



3v3

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.

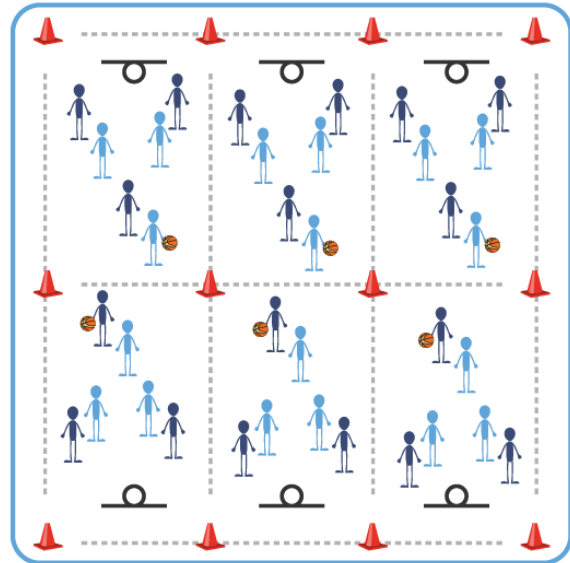
EQUIPMENT & SET-UP

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...)

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)?