

## 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

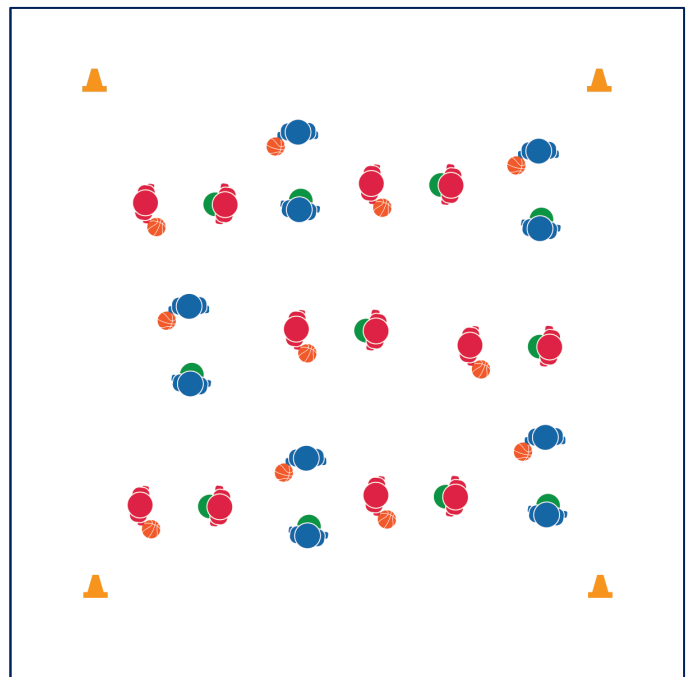
### ACTIVITY SET-UP & PROCEDURE

#### 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:

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

7<sup>th</sup>–8<sup>th</sup>: 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.

## DRIBBLE STOPPERS

### STUDENT TARGETS

- **Skill:** I will demonstrate the critical cues for dribbling while avoiding defenders.
- **Cognitive:** I will be able to recite critical cues for dribbling.
- **Fitness:** I will remain active and accumulate MVPA minutes.
- **Personal & Social Responsibility:** I will personally exhibit and be able to discuss the importance of responsibility behaviors.

### TEACHING CUES

#### Dribble

- Knees Bent, Eyes Up
- Finger Pad Push
- Give to Your Waist
- Protect the Ball

#### Defense

- Wide Base, Knees Bent
- Feet Balanced and Ready
- Active Hands, Eyes on Waist

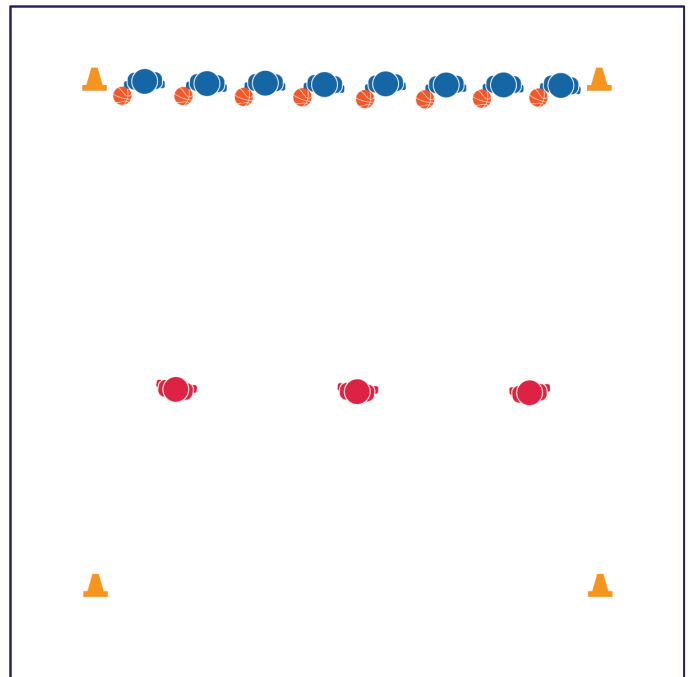
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 4 cones
- 1 basketball per student

#### Set-Up:

1. Create a large activity area using 4 cones.
2. Students with a ball line up on 1 end of the activity area in between 2 cones.
3. Designate 2–4 players as defenders, each in the center of the activity area.



