



TOOLS FOR LEARNING **BASKETBALL SKILLS**

MIDDLE (6-8)

The Virginia Standards of Learning Project

THE AMP LAB  SUNY Cortland

 **PhysEd.org**

A PUBLIC SERVICE OF





TOOLS FOR LEARNING **BASKETBALL SKILLS**

Created by:

Aaron Hart, Ami Gibson, Brian Devore, Charla Krahnke, Daniel Hill, Rachel Weir, Rich Wiles

Special Contributions by:
Deedi Brown & Joey Feith

Design:
Jennifer Truong

The OPEN Basketball Nation Student Journal for Social and Emotional Learning is based on the [Believe in You](#)[®] series featuring Kevin Atlas Laue. © 2018 Varsity Brands

In partnership with the SUNY Cortland AMP Lab.

OPEN is a Public Service Organization supported by [US Games](#) and [BSN Sports](#).

©2019 BSN SPORTS

These documents and all of the content provided by OPEN are available to all teachers, coaches and activity leaders without cost or obligation. Please print, copy, and share the content responsibly.

The sale of this work by a third party is prohibited in any print or electronic format.

Grade-Level Outcomes for K-12 Physical Education are used under license from SHAPE America.

© SHAPE America, 2013, www.shapeamerica.org. All rights reserved.

MODULE OVERVIEW

ABOUT THIS MODULE

It would be very interesting to know what Dr. James Naismith would think about the evolution of a game that he invented in December of 1891. Although his vision for the game probably didn't include the NBA, slam dunk contests, or 3-point shoot-outs, we believe he would be happy to know that millions of students around the world use basketball as a way to stay active year-round while enjoying the benefits of physical activity with friends.

In 2019, 128 years after Dr. Naismith's first game, the OPEN Basketball Nation celebrates the roots of the game by providing physical educators and youth coaches the tools to teach basketball as a lifelong activity that promotes the very best in humanity. This Middle School Basketball module is just one part of the OPEN Basketball Nation movement. For more information and resources, visit www.openphysed.org/basketballnation

TABLE OF CONTENTS

RESOURCES	FOCUS OUTCOMES & STANDARDS	PAGE
Module Overview		1
Required Materials List		5
Activity Plans		
All-Star Passing	Standards 1, 2	6
Dribble Stoppers	Standards 2,4	8
Corner to Corner	Standards 1, 2	10
Money in the Bank	Standards 1, 4	12
Three to a Hoop	Standards 2 4	14
Challenger	Standards 2, 4	16
POKE	Standards 1, 4	18
Kareem Abdul-Jabbar	Standards 2	20
Can't Stop Me Stations	Standards 1, 2, 4	22
Sample First Lesson Plan		24
Academic Language Posters		60 pages
Station Cards		4 pages
Basketball Skill Cards		6 pages
Half-Court Basketball Rules		1 page
Universal Design Adaptations		1 page
Student Assessment Tools		
Self-Assessment Worksheet		
Academic Language Quiz		
Holistic Performance Rubric		
Basketball SEL Journal Pages		
Teacher Self-Reflection Guide		

