

Title - Basketball

Outcome: To increase skills, knowledge and understanding and an element of competition in the disciplines of Basketball

Aims: Run at fast, medium and slow speeds, changing speed and direction; link running and with hand/eye coordination in catching and throwing domains. Alongside developing these skills while they are moving while they utilise the skill of teamwork in order to move the ball towards the attacking area.

Week	Learning Objective and Success Criteria	Warm-Up	Teaching & Activities	Cool-Down / Plenary
1	<u>LO:</u> Introduce students to basic ball handling skills followed by allowing them to explore how we can travel within the game of Basketball I CAN... 1. Demonstrate 2 different passes to a partner 2. Dribble the ball while moving over a small distance 3. Change direction while traveling with the ball	Knockout- Through exploration allow children to explore the skill of dribbling the ball. Determine a court (small box) where every child with a basketball has to stay in. Children dribble and try to knock each other's basketballs away. Play until there is a winner.	Ball handling skills introduction: Activity 1: Circle Ball around the following: a. Waist d. Head g. Both Knees b. Knees e. Right Knee h. Figure 8 c. Ankle f. Left Knee i. Figure 8 Walk Activity 2: Dribble Ball Around: a. Waist b. Right Leg c. Left Leg d. Figure 8 - b. Use STEP principle to make it harder/easier Activity 3: Introduction to passing (in pairs) - focus finger pointing at partner on release, step forward into pass and hands up as a target when receiving In pairs passing: 1. Chest pass - To make it a fun competition count how many they can do in 30 seconds Dribbling teaching points: Knees well bent b. Dribble just a little above knee height c. Head up d. Fingertip control, follow through with the wrist e. Try not to look at the ball f. Dribbling hand on top of the ball g. Other hand used as a shield	Stretch out, march / jog / skip on the spot. Discuss the teaching points from today. Q: What are the teaching points for the different passes?

			Ex. One hand chest pass – Right hand and Left hand 2. Bounce pass Ex. One handed bounce passing catch and receive with one the pass, continuous passing with one hand 3. Overhead pass Ex. Overhead Bounce Pass Pro 1: increase distance between passers Pro 2: Allow them to move before catching the ball Pro 3: Change to a tennis ball to make it harder Activity 4: Chaos Activity Make groups of 6 and 4/5 people pass the ball between them-selves while 1/2 [people start being 'on'] They must try to tag the person with the ball. Those that are tagged join those who are on or do a scoring system to allow the game to go on for longer Passing teaching points: 1: Chest Pass a. Each player needs a partner and one ball b. Line-up across from one another along the free throw lane c. Hold ball with both hands, thumbs down, in the chest area with elbows out and eyes on partners chest area d. Step with one foot towards partner and pass ball to partners chest area e. When passing the ball, thumbs should go in a downward motion 2. Receiving Passes a. Extend arms out and go catch the ball b. After catching the ball, pull the ball in to your chest area c. Assume triple threat position 3. Bounce Pass a. same technique as chest pass. When passing the ball aim at an area on the court halfway between you and your partner and toss the ball c. Ball should bounce one time and should bounce up to your partners waist or chest area	
--	--	--	--	--

2	<u>LO:</u> Recap on basic previous skills followed by further demonstrating dribbling under pressure. I CAN...1: Remember the basics ball handling skills 2: Demonstrate passing and catching under pressure 3: Work a small team in order to bring the ball towards the goal	Bulldog with a twist: Determine a fairly big rectangle area (court) with 2 ends and side-lines Every Child has to have a basketball and dribble from one end to the other, without stepping out of the court (passing the side-lines) One child or teacher starts as the 'bulldog', trying to take away others basketballs A child who loses his ball to the 'bulldog' or steps outside of the court becomes a bulldog himself/herself. Play until there is only one person (winner) left.	Recap basic skills: TGFU activity 1 Place students into groups of 6 and then allow them to split further into groups of 3 with one ball The aim is to make 4-7 successful passes (Allow them first to explore the passes to see who remembers what followed by observing who can use agility to out-with their opponent for future activities) Activity 2: Through the gates This is a follow on from the TGFU activity by focusing on change of direction more. Place several different gates of 2 cones around the space First challenge: Dribble the length of the hall and manoeuvre from one set of cones to another Second Challenge: make the gates smaller Third Challenge: Add a few defenders to put pressure on the gates Activity 3: Through the gate's progression Place the students in pairs but keep all the gates where they are They know can dribble the ball and then pass to their partner while they are travelling around the gates Pro 1: Add in the double dribble rule (once they have stopped they can't re-start dribbling, they have to pass onto their partner) Pro 2: Make the space smaller Activity 4: <i>Depending on number of participants and baskets</i> - Chose teams of three, four or five - If two baskets are available, play on both (one team scores on one, the other team scores on the other) Dribbling teaching points: Knees well bent b. Dribble just a little above knee height c. Head up d. Fingertip control, follow through with the wrist e. Try not to look at the ball f. Dribbling hand on top of the ball g. Other hand used as a shield	Stretch out, march / jog / skip on the spot. Discuss the teaching points from today. Q: What are the teaching points for dribbling the ball? HOQ: How do we shield the ball from our opponent?
---	--	--	--	---