#### Activity Procedures:

1. Today's activity is called Dribble Stoppers! The object of the activity is to dribble through open space while protecting your basketball from defenders.
2. When I say "GO!" (or the music starts), students will start dribbling across the activity area to the other side while avoiding defenders. Defenders must maintain defensive ready position using side-slides and drop-steps to move throughout the activity area.
3. If your ball is tagged by a defender (any touch on the ball) or it goes out of bounds, retrieve your ball, place it on the ball rack, and re-enter the game as a defender.
4. When all untagged players are safe on the other side of the activity area, we'll repeat in the opposite direction.

#### Grade Level Progression:

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

**8<sup>th</sup>:** Using low-profile cones, create small game grids of 5 offensive players, 2 defensive players, and 1 ball. Offense must dribble 3 times and then make an accurate pass to a teammate. Offense scores a point each time every player receives a pass. Rotate defenders every 1–2 minutes.

**DRIBBLE STOPPERS**

UNIVERSAL DESIGN ADAPTATIONS

ACADEMIC LANGUAGE

STANDARDS & OUTCOMES ADDRESSED

DEBRIEF QUESTIONS

TEACHING STRATEGY FOCUS

- Increase or decrease the size of the boundaries, depending on the needs and abilities of your students.
  - Decrease the number of defenders.
- Control, Defense, Defensive Ready Position, Dribble, Drop Step, Offense, Traveling
- **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 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 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).
- **DOK 1:** What is personal responsibility?
  - **DOK 2:** How would you summarize the importance of personal responsibility in physical education class?
  - **DOK 3:** How is personal responsibility related to participation in basketball?
  - **DOK 1:** What is social responsibility?
  - **DOK 2:** How is personal responsibility similar to social responsibility? Different?
  - **DOK 3:** How is social responsibility related to Kids Heart Challenge participation?
  - **DOK 4:** Work with a partner to write a letter to your friends and family explaining why we are raising money for the American Heart Association and how it is related to your understanding of social responsibility.
- Help students engage in cognitively complex tasks.** Developing personal and social responsibility is one of the cornerstone learning standards for physical education programs in the United States and around the world. However, too often our learning tasks and assessments ignore purposeful development of these characteristics. Discussing the importance of raising money to fight heart disease is one way to bring focus to social responsibility in physical education, but it’s just a starting point. By prompting students to work together to write letters explaining the relationship between what they are doing in class and the importance of research, outreach, and community health education, students must examine, process, and communicate their complex understanding of what social responsibility means to them.

## CORNER TO CORNER

### STUDENT TARGETS

- **Skill:** I will make and receive leading passes with my team.
- **Cognitive:** I will discuss the importance of cutting into open space after making a pass.
- **Fitness:** I will stay actively engaged at the intensity needed to raise my heart rate.
- **Personal & Social Responsibility:** I will demonstrate cooperation with my classmates as we work toward a common goal.

### TEACHING CUES

- Cut to Open Space with Hands Ready
- Leading Pass Ahead of Cutter
- Cut to the Basket (Corner Spots)

### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 4 large cones
- 16 spot markers
- 1 basketball per team of 2 or 3 students

#### Set-Up:

1. Create a large activity area using 4 cones.
2. Place 4 spot markers in each corner 4–5 feet apart.\*
3. Create teams of 2 or 3 players, each team with a ball.
4. Scatter teams throughout the activity area.

\*If the activity area has multiple baskets, place spots directly under each basket.

