



LAY UP LINES WARM-UP

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 move using strategies that help to gain an offensive advantage.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Responsible Behaviors:** I will demonstrate personal and social responsibility during all practice tasks.

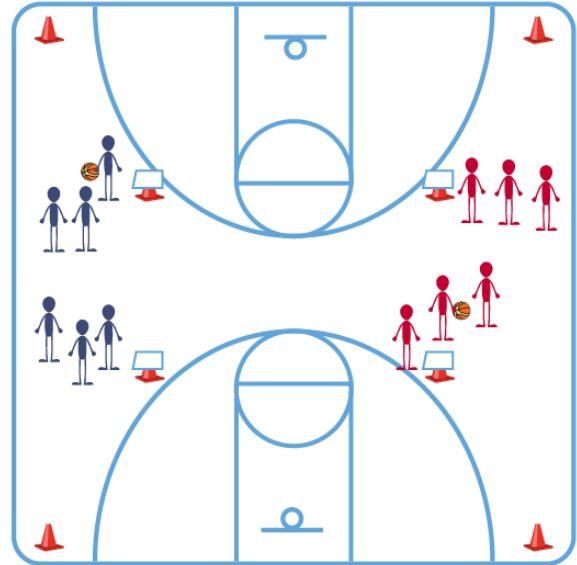
EQUIPMENT & SET-UP

Equipment:

- 1 Task Tent and 1 cone per 6-8 students
- 1 Lay-up Lines Warm-up Challenge Card per 6-8 students
- 1 basketball per 3 students

Set-Up:

- Place cones, Task Tents, and Challenge cards along the outside of the 3-point lines. Space out cones with Task Tents so that all groups can safely utilize each Challenge Card displayed.
- Split groups in half. Send half of students to the right side of the 3-point line and other half to the left of the 3-point line.
- First two students on the left side begin with a basketball.



ACTIVITY PROCEDURES

1. This activity is called the Lay-up Lines Warm-up. The object is to allow you to prepare to move safely and with confidence during our basketball skills and game play.
2. On the start signal, work to complete the challenges found on the challenge card. The first person on the left side with a ball will pass it to the first person in the right-hand line and run towards them. The receiver will catch the ball and drive towards the basket for a lay-up. The left side player will chase but make sure not to foul their opponent; the defender is there to assist the shooter and move at game speed only. The defender will stay to collect the rebound and pass it to the next person in the left line who does not have a ball. After making the shot, players will go to the opposite line and defender/rebounder/passers will go to the end of the other line.
3. Continue to alternate completing the challenges until all six rounds have been completed.
4. *Teacher Note: all partners should complete the challenge before moving to the next round.*
5. Activity will continue until all 6 rounds are completed or until time elapses.

GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above.
- **Level 2:** Complete each challenge round trying to move safely but quickly (at game speed).

TEACHING CUES

- **Cue 1:** Move with control and at a safe pace to avoid injury.
- **Cue 2:** Use motivating language with your partner(s).
- **Cue 3:** Use verbal and non-verbal communication with teammates during each challenge round.



LAY UP LINES WARM-UP (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

Challenge, Offense, Defense, Advantage

PRIORITY OUTCOMES

Purposeful Competition - Association of Failed Attempts with Future Successes:

- **(HS)** Create higher level tasks to overcome challenge, rather than easily attained victories, in recognition that losses will provide many opportunities to see greater development and lead to growth.

Etiquette:

- **(HS)** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.

CLOSURE AND DEBRIEF

Debrief Questions:

- **DOK1:** What does it mean to have an offensive advantage?
- **DOK 2:** What skills and strategies help you gain an offensive advantage?
- **DOK 3:** How is ball movement (passing) related to gaining an offensive advantage?