MODULE OVERVIEW

NATIONAL
STANDARDS
AND
OUTCOMES
FOCUS

- **Standard 1 [6.a,d]** Combine and apply mature locomotor and manipulative skills into specialized sequences, to include overhand and underhand throwing and catching, execution to a target, hand and/or foot dribbling; and apply sequences, to include change of direction, speed, patterns, pathways, and spatial relationships in partner and small-group modified game-play that includes dynamic and unpredictable situations (a); Analyze movement situations for direction, speed, accuracy, and pathways to improve performance (d).
- **Standard 1 [7.a,b]** Demonstrate and apply mature movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations (a); Demonstrate offensive strategies and tactics, to include creating open space, skilled movement, speed, accuracy, and selection of appropriate skill/tactic to gain offensive advantage (b).
- **Standard 1 [8.a,c]** Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations with a focus on defensive strategies, to include reducing space, transitioning from offense to defense quickly, communicating with teammates, and selecting appropriate tactics to gain defensive advantage (a); Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to a variety of activities (c).
- **Standard 2 [6.a,d]** Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways (a); Describe basic offensive and defensive strategies in noncomplex, modified, and small-sided activities (d).
- **Standard 2 [7.d]** Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors and describing balance in the planes of movement for selected movements (d).
- **Standard 2 [8.c,d,e]** Explain how offensive and defensive tactics and strategies are used to gain an advantage offensively and defensively (c); Analyze performance in a variety of selected skills/activities using movement concepts of agility, power, coordination, reaction time, speed, force, motion, rotation, and energy of self and partner (d); Analyze movement progressions (practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and utilize feedback to improve the movement skills of self and/or others (e).
- **Standard 4 [6.b,d,e]** Compare and critique rules, safety procedures, and etiquette for two different physical activities (b); Describe the benefits of competitive and non-competitive physical activities (d); Demonstrate integrity and apply rules/etiquette for a team-building activity (e).
- **Standard 4 [7.a,c,e,h]** Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games (a); Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others (c); Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone and other communication skills (e); Identify specific safety concerns associated with at least one activity that includes rules, equipment, and etiquette (h).
- **Standard 4 [8.c]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity and/or social dance (c).

MODULE OVERVIEW

ASSESSMENT

Several types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

Student Journal for Social and Emotional Learning (SEL)

Download, print, and reproduce this student journal for use at the end of each lesson. Each page provides a thematic set of depth of knowledge (DOK) questions focused on developing SEL competencies, building a positive learning community, and highlighting the role of sport in character development.

Academic Language Quiz

Assess student knowledge with a short quiz focused on the academic language of basketball. Use the quiz as-is or as a template for creating a custom quiz.

SELF
ASSESSMENT
WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. For example, during the module’s first lesson, students participate in the activity Driver’s Test. At the end of this activity, students would complete the Pre and Goal columns for dribbling (and possibly safety). Passing, trapping, and kicking would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the module’s station day lesson.

USING
THE SELF
ASSESSMENT
FOR
EVALUATION
(GRADING)

When evaluating a student’s performance in using the Self-Assessment Worksheet, the student’s score should be based on the process and quality of self-reflection, not the student’s ability to score a full column of smiles or stars. Here is a sample rating scale for self-assessment evaluation:

- Well Below Competence (1): Was present but refused to complete.
- Lacks Competence (2): Completed each assessment with little effort. Student assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student’s skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student’s skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the self-assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

MODULE OVERVIEW

HOLISTIC RUBRIC FOR PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric’s criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	All-Star Passing & Dribble Stoppers	SEL Journal: It Starts with You (Self-Awareness) Basketball, Cooperate, Critical Cue, Dominant Hand, Dribble, Non-Dominant Hand, Pass, Receive, Respect, Skill, Tactic
2	All-Star Passing & Corner to Corner	SEL Journal: It Starts with You (Self-Management) Cooperate, Cut, Leading Pass, Pass, Open Space, Pass-Ready Position, Receive, Triple Threat
3	Corner to Corner & Money in the Bank	SEL Journal: Build Habits (Self-Management) Encouragement, Follow-Through, Positive Language, Shoot, Social Interaction, Trash Talk
4	Money in the Bank & Three to a Hoop	SEL Journal: Build Habits (Responsible Decision Making) Defense, Drop Step, Fake, Foul, Give and Go, Jab Step, Offense, Passing Lane, Pathway, Pivot, Slide, V-Cut, Violation
5	Challenger & Three to a Hoop	SEL Journal: Build Character (Self-Awareness) Actively Engaged, Challenge, Follow-Through, Growth Mindset, Improve, Self-Talk, Skill
6	Challenger & POKE	SEL Journal: Build Character (Social-Awareness) Evade, Etiquette, Intensity, Open Space, Tactic, Foul, Give and Go, Passing Lane, Pivot, Slide, V-Cut
7	All-Star Passing & Kareem Abdul-Jabbar	SEL Journal: Build Culture (Relationship Skills) Etiquette, Foul, Give and Go, Passing Lane, Pivot, Open Space
8	Student Choice & Kareem Abdul-Jabbar	SEL Journal: Build Culture (Self-Awareness) Recover, Reduce Space, Tactic, Triple Threat, Transition, V-Cut
9	Can't Stop Me Stations	SEL Journal: Build Culture (Social-Awareness) Academic Language Review