#### Activity Procedures:

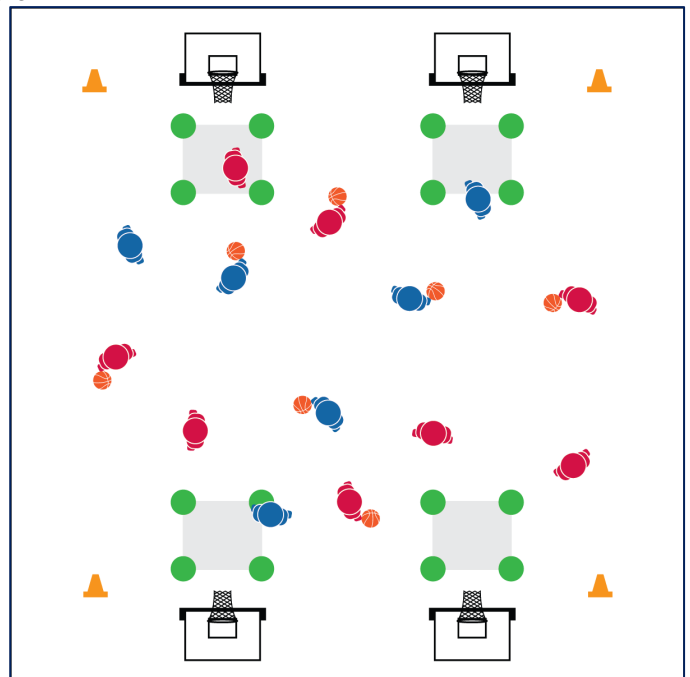
1. This activity is called Corner to Corner. The object of the activity is for you and your partner (or team) to score as many “baskets” as you can by bouncing your ball on 1 of the spot markers in each corner of the activity area.
2. On the start signal, start passing and cutting, making your way to a corner. Dribbling is not allowed. Players with the ball: You can pivot and pass. Players without the ball will cut toward the corner spots.
3. At each corner, you’ll bounce your basketball on 1 of the spot markers and then begin moving to another corner. Each time you bounce on a spot, it’s worth 2 points (1 basket). You must score at all 4 corners before you can go back to a corner that you’ve already scored on.
4. On the stop signal, freeze with the ball at your hip (triple threat) or in pass-ready position.

#### Grade Level Progression:

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

**7<sup>th</sup>:** Add 4 defenders. Defenders can move throughout the activity area, deflecting or intercepting passes. If a pass is intercepted, the defender scores 1 point, returns the ball to the passing team, and defends elsewhere.

**8<sup>th</sup>:** Add shooting. Teams pass and cut to any basket in the activity area. The object is to score at each basket, and then repeat at each basket as many times as possible before the stop signal.



**CORNER TO CORNER**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Add auditory signals at target spots to assist students with a visual impairment.
- Use foam balls (or another variety of ball) to assist with passing and catching.
- Create larger and/or additional targets.
- Increase boundary area to create more open space.

ACADEMIC  
LANGUAGE

Cooperate, Cut, Leading Pass, Pass, Open Space, Pass-Ready Position, Receive, Triple Threat

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 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 [M5.6-8]:** Cooperates with a small group of classmates during adventure activities, game play, or team-building activities (6); Problem-solves with a small group of classmates during adventure activities, small-group initiatives, or game play (7); Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives, and game play (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What does cooperation look like? What does it sound like?
- **DOK 2:** How did you apply cooperation in the game of Corner to Corner?
- **DOK 3:** How is communication related to cooperation? How did you communicate in Corner to Corner in order to cooperate?
- **DOK 1:** What are the critical cues for passing? For receiving a pass?
- **DOK 2:** What do you know about making and receiving a leading pass?
- **DOK 3:** How could you change this activity to practice passing off a dribble?

TEACHING  
STRATEGY  
FOCUS

**Help students identify critical content.** Cooperation is absolutely fundamental to passing in any sport. It relies on communication and is an overall indicator of how cooperative a team is. Good passing also provides rich opportunities to identify and discuss the importance of both verbal and non-verbal communication in sport and physical activity. Help students identify and examine the social learning competencies of basketball participation.

## MONEY IN THE BANK

### STUDENT TARGETS

- **Skill:** I will demonstrate all critical cues for shooting.
- **Cognitive:** I recite critical cues for shooting.
- **Fitness:** I will stay actively engaged at the intensity needed to raise my heart rate.
- **Personal & Social Responsibility:** I will use positive language to encourage my teammates and avoid trash talk or negative criticism.

### TEACHING CUES

- Balance on the Platter
- Elbow Under the Ball
- Eyes on Target
- Follow-Through Snap

### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 4–6 basketball goals (i.e., baskets)
- 5 spot markers per goal
- 1 basketball per goal

#### Set-Up:

1. Set 5 spot markers in an arc at each goal; 1 spot on each low block, 1 spot in front of the goal, and 2 spots in between the blocks and the front of the goal.
2. Create even teams, 1 team per goal. Teams line up on the spot that's sitting on the right low block.
3. Large class sizes with a limited number of goals can play with 2 teams per hoop starting on opposite blocks.

