techniques in all his games to keep opponents from scoring. Today we are going to learn how to use a 2-1-2 defense to keep your opponent from scoring.”

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have basketballs out on roll racks ready for so students are able to retrieve when instructed. • Clearly mark boundaries of practice area with cones/stackers. 			

Informing Task: “When I say **GO**, I would like you ten to go to court 1, you ten to go to court 2, and the last ten of you head over to court 3. We will be playing full court today and I want you to focus on the 2-1-2 zone defense. One person from each court please grab a ball on the way over to their designated court. **GO!**”

<ul style="list-style-type: none"> • 2-1-2 zone defense. • One student 	<ul style="list-style-type: none"> • No dribbling is allowed in the front court. 	<ul style="list-style-type: none"> • Watch the ball and your player at the same time. 	<ul style="list-style-type: none"> • See which team can get to 10 points first.
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<p>picks up basketball from the rack and brings it to the court.</p>	<ul style="list-style-type: none"> Teams with possession must complete at least three passes to different players before attempting a shot. 		
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Informing Task: “STOP! When I say **GO**, I would like you to return back to the courts you were just on and focus on giving the offensive team no open shots within 15 feet of the basket. **GO!**”

<ul style="list-style-type: none"> 2-1-2 zone defense. Same student keeps ball while discussion is going on. 	<ul style="list-style-type: none"> Practice the 2-1-2 zone shift with one team playing defense and the other team standing around the perimeter. The offensive team passes the ball quickly around the perimeter allowing the defensive players to practice positioning and covering opponents inside their areas of the zone. Practice talking to each other, communicating the positions of offensive players. 	<ul style="list-style-type: none"> Communicate among teammates. Watch the ball and your player at the same time. 	<ul style="list-style-type: none"> Try to pass the ball to every player before shooting at the basket.
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Informing Task: “STOP! When I say **GO**, I would like everyone to repeat the game we were playing at the beginning of the lesson, but this time focus on positions off-the-ball players at all times. **GO!**”

<ul style="list-style-type: none"> • Same as above. 	<ul style="list-style-type: none"> • Repeat the game we were playing at the beginning of the lesson, but this time focus on positioning for on-the-ball and off-the-ball defense, picking up or escorting players as they pass through your area of the zone, and knowing when not to pick up an offensive player. 	<ul style="list-style-type: none"> • Talk/communicate with teammates. • Anticipate. • Play aggressive on-the-ball defense. • Cover players in your zone. 	<ul style="list-style-type: none"> • Try to see which team can score 10 points first.
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Informing Task: “STOP! When I say **GO**, I would like you all to focus on the 2-1-2 zone defense while playing a full court game and applying all the cues we have learned today into the game. **GO!**”

<ul style="list-style-type: none"> • Same as above. 		<ul style="list-style-type: none"> • Same as above. 	<ul style="list-style-type: none"> • Try to use two of the four cues while having possession of the ball.
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Closure/Assessment: “STOP! Everyone come in please.

Q: Was the zone defense easier or harder to play than the player-to-player defense? (let students answer)

A: Easier, because we didn’t have to move as much and it was easier to keep offense away from the basket to get rebounds because we were closer to the basket.

Q: What were the disadvantages of the zone defense? (let students answer)

A: We couldn’t always get to the ball, it was hard to defend long-range shooters and hard to play when two players were in our zone, and we couldn’t see all offensive players at once.

You all did very good today class, have a wonderful rest of the day, see you all tomorrow!”

Basketball Lesson Plan
Creating and using space in the attack
Breanne Schwabe

Objectives:

- By the end of class, students will be able to create space by demonstrating the V cut and the L cut as well as setting screens.
- By the end of class, student will be able to use the space they have created or an attack such as a lay up.

Teacher Objectives:

Equipment:

- One basketball hoop
- 15 basketballs

Instant Activity: Have the students come into the gym and immediately begin playing a basketball game. Depending on the number of students, have them play 3 on 3, 4 on 4 or 5 on 5.			
Informing Task: We are going to continue working on basketball skills. Today I would like you to focus on creating and using space in the attack.			
MAF/Instructional Techniques	Extensions	Refinements	Applications
When the students enter the gym they should begin playing a game of 5 on 5. Tell them to play in zone defense (2-1-2)			
Informing Task: When I say, "go" I would like you to go back and continue playing your games using the zone defense. You must complete three passes to different players before scoring. Go.			
Students will be playing 5 on 5. They will be using zone defense. Give them about 5-10 minutes to practice this.	I want to see lots of off the ball movement. Always be moving and trying to get open.	Move the ball quickly.	Try to score three times in a row against the zone defense.
Informing Task: What type of strategies did you use to score off the zone defense? (Moving the ball quickly, drew out the defenders to create more space for passing lanes, used screens to create shooting opportunity.) When I say, "go" I would like you to create a play with your teammates. Once you have your play created, try to apply it in the game.			
Give them time to create their plays with their team.	First create your play as a team.	Use quick cuts and passes.	
Give them time to apply their play in a real game situation.	Use your new plays in the game now.		Try to score three times in a row. Your team gets an extra point if you use your play to score