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
24	Basketballs (Intermediate Voit XB 20)		Link to e-Store
24	Spot Markers		Link to e-Store
24	Low-Profile Cones		Link to e-Store
6	Large Cones		Link to e-Store
12	Pinnies		Link to e-Store
6	Hula Hoops		Link to e-Store
3	Small Foam Noodles		Link to e-Store
6	Task Tents		Link to e-Store
			
	Basketball Social and Emotional Learning Journal		OPENPhysEd.org
	Academic Language Posters		OPENPhysEd.org
	Station Cards		OPENPhysEd.org
	Half-Court Basketball Rules		OPENPhysEd.org
	Various Assessments		OPENPhysEd.org



TOOLS FOR LEARNING **BASKETBALL SKILLS**



MIDDLE SCHOOL (6-8)

NOTES

ALL-STAR PASSING

STUDENT TARGETS

- **Skill:** I will demonstrate critical cues for passing, receiving, and dribbling.
- **Cognitive:** I will discuss the importance of critical cues and their role in skill development.
- **Fitness:** I will remain active and accumulate MVPA minutes.
- **Personal & Social Responsibility:** I will cooperate with a variety of partners, respecting all skill levels.

TEACHING CUES

- Two Hands East and West
- Step to Target
- Extend Out and Push to Target
- Follow Through, Palms Out

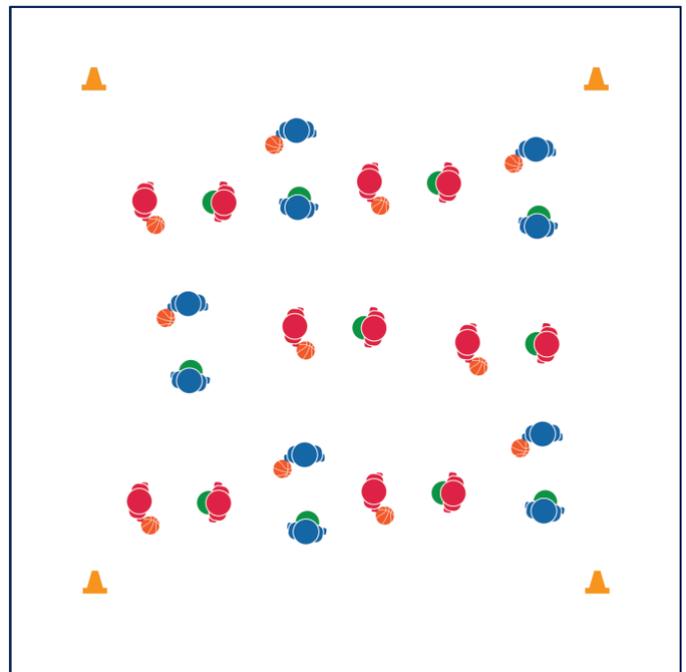
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 basketball per 2 students
- 1 spot marker per 2 students
- 4 pinnies or colored wristbands
- 1 Basketball SEL Journal per student

Set-Up:

1. Scatter spot markers throughout the activity area.
2. Pair students, each pair at a spot marker with a ball.
3. Designate player 1 and player 2 within each pair. Partner 1 begins on the spot marker. Partner 2 begins with the basketball.
4. Take 5 mins to introduce the SEL Journals.