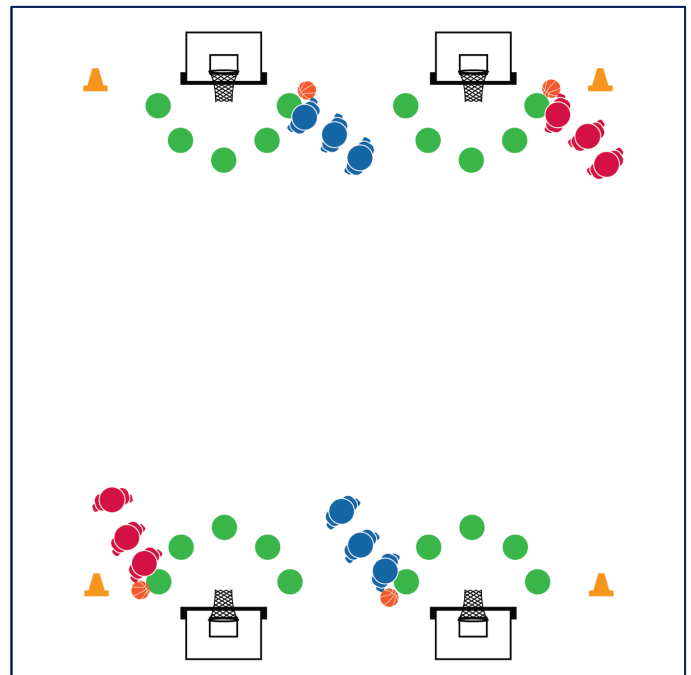
#### Activity Procedures:

1. Today's activity is called Money in the Bank! The object of the activity is to put money in the bank by putting 10 bucks in the bank at every poly spot. Each made shot from the spot is worth 2 bucks, and follow-up shots are worth 1 buck.
2. When I say "GO!" the 1st player on your team will shoot from the right low block. If she/he makes the shot, rebound it and pass to the next player in line for the next shot, and then go to the end of the line.
3. If a shot is missed, the shooter gets the rebound and can take 1 (only 1) follow-up shot.
4. Continue in this rotation until your team puts 10 bucks in the bank from that spot. After making the 10<sup>th</sup> buck, everyone on your team will yell-out, "Cha-Cha-Ching!" Then move to the next spot and continue your shooting and rebounding pattern.
5. When your team makes 10 bucks from each spot, everyone on your team will yell out, "Money in the bank!"

#### Grade Level Progression:

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

8<sup>th</sup>: For each follow-up shot, students must rebound the ball and dribble back to the spot to take their 2<sup>nd</sup> shot. Only 1 follow-up shot per turn.



**MONEY IN THE BANK**

UNIVERSAL DESIGN ADAPTATIONS

- Decrease the height of the goals.
- Use auditory cues to help students shoot toward the goal.
- Decrease the shooting distance.
- Use different size/weight balls.

ACADEMIC LANGUAGE

Encouragement, Follow-Through, Positive Language, Shoot, Social Interaction, Trash Talk

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [M10.6-7]** Shoots on goal in a dynamic environment as appropriate to the activity (6); Shoots on goal with accuracy in small-sided game play (7).
- **Standard 5 [M6.6-8]:** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities (8).

DEBRIEF QUESTIONS

- **DOK 1:** What are the critical cues for shooting?
- **DOK 2:** What do you know about the different types of shots used in basketball?
- **DOK 3:** Can you compare/contrast the advantages of the different shots used in basketball?
- **DOK 1:** How can you recognize positive language and social interaction during a competitive activity?
- **DOK 2:** How does encouragement affect your performance during a competitive activity? How does it affect your enjoyment?
- **DOK 3:** How would you describe healthy competition, using the activity Money in the Bank as an example?

TEACHING STRATEGY FOCUS

**Organize students to interact with content.** Competition is an important part of basketball culture for students as both participants and fans. Experiencing competition as a way to enhance sport experience is oftentimes a challenging balancing act. However, this type of interaction is essential as we work to encourage students to view basketball (and other sports) as a lifetime physical activity for both health enhancement and social interaction. It's important to take five minutes to debrief this experience in order to teach the meaning and importance of healthy competition.