			- Team one play against team two until either one team scores or the time limit is reached (can be determined by the teacher but suggested times are 1min, 1.30 min, or 2 min) - Rotate all teams	
3	<u>LO:</u> To begin to understand the basic technique of shooting I CAN... 1: Dribbling and pass the ball correctly under pressure 2: Demonstrate the correct shooting technique from a static non-pressurised scenario 3: Combine both dribbling and shooting within a mini game scenario	Robin Hood – 4 teams in each corner of the room. Place a number of cones, beanbags, or coats in the centre of the room. Each team takes it in turn to retrieve one of the objects. Winning team is the team with the most. Pro 1: Once all the equipment has gone, on the teachers whistle one person from each team can go and try to steal one piece from another team.	Starter Activity: - Use the same format as the warm up game but instead of picking the equipment up, they have to dribbling the ball to the centre and back to pass to the next person - Recap on teaching points for dribbling and different passing techniques from previous lessons Activity 1: Shooting Technique Introduction - In pairs against a warm/fence, the first person practices the correct technique and then moves out of the way for the next person catch and have their go. (Repeat for a few goes) Pro 1: Can they do it further away? Pro 2: The second person becomes a defender with slight pressure on Teaching Points: Beef principles (Bend knees, Bend Elbows and then extends as they take their shot, Eyes on the ball, Follow Through in the realise): - Practice in pairs shooting to each other. - Take turns shooting into a basket from a few feet away, focus on getting a Activity 2: - Team Shooting – in teams first team to make 7 shots as a team. Each student takes one shot, gets there rebound and passes back to the next person in line. Each basket is worth 1 point. Rotate baskets, first team to win 3 games.	Stretch out, march / jog / skip on the spot. Discuss the teaching points from today. Q: How do we shoot correctly?

			Mini-Games: Depending on number of participants and baskets - Chose teams of three, four or five - If two baskets are available, play on both (one team scores on one, the other team scores on the other) - Team one play against team two until either one team scores or the time limit is reached (can be determined by the teacher but suggested times are 1min, 1.30 min, or 2 min) - Rotate all teams Pro 1: Make the space smaller (so the dribbling becomes harder as it's a smaller space to get through) Pro 2: Either add in another ball or change it to a smaller ball to work on coordination	
4/5	<u>LO:</u> To recap on the shooting technique followed by an introduction to different attacking movements I CAN... 1: 2: Demonstrate the correct shooting technique from a static non-pressurised scenario 3: Combine both dribbling and shooting within a mini game scenario	Co-ordination/pulse raiser game: At the beginning start with just one circle. Side step around the circle, clock-wise as they pass the ball anti-clockwise using a chest pass. Start the warm up with the same amount of netballs that the last session finished with. This week add in a tennis ball that they have to bounce	Starter Activity: TGFU • In groups of 6s, in a small marked out square (ideally with a post) • 3 v 3 and each team has to try and make 4 passes before they can take a shot or get a point • The aim is to let the students explore how they are becoming free without us providing any points yet At first the role of the defence is to just place pressure on their attackers. Continue to 50% defence, 75% and 100% Q- Are there any particular movements you are using to become free from the defence? If so what. Q-If feint dodge is mentioned, what are the principles of a feint dodge? A-feint dodge: • Feet shoulder width apart • Players body weight slightly over their feet. • Push of outside foot • Using an upper body movement by the leading shoulder • Rotation with head, followed by shoulders and hips • Moving off in the other direction.	Stretch out, march / jog / skip on the spot. Discuss the teaching points from today. Q: In groups/pairs how do we get free from our defender?