Activity Procedures:

1. Today's activity is called All-Star Passing. There are 3 levels of passing: Rookie, Starter, and All-Star.
2. Player 1 (the spot player) will begin on a spot marker and player 2 (the passer) will begin with the ball. After 2–3 minutes, we'll switch roles.
3. Rookie (Level 1): On "GO!" the passer will make a bounce pass to the spot player. The spot player will make a return pass. As soon as the return pass is made, the passer will dribble to a new spot player and exchange passes. How many different spot players can you pass with before you hear the stop signal?
4. Starter (Level 2): This level builds on the Rookie Level with the passer making a cut after the pass and the spot player making a leading pass to a cutting player as the return. Emphasize the importance of crisp cuts in to open space.
5. All-Star (Level 3): This level builds on the pass and cut skills from the Starter Level but adds a defensive element. Assign and identify 4 players as defense by giving them pinnies or wristbands. Defenders move throughout the activity area, looking to deflect (not intercept) passes. Passers will pick up any deflected passes and continue. Defenders are not trying to steal the ball away from dribbling players.

Grade Level Progression:

6th: Play the activity as described above.

7th–8th: Utilize an auditory cue to signal a dribble change of direction. When the students hear the cue, they perform a crossover dribble and continue dribbling with the opposite hand.

ALL-STAR PASSING

UNIVERSAL
DESIGN
ADAPTATIONS

- Use a ball that will support success for all students.
- All students to choose to work at either level 1 or level 2.
- Provide a partner to assist students who could benefit from the support.

ACADEMIC
LANGUAGE

Basketball, Cooperate, Critical Cue, Dominant Hand, Dribble, MVPA, Non-Dominant Hand, Pass, Receive, Respect, Skill, Tactic

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [6.a,d]** Combine and apply mature locomotor and manipulative skills into specialized sequences, to include overhand and underhand throwing and catching, execution to a target, hand and/or foot dribbling; and apply sequences, to include change of direction, speed, patterns, pathways, and spatial relationships in partner and small-group modified game-play that includes dynamic and unpredictable situations (a); Analyze movement situations for direction, speed, accuracy, and pathways to improve performance (d).
- **Standard 1 [7.a,b]** Demonstrate and apply mature movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations (a); Demonstrate offensive strategies and tactics, to include creating open space, skilled movement, speed, accuracy, and selection of appropriate skill/tactic to gain offensive advantage (b).
- **Standard 1 [8.a,c]** Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations with a focus on defensive strategies, to include reducing space, transitioning from offense to defense quickly, communicating with teammates, and selecting appropriate tactics to gain defensive advantage (a); Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to a variety of activities (c).
- **Standard 2 [7.d]** Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors and describing balance in the planes of movement for selected movements (d).

DEBRIEF
QUESTIONS

- **DOK 1:** What is a critical cue?
- **DOK 2:** How can you apply critical cues when practicing dribbling skills?
- **DOK 3:** How well were you able to perform passing critical cues during today's activity? Give details about your performance.
- **DOK 1:** How can you recognize a challenge?
- **DOK 2:** How does positive self-talk affect your ability to overcome a challenge?

TEACHING
STRATEGY
FOCUS

Help students process content. Oftentimes, when faced with a challenge, students are left to draw their own conclusions. By helping students examine the impact of self-talk on their attitudes and behaviors, teachers can help students summarize and elaborate on their feelings in a constructive way. By focusing on how their actions can help other people cope with challenges, you're offering students a context for positive talk and thinking, which can impact overall attitudes, participation, and growth.

DRIBBLE STOPPERS

STUDENT TARGETS

- **Skill:** I will demonstrate the critical cues for dribbling while avoiding defenders.
- **Cognitive:** I will be able to recite critical cues for dribbling.
- **Fitness:** I will remain active and accumulate MVPA minutes.
- **Personal & Social Responsibility:** I will personally exhibit and be able to discuss the importance of responsibility behaviors.