## 3 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

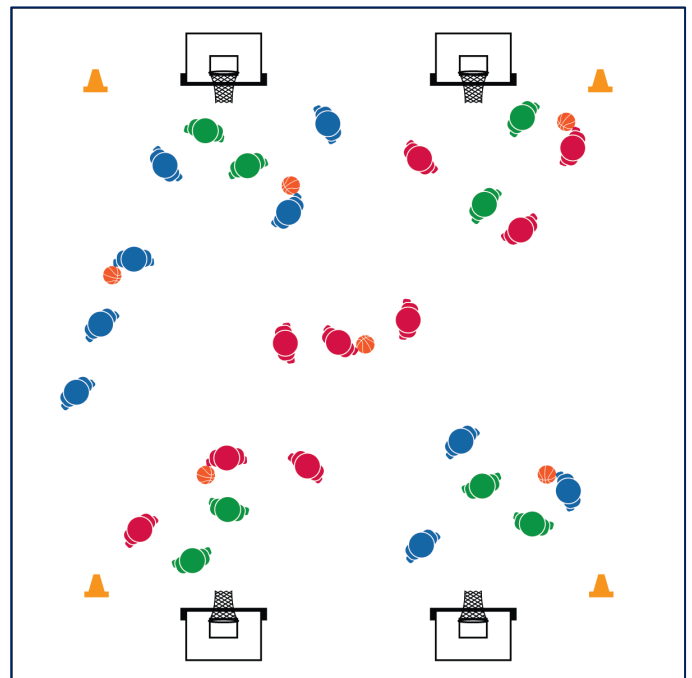
### ACTIVITY SET-UP & PROCEDURE

#### 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.

**CHALLENGER**

STUDENT TARGETS

- **Skill:** I will demonstrate all critical cues for shooting.
- **Cognitive:** I will discuss a growth mindset plan for challenging myself and improving my basketball skills.
- **Fitness:** I will stay actively engaged at the intensity needed to raise my heart rate.
- **Personal & Social Responsibility:** I will use positive language with my challengers and avoid trash talk.

TEACHING CUES

- Balance on the Platter
- Elbow Under the Ball
- Eyes on Target
- Follow-Through Snap

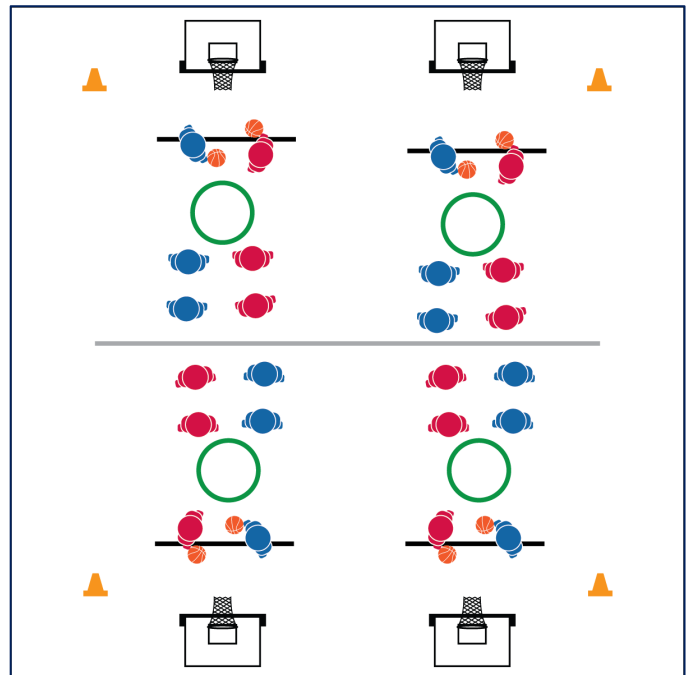
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 4–6 basketball goals (i.e., baskets)
- 2 basketballs per goal
- 1 hula hoop per goal

**Set-Up:**

1. Place 1 hula hoop at the top of the key at each goal.
2. Place 2 basketballs in each hula hoop.
3. Divide the class evenly with 1 line behind each hula hoop (2 lines per goal).



