

## THREE TO A HOOP

### STUDENT TARGETS

- **Skill:** I will demonstrate a fake (v-cut or jab step) and a give and go in order to create open space to make or receive passes.
- **Cognitive:** I will discuss offensive tactics used in basketball.
- **Fitness:** I will stay actively engaged at the intensity needed to raise my heart rate.
- **Personal & Social Responsibility:** I will demonstrate rules and etiquette of basketball by self-officiating.

### TEACHING CUES

- Pass and Cut; Give and Go
- Off the Ball Defensive Position: Hand in the Passing Lane
- On the Ball Defensive Position: Ball-Me-Basket Alignment

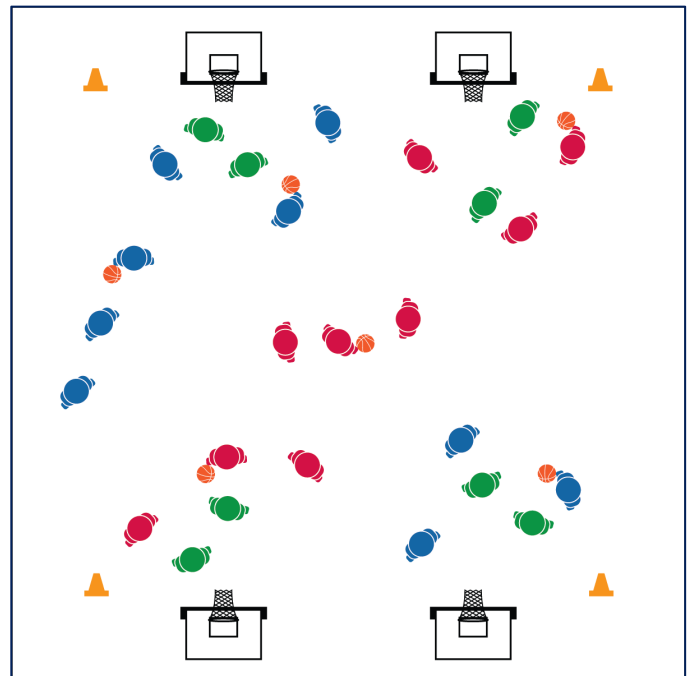
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 4–6 basketball goals (i.e., baskets)
- 2 pinnies or wristbands per goal
- 1 basketball per group of 3 students

#### Set-Up:

1. Using pinnies or colored wristbands, identify 2 students per hoop as defenders.
2. Divide the remaining students into groups of 3, each group with a ball.



#### Activity Procedures:

1. Today's activity is called 3 to a Hoop. The object of the game is for you and your teammates to score baskets at each of the active hoops. There will be 2 defenders playing defense at each hoop.
2. On the start signal, your team will start to attack 1 of the hoops by passing, cutting, and dribbling toward a basket. You must make 3 passes before taking a shot.
3. As you approach a hoop, 2 defenders will try to stop you from scoring. If the defenders steal your ball or get a defensive rebound, they will give the ball back to you and your team must attack a different hoop. You can continue at the same hoop if you get an offensive rebound. More than 1 team may attack a hoop at the same time; be careful and take advantage while the defense is distracted.
4. As soon as you score a basket at a hoop, your team will pass, cut, and dribble to the next hoop. Try to score at all active hoops. After 3 minutes, we'll switch defenders.

#### Grade Level Progression:

**6<sup>th</sup>–7<sup>th</sup>:** Play the activity as described above.

**8<sup>th</sup>:** Capture the Corner modification: Create even teams of 2 or 3. Send a team to each goal to play as defenders. All other teams with a basketball. When a team scores at a goal, they "capture the goal" and are the new defenders. The previous defenders take the ball and attack a different goal.

**THREE TO A HOOP**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Decrease the height of the goals or provide goals at different heights, allowing students to choose.
- Decrease the number of defenders at each goal.
- Modify the rules for passing, traveling, and double dribbling.
- Use clear and brightly colored markers to help students visualize boundaries and pathways.

ACADEMIC  
LANGUAGE

Defense, Drop Step, Fake, Foul, Give and Go, Jab Step, Offense, Passing Lane, Pathway, Pivot, Slide, V-Cut, Violation

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 1 [M11.6-8]:** Maintains defensive ready position, with weight on balls of feet, arms extended, and eyes on midsection of the offensive player (6); Slides in all directions while on defense without crossing feet (7); Drop-steps in the direction of the pass during player-to-player defense (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 [M6.6-8]:** Identifies the rules and etiquette for physical activities/games and dance activities (6); Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance (7); Applies rules and etiquette by acting as an official for modified physical activities/games and creating dance routines within a given set of parameters (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What is a tactic?
- **DOK 2:** What do you know about the offensive tactics used in basketball?
- **DOK 3:** How is each offensive tactic related to opening space?
- **DOK 1:** What is self-officiating?
- **DOK 2:** How does self-officiating apply to this activity?
- **DOK 3:** How is self-officiating related to basketball as a lifetime activity?

TEACHING  
STRATEGY  
FOCUS

**Help students practice skills, strategies, and processes.** Self-officiating is an important skill and strategy for playing basketball recreationally, in an unstructured activity environment. In today's world, most students do not grow-up with examples of self-officiating and therefore must be taught this skill. Set general guidelines for self-officiating (e.g., call your own fouls) and then provide ongoing, constructive feedback as students work to improve their ability to self-officiate their play.