**3v3**

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| **STUDENT TARGETS** | |
| * **Purposeful Competition:** I will value my opponent as a partner who allows me to work towards excellence. * **Skill**: I will apply offensive and defensive strategies to assist my team in scoring points. * **Fitness:** I will remain actively engaged in all challenges. * **Responsible Behaviors**: I will engage and respond appropriately using rules, guidelines, and etiquette to resolve conflicts and promote fair play. | |
| **EQUIPMENT & SET-UP** |  |
| **Equipment:**   * 1 basketball per 6 students * 1 basket per 6 students * 1 colored wristband per student, enough colors for several teams of 3 * Cones to create grids with large activity areas   **Set-Up:**   * Create 1 large grid per 6 students with 1 basket (or modified basket) for a half-court game. * Group students into teams of 3, each team with its own color and each student with a wristband. * Teams play Rock, Paper, Scissors to see who starts with the ball. |
| **ACTIVITY PROCEDURES** | |
| 1. This activity is called 3v3. This game will give us the opportunity to have some fun and apply many of the different basketball skills we have practiced in a half-court format. 2. Each team will try to score a point by successfully shooting in the basket. Additional points can be scored by making complete passes to each member of your team in a single possession (e.g., before scoring or before turning the ball over to the other team). 3. Each basket equals 1 point for your team if the shot was made off a dribble, and each shot made directly after catching a pass will equal 2 points. In addition, each set of 3 completed passes without a turnover equals 1 point for your team. 4. Defense must play 3 full arm-lengths away from offensive players and can only intercept passes. They cannot touch offensive players. If a foul is made, then the offense scores a point. 5. When a team successfully scores a basket, change possession. If the defense gets a rebound, they must pass it back to the top of the activity area before attacking the basket. 6. Activity will continue until 20 shots have been made or time elapses. | |
| **GRADE LEVEL PROGRESSION** | |
| * **Level 1:** Play as described above. * **Level 2:** Change scoring to focus on rebounding. Each basket equals 1 point for a team, but every rebound by either team will also count as 1 point. | |
| **TEACHING CUES** | |
| * **Cue 1:** When on offense, try and use ball fakes to freeze the defense. * **Cue 2:** Use verbal and non-verbal communication to help your team successfully move the ball. * **Cue 3:** Keep your eyes on opponent’s waist (not the ball) to anticipate the direction they will move. | |

**3v3** (continued…)

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| **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** |
| Strategy, Accuracy, Target, Teamwork |
| **PRIORITY OUTCOMES** |
| **Purposeful Competition – Association of Competition with Partnership:**   * **(HS)** Distinguish the self-selection of tasks with greater levels of difficulty, or more highly skilled opponents/partners, as purposeful movement towards excellence.   **Working with Others:**   * **(HS)** Uses communication skills and strategies that promote positive team/group dynamics. |
| **CLOSURE AND DEBRIEF** |
| **Purposeful Competition Closure:**   * I want you to tell a partner something you KNOW you are going to need to work on if you can hope to improve in Basketball in the coming weeks. *(Allow talk time)* * Partner, I want you to thank your friend for sharing, and I would like you to now share something that you will be looking to improve. *(Allow talk time)* * And now, I would like you to share HOW you plan on improving that skill that needs assistance. However, if you don’t know a good way to work towards improvement, please ask your partner for ideas. And if neither of you can come up with a way to improve, I will be happy to assist you. Of course, if I don’t know, then I will be happy to research an answer that I can provide for you next class. Because getting answers is important, but the modesty, comradery, and community that comes from seeking that answer are a greater benefit to us all.   **Debrief:**   * **DOK 1:** Can you define the word “strategy”? * **DOK 2:** What do you know about Basketball offensive strategies? What about defensive strategies? * **DOK 3:** How is open space related to Basketball strategies (offensive and/or defensive)? |