**Activity Procedures:**

1. Today’s activity is called Challenger. The object is to make a basket before your challenger does.
2. The first 2 players in each line will pick up a basketball and meet at the foul line — they are the challengers.
3. On the start signal, the challengers will dribble 5 times, then tap their basketballs together. As soon as a tap is made, both players can shoot at the hoop. If players miss their shots, they will rebound and shoot again. It’s okay to dribble closer to the hoop for an easier shot. This continues until 1 challenger scores a basket.
4. The challenger who scores becomes the champion and takes on a new challenger from the line. The player who does not score rotates clockwise to the next hoop and waits to challenge another player.

**Grade Level Progression:**

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

**8<sup>th</sup>:** Designate 1 goal as the “champions” goal. When students win 3 challenges in a row at a goal, they become champions and move to the champions goal to face off with another champion. Winners at the champion goal get to wear an invisible champion belt for the rest of the day.

**CHALLENGER**

UNIVERSAL DESIGN ADAPTATIONS

- Decrease the height of the goals
- Decrease shooting distance
- Pair students and play 2v2 with a high-skilled player helping students who have unique needs.

ACADEMIC LANGUAGE

Actively Engaged, Challenge, Follow-Through, Growth Mindset, Improve, Self-Talk, Skill

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [M10.6-7]** Shoots on goal in a dynamic environment as appropriate to the activity (6); Shoots on goal with accuracy in small-sided game play (7).
- **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).
- **Standard 5 [M3.6-8]:** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

DEBRIEF QUESTIONS

- **DOK 1:** How would you describe a growth mindset?
- **DOK 2:** How would you summarize your mindset in relation to learning and improving your basketball skills?
- **DOK 3:** How is self-talk related to a growth mindset?
  
- **DOK 1:** What are possible positive ways to cope with a challenging situation or a difficult performance task?
- **DOK 2:** How can you apply what you know about growth mindset to help you respond to challenges in a positive way?

TEACHING STRATEGY FOCUS

**Help students examine their reasoning.** Talking *at* students about a growth mindset is only a part of helping them develop this incredibly important characteristic. Take time at the end of you lesson to guide students through extended thinking questions and exercises to help them examine their mindset, their self-talk, and ways to improved them.

## 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

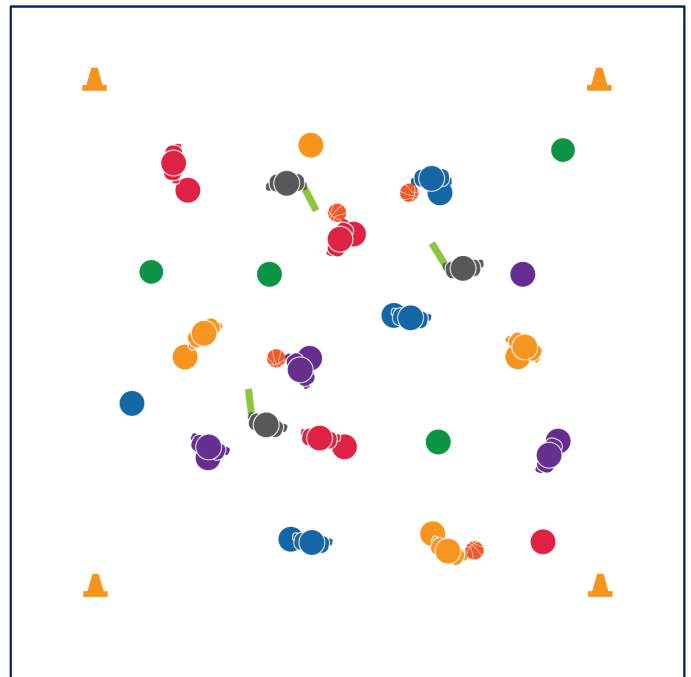
### ACTIVITY SET-UP & PROCEDURE

#### 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:

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

**KAREEM ABDUL-JABBAR**

STUDENT TARGETS

- **Skill:** I will transition from offense to defense and demonstrate defensive tactics to reduce open space.
- **Cognitive:** I will discuss defensive 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
- Shoot in Your Range

