

ALL-STAR PASSING

STUDENT TARGETS

- **Skill:** I will demonstrate critical cues for passing, receiving, and dribbling.
- **Cognitive:** I will discuss the importance of critical cues and their role in skill development.
- **Fitness:** I will remain active and accumulate MVPA minutes.
- **Personal & Social Responsibility:** I will cooperate with a variety of partners, respecting all skill levels.

TEACHING CUES

- Two Hands East and West
- Step to Target
- Extend Out and Push to Target
- Follow Through, Palms Out

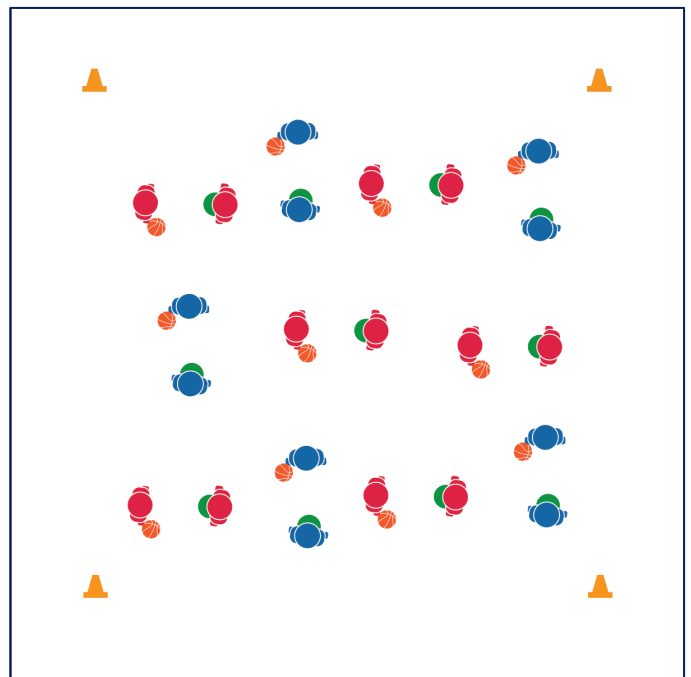
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 basketball per 2 students
- 1 spot marker per 2 students
- 4 pinnies or colored wristbands
- 1 Basketball SEL Journal per student

Set-Up:

1. Scatter spot markers throughout the activity area.
2. Pair students, each pair at a spot marker with a ball.
3. Designate player 1 and player 2 within each pair. Partner 1 begins on the spot marker. Partner 2 begins with the basketball.
4. Take 5 mins to introduce the SEL Journals.



Activity Procedures:

1. Today's activity is called All-Star Passing. There are 3 levels of passing: Rookie, Starter, and All-Star.
2. Player 1 (the spot player) will begin on a spot marker and player 2 (the passer) will begin with the ball. After 2–3 minutes, we'll switch roles.
3. **Rookie (Level 1):** On "GO!" the passer will make a bounce pass to the spot player. The spot player will make a return pass. As soon as the return pass is made, the passer will dribble to a new spot player and exchange passes. How many different spot players can you pass with before you hear the stop signal?
4. **Starter (Level 2):** This level builds on the Rookie Level with the passer making a cut after the pass and the spot player making a leading pass to a cutting player as the return. Emphasize the importance of crisp cuts in to open space.
5. **All-Star (Level 3):** This level builds on the pass and cut skills from the Starter Level but adds a defensive element. Assign and identify 4 players as defense by giving them pinnies or wristbands. Defenders move throughout the activity area, looking to deflect (not intercept) passes. Passers will pick up any deflected passes and continue. Defenders are not trying to steal the ball away from dribbling players.

Grade Level Progression:

6th: Play the activity as described above.

7th–8th: Utilize an auditory cue to signal a dribble change of direction. When the students hear the cue, they perform a crossover dribble and continue dribbling with the opposite hand.

ALL-STAR PASSING

UNIVERSAL
DESIGN
ADAPTATIONS

- Use a ball that will support success for all students.
- All students to choose to work at either level 1 or level 2.
- Provide a partner to assist students who could benefit from the support.

ACADEMIC
LANGUAGE

Basketball, Cooperate, Critical Cue, Dominant Hand, Dribble, MVPA, Non-Dominant Hand, Pass, Receive, Respect, Skill, Tactic

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [M4.6]:** Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as basketball, flag football, speedball, or team handball (6).
- **Standard 1 [M8.6-8]:** Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks (6); Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks (7); Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play (8).
- **Standard 2 [M2.6-8]:** Executes at least one the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes; uses pivot, fake, or give & go (6); Executes at least two of the following offensive tactics to create open space: give & go; a variety of passes; fakes, pivot) (7); Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, & pathways; give & go (8).
- **Standard 4 [M1.6-8]:** Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors (6); Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates (7); Accepts responsibility for improving one's own levels of physical activity and fitness (8).

DEBRIEF
QUESTIONS

- **DOK 1:** What is a critical cue?
- **DOK 2:** How can you apply critical cues when practicing dribbling skills?
- **DOK 3:** How well were you able to perform passing critical cues during today's activity? Give details about your performance.
- **DOK 1:** How can you recognize a challenge?
- **DOK 2:** How does positive self-talk affect your ability to overcome a challenge?
- **DOK 3:** Heart disease can be a big challenge for people we know and love. How does our [Kids Heart Challenge](#) help others cope with the challenges of heart disease?

TEACHING
STRATEGY
FOCUS

Help students process content. Oftentimes, when faced with a challenge, students are left to draw their own conclusions. By helping students examine the impact of self-talk on their attitudes and behaviors, teachers can help students summarize and elaborate on their feelings in a constructive way. By focusing on how their actions can help other people cope with challenges, you're offering students a context for positive talk and thinking, which can impact overall attitudes, participation, and growth.