TEACHING CUES

Dribble

- Knees Bent, Eyes Up
- Finger Pad Push
- Give to Your Waist
- Protect the Ball

Defense

- Wide Base, Knees Bent
- Feet Balanced and Ready
- Active Hands, Eyes on Waist

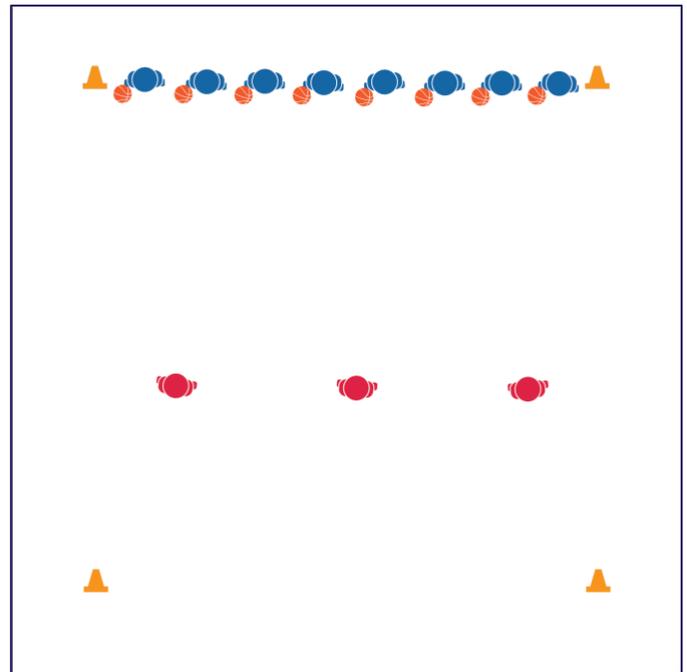
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 cones
- 1 basketball per student

Set-Up:

1. Create a large activity area using 4 cones.
2. Students with a ball line up on 1 end of the activity area in between 2 cones.
3. Designate 2–4 players as defenders, each in the center of the activity area.



Activity Procedures:

1. Today's activity is called Dribble Stoppers! The object of the activity is to dribble through open space while protecting your basketball from defenders.
2. When I say "GO!" (or the music starts), students will start dribbling across the activity area to the other side while avoiding defenders. Defenders must maintain defensive ready position using side-slides and drop-steps to move throughout the activity area.
3. If your ball is tagged by a defender (any touch on the ball) or it goes out of bounds, retrieve your ball, place it on the ball rack, and re-enter the game as a defender.
4. When all untagged players are safe on the other side of the activity area, we'll repeat in the opposite direction.

Grade Level Progression:

6th – 7th: Play the activity as described above.

8th: Using low-profile cones, create small game grids of 5 offensive players, 2 defensive players, and 1 ball. Offense must dribble 3 times and then make an accurate pass to a teammate. Offense scores a point each time every player receives a pass. Rotate defenders every 1–2 minutes.

DRIBBLE STOPPERS

UNIVERSAL DESIGN ADAPTATIONS

ACADEMIC LANGUAGE

STANDARDS & OUTCOMES ADDRESSED

DEBRIEF QUESTIONS

TEACHING STRATEGY FOCUS

- Increase or decrease the size of the boundaries, depending on the needs and abilities of your students.
- Decrease the number of defenders.

Control, Defense, Defensive Ready Position, Dribble, Drop Step, Offense, Traveling

- **Standard 2 [6.a,d]** Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways (a); Describe basic offensive and defensive strategies in noncomplex, modified, and small-sided activities (d).
- **Standard 2 [7.d]** Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors and describing balance in the planes of movement for selected movements (d).
- **Standard 4 [7.a,c,e,h]** Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games (a); Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others (c); Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone and other communication skills (e); Identify specific safety concerns associated with at least one activity that includes rules, equipment, and etiquette (h).

- **DOK 1:** What is personal responsibility?
- **DOK 2:** How would you summarize the importance of personal responsibility in physical education class?
- **DOK 3:** How is personal responsibility related to participation in basketball?
- **DOK 1:** What is social responsibility?
- **DOK 2:** How is personal responsibility similar to social responsibility? Different?
- **DOK 3:** How is social responsibility related to Kids Heart Challenge participation?
- **DOK 4:** Work with a partner to write a letter to your friends and family explaining why we are raising money for the American Heart Association and how it is related to your understanding of social responsibility.