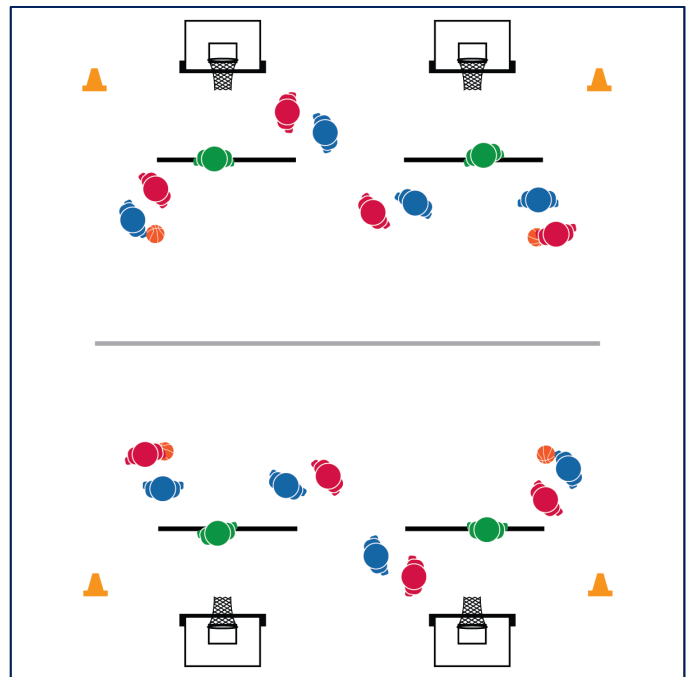
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 3-6 basketball hoops
- 2 pinnies (of 1 color) per hoop
- 1 pinnie of another color per hoop
- 1 basketball per hoop
- Half-Court Rules Poster

**Set-Up:**

1. Create teams of 2. Send 2 teams to each hoop, 1 team of them pinnies.
2. Designate 1 player with a separate color pinnie as "Kareem" to play on the high post (elbow to elbow).
3. There should be a total of 5 players and 1 ball per hoop.



**Activity Procedures:**

1. Kareem Abdul-Jabbar is a Hall of Fame center with 6 NBA Championships as a Los Angeles Laker. He was named to the NBA All-Star Team 19 times. In this game of 2v2, we will have 1 player on the post who plays offense for both teams (creating a 3v2 situation). The post player must stay on the foul line (the high post).
2. The object of the game is for your team to score as many baskets as you can. Normal 2v2 half-court rules apply. However, the post player (Kareem Abdul-Jabbar) will always be on offense and can pass, dribble, and shoot as long as she/he doesn't move more than 1 step away from the foul line. She/he can move from 1 side of the foul line to the other (elbow to elbow), but cannot drive to the basket or step out past the 3-point line. After 2 or 3 minutes, we'll rotate players playing as Kareem.

**Grade Level Progression:**

- 6<sup>th</sup>-7<sup>th</sup>: Play the activity as described above.  
8<sup>th</sup>: Play 3v3 basketball without a high-post player.

**KAREEM ABDUL-JABBAR**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Decrease the height of goals.
- Designate high-skilled players helping as the post players for students who have unique needs.

ACADEMIC  
LANGUAGE

Etiquette, Foul, Give and Go, Passing Lane, Pivot, Open Space, Recover, Reduce Space, Tactic, Triple Threat, Transition, V-Cut

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 1 [M6.6-8]:** Performs pivots, fakes, and jab steps designed to create open space during practice tasks (6); Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps (7); Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens (8).
- **Standard 2 [M3.6-8]:** Creates open space by using the width and length of the field/court on offense (6); Creates open space by staying spread on offense, and cutting and passing quickly (7); Creates open space by staying spread on offense, cutting, and passing quickly, and using fakes off the ball (8).
- **Standard 2 [M4.6-8]:** Reduces open space on defense by making the body larger and reducing passing angles (6); Reduces open space on defense by staying close to the opponent as he/ she nears the goal (7); Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective) (8).
- **Standard 2 [M6.6-8]:** Transitions from offense to defense or defense to offense by recovering quickly (6); Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates (7); Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What is a passing lane?
- **DOK 2:** How would you apply defensive tactics in order to close a passing lane? How would you apply an offensive tactic in order to open a passing lane?
- **DOK 3:** How is a v-cut related to opening a passing lane?
- **DOK 1:** What would you include on a list about self-officiating?
- **DOK 2:** How can you apply conflict resolution strategies to self-officiating situations?

