

POKE

STUDENT TARGETS

- **Skill:** I will demonstrate a variety of offensive tactics to create open space.
- **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 the rules and etiquette of basketball by self-officiating.

TEACHING CUES

- Offense: Create Space
- Defense: Close Space

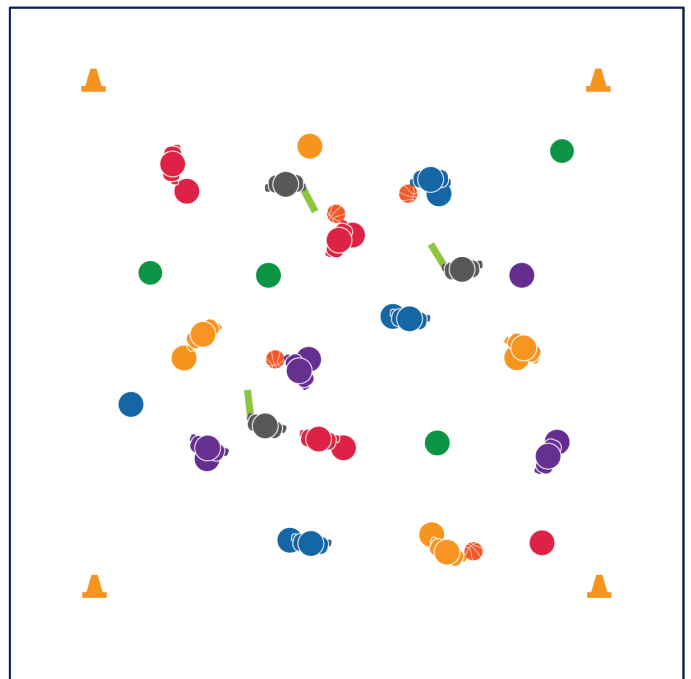
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 spot marker per student (use an equal number of each available color — 6 color sets are ideal)
- 1 ball per group of 3 students
- 3 small foam noodles (12–24 inches)

Set-Up:

1. Scatter spot markers throughout the activity area.
2. Identify 3 players as defenders, each defender with a foam noodle.
3. Create teams of 3 and assign a spot color to each team.
4. Each team with 1 ball.
5. All players begin standing with their teammates with 1 foot on a spot that matches their team's color.



Activity Procedures:

1. Today's activity is POKE (**P**ass **O**r **K**ee**P** Evading). The object of the game is to evade — or keep away from — the defenders. You'll do that by dribbling to a new spot that matches your team's color or passing to a teammate on a spot that matches your team's color.
2. On the start signal, defenders will work to poke basketballs with the noodle. Everyone else: quickly spread out, find open spots that match your team's color, and either dribble or pass to the spot. As soon as you touch a new spot while holding the ball, dribble or pass to a new spot.
3. If your ball is poked by a defender, the last person to touch your team's ball will trade places with the tagger, and you will have a new teammate. New defenders must move to a different team before returning to poke the ball from their former teammates.

Grade Level Progression:

- 6th: Play the game above with no defense. Players must dribble to a spot, then pass to a spot, then dribble to a spot, and then pass — continuing this pattern and counting spots.
- 7th: Play the activity as described above.
- 8th: Increase the number of defenders.

POKE

UNIVERSAL
DESIGN
ADAPTATIONS

- Increase the length of the foam noodle used by defenders.
- Increase or decrease the size of the activity area based on the needs of your students.
- Increase the size and number of spot markers.

ACADEMIC
LANGUAGE

Evade, Etiquette, Intensity, Open Space, Tactic, Foul, Give and Go, Passing Lane, Pivot, Slide, V-Cut

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 [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:** How would you describe a give and go?
- **DOK 2:** How can you apply a give and go during a game of POKE?
- **DOK 3:** How is skill-related fitness related to the give and go?
- **DOK 1:** How can you recognize safe behaviors in a game of POKE?
- **DOK 2:** How would you summarize the importance of safety in a game of POKE?
- **DOK 3:** How is safety related to learning in physical education class?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content. Small sided games like POKE are essential teaching tools for helping students practice and develop their basketball skills. By creating a dynamic environment with limited stills and tactics to consider, we're allow students to interact with a game-like environment while focusing on the content we're helping them develop.