Help students engage in cognitively complex tasks. Developing personal and social responsibility is one of the cornerstone learning standards for physical education programs in the United States and around the world. However, too often our learning tasks and assessments ignore purposeful development of these characteristics. Discussing the importance of raising money to fight heart disease is one way to bring focus to social responsibility in physical education, but it's just a starting point. By prompting students to work together to write letters explaining the relationship between what they are doing in class and the importance of research, outreach, and community health education, students must examine, process, and communicate their complex understanding of what social responsibility means to them.

CORNER TO CORNER

STUDENT TARGETS

- **Skill:** I will make and receive leading passes with my team.
- **Cognitive:** I will discuss the importance of cutting into open space after making a pass.
- **Fitness:** I will stay actively engaged at the intensity needed to raise my heart rate.
- **Personal & Social Responsibility:** I will demonstrate cooperation with my classmates as we work toward a common goal.

TEACHING CUES

- Cut to Open Space with Hands Ready
- Leading Pass Ahead of Cutter
- Cut to the Basket (Corner Spots)

ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 large cones
- 16 spot markers
- 1 basketball per team of 2 or 3 students

Set-Up:

1. Create a large activity area using 4 cones.
2. Place 4 spot markers in each corner 4–5 feet apart.*
3. Create teams of 2 or 3 players, each team with a ball.
4. Scatter teams throughout the activity area.

*If the activity area has multiple baskets, place spots directly under each basket.

Activity Procedures:

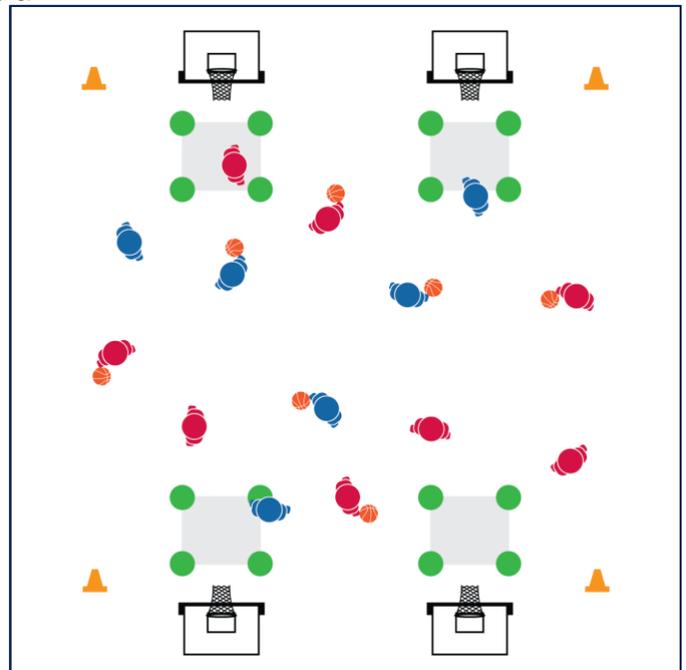
1. This activity is called Corner to Corner. The object of the activity is for you and your partner (or team) to score as many “baskets” as you can by bouncing your ball on 1 of the spot markers in each corner of the activity area.
2. On the start signal, start passing and cutting, making your way to a corner. Dribbling is not allowed. Players with the ball: You can pivot and pass. Players without the ball will cut toward the corner spots.
3. At each corner, you’ll bounce your basketball on 1 of the spot markers and then begin moving to another corner. Each time you bounce on a spot, it’s worth 2 points (1 basket). You must score at all 4 corners before you can go back to a corner that you’ve already scored on.
4. On the stop signal, freeze with the ball at your hip (triple threat) or in pass-ready position.

Grade Level Progression:

6th: Play the activity as described above.

7th: Add 4 defenders. Defenders can move throughout the activity area, deflecting or intercepting passes. If a pass is intercepted, the defender scores 1 point, returns the ball to the passing team, and defends elsewhere.