		the opposite way to the basketball ball. Stretches: • In groups a different person leads the stretches while throwing the ball around the group	*If they require a recap on shooting the following activity can be done: Around the World - Children line up along the baseline facing the basket - Five designated shooting spots (baseline, corner of the free throw line, middle of the free throw line, opposite corner of the free throw line, opposite baseline) - First person shoots ▪ On a miss- Shooter goes to the back of the line and next child shoots ▪ On a make- Shooter moves to next spot to shoot, if shooter hits next shoot they move on, if they miss they can 'Risk or Stick'. Risk = extra shot but if they miss they go back to the start. Stick = they stay at the spot till their turn comes around again - First person to get through all the spots wins Activity 1: Continue of shooting (Lay Up): Right or Left (change the side for left) Handed Lay-Up Drill - Have the players line-up at the right elbow. - Have each player tie an imaginary string from their right wrist to their right knee. Explain to them that when they shoot a right handed lay-up, their right arm will go up as well as their right knee. - Without a basketball, have each player simulate a right handed lay-up. - Set a basketball on the floor just right of the goal. Have a player set their left foot right beside the ball. - When you say go, the player will reach down, pick-up the ball, step off their left foot, and shoot a right-handed lay-up. - Have each player start with a ball (To get more people working at a time, allow them to do it against a wall, to a partner or against a fence) Pro 1: Add in a defender	
--	--	---	--	--

			Pro 2: Allow a few run ups instead of just from a static position Basic Techniques a. Players shooting lay-ups should jump off their inside foot. b. Protect the ball. Keep the ball away from the defence. c. Stay square to your target. d. Use the backboard and aim for the top corner of the square nearest you. e. In going to the basket use a high jump, not a long jump. Activity 2: 2A: 1v1 quick feet activity • In pairs using the tram lines of a court over a meter distance • One player stands facing their partner on another line with a meter in between • One is the worker and the opposite partner replicates the same movements as the worker • Worker can move wherever as long as they remain on the line at whatever speed they decide Q- What are the principles of a feint dodge? 2B: Continuation with getting free to receive pass • Join pairs in order to work in 4s • 2 are feeders on the outside with 1 defender and 1 attacker inside the square • The attacker needs to make 4 passes to the feeder while dribbling without the defender intercepting • Once successful swap round Q: How else can be get free? Encourage COS/COD and advance is a roll around their defender	
--	--	--	---	--

			TGFU End Game: • Repeat the same format at the starter activity game and see who/what progressions have been made • Allow them to explore it prior to us adding additional points • In groups of 6s, in a small marked out square (ideally with a post) • 3 v 3 and each team has to try and make 4 passes before they can take a shot or get a point • The aim is to let the students explore how they are becoming free without us providing any points yet Defending progression Activity: Knee Tag activity In pairs, in a small area they must tag their partners outside knee as many times as they can in 30 seconds or 1 minute. Bib group activity: A group warm up, each participant has a bib in which they must protect from other participants, as they attempt to take other participants bibs in a third of the court. -Recap the different attacking movements they can use from the previous week Q-Any elements that are similar to defending? Defending Progression Activity: box defence practise In groups of 6, mark out a 2 v2 grid with cones Have 2 feeders, only use one at first with 2 defenders and 2 attackers The defenders just always mark their player and attempt to decrease the chance of attackers gaining a pass (attempt for 2 interceptions) Pro 1: Increase the space (encouraging the defence to time their moves to intercept the ball)	
--	--	--	--	--

			Pro 2: Advanced, add an extra attacker so the defenders need to work as a team through communication to indicate who they are going to defend	
6	<u>LO:</u> Through small tournaments combine 2 attacking principles learnt and 2 defensive principles <u>I CAN...</u> 1: Demonstrate how to get free from my defender once in possession of the ball 2: Defend a player in order to put pressure while they are travelling 3: Work as a team in order to move the ball towards the post	Pulse Raiser- Cats and Dogs Students into pairs with one line of partners on one side with their partners on the other side facing them One side are cats and one side are dogs Place a cone on each side with a fair distance for them to run to Coach/teacher shouts out cats or dogs When cats are shouted, they need to run to their side cone without the dogs tagging them When dogs are shouted, they need to run to their side cone without the cats tagging them Stretches:	Sport Education • Provide the teams with a netball sport education booklet • Allow 5 minutes for them to decide who is playing what position plus who is having which role • Introduce sportsmanship and what it is Tournament • Ideally your-self and the TA will control each game • Allow 2x 5-minute games against 1 team, so over-all 10-minute games against each team • Allow regular drink breaks Each team will then provide you a score out of 3 for their opposition's sportsmanship	Stretch out, march / jog / skip on the spot. Discuss the teaching points from today.

		In groups a different person leads the stretches while throwing the ball around the group		
--	--	---	--	--

Rules (some can be less lenient such as the 1st one):

- Must dribble with one hand
- Can only pick ball up once and then you have to pass it
- Cannot grab/hold each other's arms
- Cannot push each other
- Cannot run with the ball without dribbling