



TRIANGLE BOXOUT

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 skills and strategies to gain offensive or defensive advantages.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Responsible Behaviors:** I will demonstrate positive and encouraging communication with teammates.

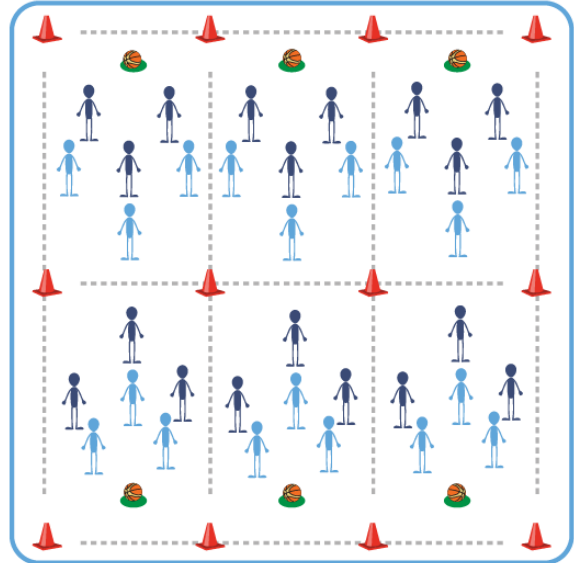
EQUIPMENT & SET-UP

Equipment:

- 1 basketball per 6 students
- 1 spot marker for each basketball to be placed on

Set-Up:

- Create groups of 6 students. Coach assigns students to begin as Player A, Player B, or Player C on offense; Player 1, Player 2, or Player 3 on defense.
- Place a basketball on a spot marker on the ground. Students assigned Players 1, 2, or 3 on defense will begin with their back to the ball (about 2-3 feet away from ball) in a defensive position.
- Students assigned Players A, B, or C on offense begin facing the defensive players in a triangle shape.



ACTIVITY PROCEDURES

1. This activity is called Triangle Boxout. The object on defense is to practice boxing out with your body to keep opponents away from the ball. The object on offense is to move through the defense and be able to touch the basketball.
2. When the teacher calls "shot" Players 1, 2, and 3 will move towards their opponents, turn and box them out, and work to keep them away from the ball.
3. If players 1, 2, & 3 can keep their opponents from touching the ball for 10 seconds they receive 2 points. If players A, B, or C are able to touch the ball they receive 1 point. If the ball has been touched or 10 seconds elapse, the teams switch roles and begin again.
4. The activity continues until one team has accrued 10 points or time elapses. *Teachers: you must be sure to monitor the competitive level of the teams and strive towards equal match-ups for safety.*

GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above.
- **Level 2:** Groups will identify and discuss strategies and tactics needed for gaining an offensive or defensive advantage, then design and execute a plan to improve those areas.

TEACHING CUES

- **Cue 1:** Be respectful and move safely when making contact with classmates.
- **Cue 2:** Communicate with your partners (verbal and non-verbal).
- **Cue 3:** Use teamwork and cooperative behaviors with your classmates.



TRIANGLE BOXOUT (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

Communication, Strategy, Defense

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 an example of a defensive strategy?
- **DOK 2:** Was there a defensive strategy that your team used that worked well? Why do you think it worked?
- **DOK 3:** Was there a defensive strategy that didn't work well for your group? How did you and your teammates communicate about what wasn't working well? What was the impact of any changes you made?