8th: Add shooting. Teams pass and cut to any basket in the activity area. The object is to score at each basket, and then repeat at each basket as many times as possible before the stop signal.



CORNER TO CORNER

UNIVERSAL DESIGN ADAPTATIONS

- Add auditory signals at target spots to assist students with a visual impairment.
- Use foam balls (or another variety of ball) to assist with passing and catching.
- Create larger and/or additional targets.
- Increase boundary area to create more open space.

ACADEMIC LANGUAGE

Cooperate, Cut, Leading Pass, Pass, Open Space, Pass-Ready Position, Receive, Triple Threat

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [7.a,b]** Demonstrate and apply mature movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations (a); Demonstrate offensive strategies and tactics, to include creating open space, skilled movement, speed, accuracy, and selection of appropriate skill/tactic to gain offensive advantage (b).
- **Standard 1 [8.a,c]** Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations with a focus on defensive strategies, to include reducing space, transitioning from offense to defense quickly, communicating with teammates, and selecting appropriate tactics to gain defensive advantage (a); Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to a variety of activities (c).
- **Standard 2 [6.a,d]** Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways (a); Describe basic offensive and defensive strategies in noncomplex, modified, and small-sided activities (d).

DEBRIEF QUESTIONS

- **DOK 1:** What does cooperation look like? What does it sound like?
- **DOK 2:** How did you apply cooperation in the game of Corner to Corner?
- **DOK 3:** How is communication related to cooperation? How did you communicate in Corner to Corner in order to cooperate?
- **DOK 1:** What are the critical cues for passing? For receiving a pass?
- **DOK 2:** What do you know about making and receiving a leading pass?
- **DOK 3:** How could you change this activity to practice passing off a dribble?

TEACHING STRATEGY FOCUS

Help students identify critical content. Cooperation is absolutely fundamental to passing in any sport. It relies on communication and is an overall indicator of how cooperative a team is. Good passing also provides rich opportunities to identify and discuss the importance of both verbal and non-verbal communication in sport and physical activity. Help students identify and examine the social learning competencies of basketball participation.

MONEY IN THE BANK

STUDENT TARGETS

- **Skill:** I will demonstrate all critical cues for shooting.
- **Cognitive:** I recite critical cues for shooting.
- **Fitness:** I will stay actively engaged at the intensity needed to raise my heart rate.
- **Personal & Social Responsibility:** I will use positive language to encourage my teammates and avoid trash talk or negative criticism.

TEACHING CUES

- Balance on the Platter
- Elbow Under the Ball
- Eyes on Target
- Follow-Through Snap

ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4–6 basketball goals (i.e., baskets)
- 5 spot markers per goal
- 1 basketball per goal

Set-Up:

1. Set 5 spot markers in an arc at each goal; 1 spot on each low block, 1 spot in front of the goal, and 2 spots in between the blocks and the front of the goal.
2. Create even teams, 1 team per goal. Teams line up on the spot that's sitting on the right low block.
3. Large class sizes with a limited number of goals can play with 2 teams per hoop starting on opposite blocks.

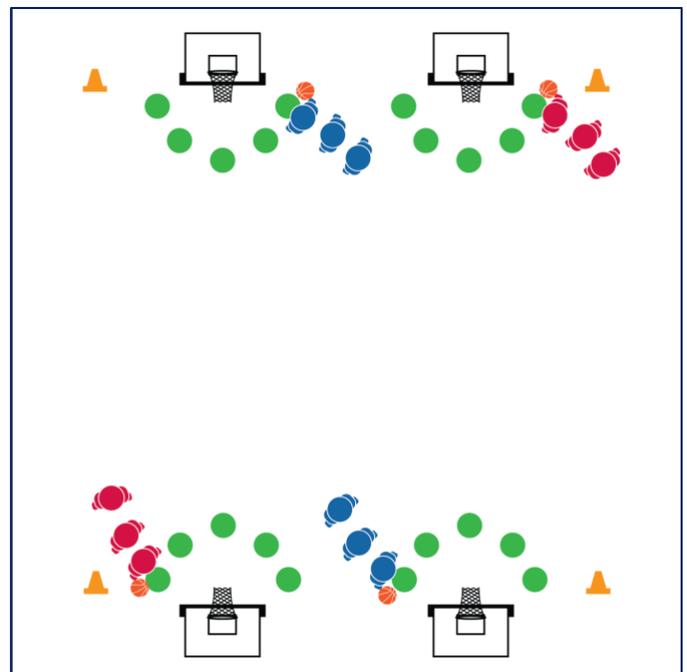
Activity Procedures:

