



ALL STAR PASSING

STUDENT TARGETS

- **Purposeful Competition:** I will value my opponent as a partner who allows me to work towards excellence.
- **Skill:** I will demonstrate skill cues for passing, receiving, and dribbling.
- **Fitness:** I will remain actively engaged in all challenges.
- **Responsible Behaviors:** I will cooperate with a variety of partners, respecting all skill levels.

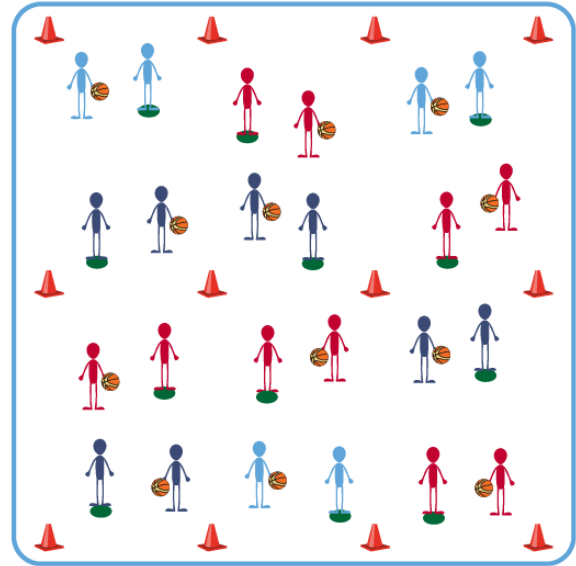
EQUIPMENT & SET-UP

Equipment:

- 1 basketball per 2 students
- 1 spot marker per 2 students
- 4 pinnies or colored wristbands

Set-Up:

- Scatter spot markers throughout the activity area.
- Pair students in groups of 2, each pair at a spot marker with a basketball.
- Designate Player 1 and Player 2 within each pair. Player 1 begins on the spot marker. Player 2 begins with the basketball.



ACTIVITY PROCEDURES

1. This 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 the start signal, 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 into 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 4 players as defense by giving them pinnies or colored 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

- **Level 1:** Play as described above.
- **Level 2:** 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.

TEACHING CUES

- **Cue 1:** Two hand on the ball (east and west).
- **Cue 2:** Step toward your target and extend arms out and down.
- **Cue 3:** Extend to follow through after the pass.



ALL STAR PASSING (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase or decrease the size of activity area as needed.
- **UDL 2:** Use brightly colored cones/equipment to distinguish boundaries.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.
- **UDL 5:** Provide equipment of different sizes, textures, and weights (e.g., playground balls, foam balls, auditory balls).

ACADEMIC LANGUAGE

Pass, Cooperation, Leading Pass, Cut

PRIORITY OUTCOMES

Purposeful Competition – Association of Failed Attempts with Future Successes:

- **(HS)** Identify the importance of fair and consistent officiating/rule following in a competitive environment in order to differentiate errors accurately for future improvement.

Personal Responsibility & Safety:

- **(HS)** Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

CLOSURE AND DEBRIEF

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.