TEACHING  
STRATEGY  
FOCUS

**Help students engage in cognitively complex tasks.** The game of basketball requires a complex combination of motor-skill competence and tactical execution. Providing a post player to create a 3v2 situation can help students be successful in creating open space and executing offensive tactics that they have not yet mastered. If students are ready to navigate the dynamics of a 3v3 situation, remove the post player and allow students to progress.



**CAN'T STOP ME STATIONS**

STUDENT TARGETS

- **Skill:** I will demonstrate the basketball skills learned throughout this module.
- **Cognitive:** I will use the academic language of basketball during group discussions.
- **Fitness:** I will stay actively engaged at the intensity needed to raise my heart rate.
- **Personal & Social Responsibility:** I will use positive language to encourage my classmates and avoid trash talk or negative criticism.

TEACHING CUES

- Focus on Fundamentals
- Use Positive Language to Create a Positive Learning Environment

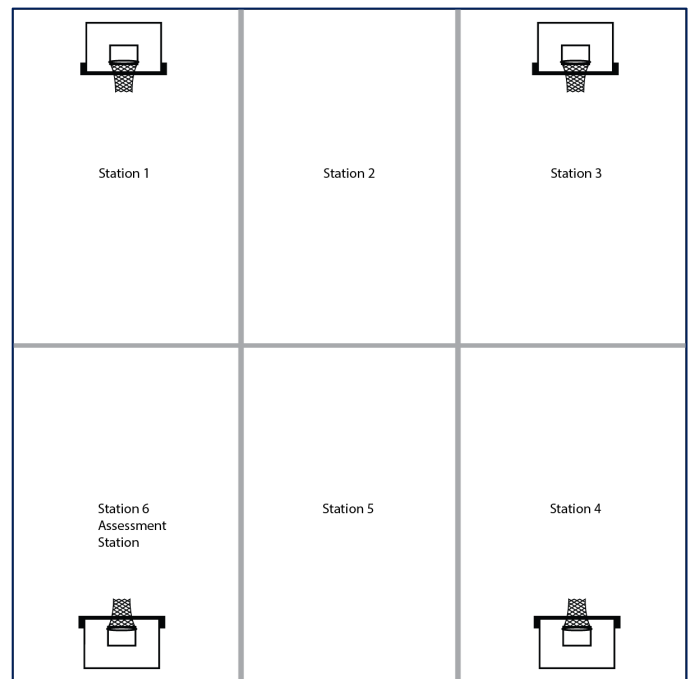
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 24 low-profile cones
- 1 large cone and task tent per station
- Self-assessments and/or SEL Journals
- Station music and music player
- See station cards for equipment needs

**Set-Up:**

1. Using low-profile cones, create 6–10 grids (depending on size of class and activity area).
2. Set station cards up on tall cones in each grid.
3. Set up each station according to its station card.
4. Designate 1 station as an assessment station.
5. Create groups of 2–4 students, with each group at a different station.



**Activity Procedures:**

1. It's time for Can't Stop Me Stations. At each station, you'll play 1 of your favorite games from earlier in this module — Dribble Stoppers, Money in the Bank, Challenger, and Kareem Abdul-Jabbar.
2. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.

**Grade Level Progression:**

- 6<sup>th</sup>–7<sup>th</sup>: Play the activity as described above.  
8<sup>th</sup>: Allow students to create their own basketball skill stations.

**CAN'T STOP ME STATIONS**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Some students may need step-by-step assistance with clean-up and rotation.
- Choose modifications from the activity pages that correspond to each station.

ACADEMIC  
LANGUAGE

*Select words to review from previous lessons.*

STANDARDS  
& OUTCOMES  
ADDRESSED

- *See standards and outcomes from the activity plans used for each station.*
- **Standard 5 [M6.6-8]:** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities (8).

DEBRIEF  
QUESTIONS

*Use this opportunity to review DOK topics that students previously found challenging.*

TEACHING  
STRATEGY  
FOCUS

**Organizing students to interact with content:** The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.