



PARTNER PASSING

STUDENT TARGETS

- **Purposeful Competition:** I will recognize the importance of failed attempts along the path to excellence and learn from them intentionally.
- **Skill:** I will demonstrate offensive strategies and tactics for cutting and passing.
- **Fitness:** I will remain actively engaged in all challenges.
- **Responsible Behaviors:** I will demonstrate teamwork and cooperative behaviors.

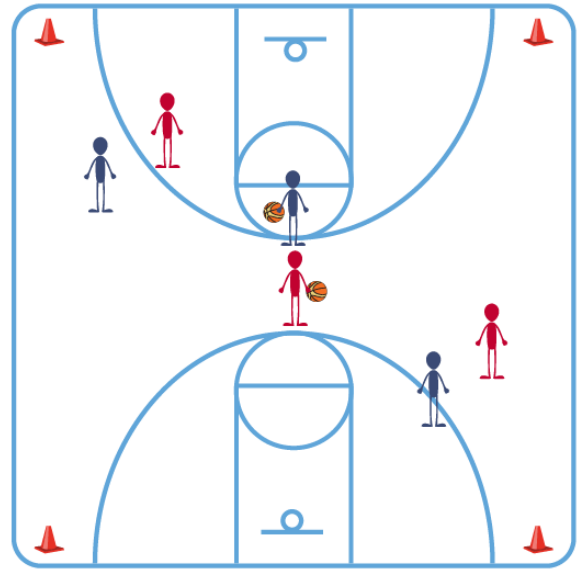
EQUIPMENT & SET-UP

Equipment:

- 1 basketball per 3-4 students
- 1 basketball goal per 3-4 students

Set-Up:

- Create groups of 3-4 students; each group goes to a basketball goal with a ball. Coach evenly assigns students to begin as Player A, Player B, or Player C.
- Students assigned Player A begin near top of key on their side of basket. Player B begins at elbow extended near the 3-point line. Player C begins an arm's length from Player B on defense.
- Any additional students line up as substitutes to the left or right of the key.



ACTIVITY PROCEDURES

1. This activity is called Partner Passing. The object is to practice cutting before receiving a pass, while teammates are playing passive defense. This game simulation helps build control and confidence.
2. On the start signal, Player B will perform the designated cut while Player C plays passive defense. Player A will pass the ball to Player B as they are moving out of their cut. After Player B catches the ball they will fake out the defender and pass the ball back to Player A before resetting to perform the next cut. Player B will practice 5 types of cuts before positions rotate: straight cut, V-cut, backdoor cut, pin down and pop up, and L-cut.
3. Player B will replace Player A as the passer after they practice all 5 cuts. Player A will replace Player C, and Player C will become Player B. This will repeat until all players have the opportunity to practice all three positions.
4. The activity continues until all players have practiced all 5 types of cuts or time elapses.

GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above.
- **Level 2:** Groups will identify and discuss strategies and tactics needed for cutting and passing, then design a plan to improve those areas.

TEACHING CUES

- **Cue 1:** Two hands on the ball (east and west) before the pass.
- **Cue 2:** Communicate with your partners (verbal and non-verbal) to complete successful passes.
- **Cue 3:** Use teamwork and cooperative behaviors with your classmates.



PARTNER 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

Cut, Communication, Create Space, Close Space

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:

- **DOK1:** What does it mean to create open space during an invasion game?
- **DOK 2:** How does creating open space affect an offense? How does it affect a defense?
- **DOK 3:** What does the defense have to do to close space?