1. Today's activity is called Money in the Bank! The object of the activity is to put money in the bank by putting 10 bucks in the bank at every poly spot. Each made shot from the spot is worth 2 bucks, and follow-up shots are worth 1 buck.
2. When I say "GO!" the 1st player on your team will shoot from the right low block. If she/he makes the shot, rebound it and pass to the next player in line for the next shot, and then go to the end of the line.
3. If a shot is missed, the shooter gets the rebound and can take 1 (only 1) follow-up shot.
4. Continue in this rotation until your team puts 10 bucks in the bank from that spot. After making the 10th buck, everyone on your team will yell-out, "Cha-Cha-Ching!" Then move to the next spot and continue your shooting and rebounding pattern.
5. When your team makes 10 bucks from each spot, everyone on your team will yell out, "Money in the bank!"

Grade Level Progression:

6th–7th: Play the activity as described above.

8th: For each follow-up shot, students must rebound the ball and dribble back to the spot to take their 2nd shot. Only 1 follow-up shot per turn.



MONEY IN THE BANK

UNIVERSAL
DESIGN
ADAPTATIONS

- Decrease the height of the goals.
- Use auditory cues to help students shoot toward the goal.
- Decrease the shooting distance.
- Use different size/weight balls.

ACADEMIC
LANGUAGE

Encouragement, Follow-Through, Positive Language, Shoot, Social Interaction, Trash Talk

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [6.a]** Combine and apply mature locomotor and manipulative skills into specialized sequences, to include overhand and underhand throwing and catching, execution to a target, hand and/or foot dribbling; and apply sequences, to include change of direction, speed, patterns, pathways, and spatial relationships in partner and small-group modified game-play that includes dynamic and unpredictable situations (a).
- **Standard 4 [8.c]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity and/or social dance (c).

DEBRIEF
QUESTIONS

- **DOK 1:** What are the critical cues for shooting?
- **DOK 2:** What do you know about the different types of shots used in basketball?
- **DOK 3:** Can you compare/contrast the advantages of the different shots used in basketball?
- **DOK 1:** How can you recognize positive language and social interaction during a competitive activity?
- **DOK 2:** How does encouragement affect your performance during a competitive activity? How does it affect your enjoyment?
- **DOK 3:** How would you describe healthy competition, using the activity Money in the Bank as an example?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content. Competition is an important part of basketball culture for students as both participants and fans. Experiencing competition as a way to enhance sport experience is oftentimes a challenging balancing act. However, this type of interaction is essential as we work to encourage students to view basketball (and other sports) as a lifetime physical activity for both health enhancement and social interaction. It's important to take five minutes to debrief this experience in order to teach the meaning and importance of healthy competition.

3 TO A HOOP

STUDENT TARGETS

- **Skill:** I will demonstrate a fake (v-cut or jab step) and a give and go in order to create open space to make or receive passes.
- **Cognitive:** I will discuss offensive tactics used in basketball.
- **Fitness:** I will stay actively engaged at the intensity needed to raise my heart rate.
- **Personal & Social Responsibility:** I will demonstrate rules and etiquette of basketball by self-officiating.

TEACHING CUES

- Pass and Cut; Give and Go
- Off the Ball Defensive Position: Hand in the Passing Lane
- On the Ball Defensive Position: Ball-Me-Basket Alignment

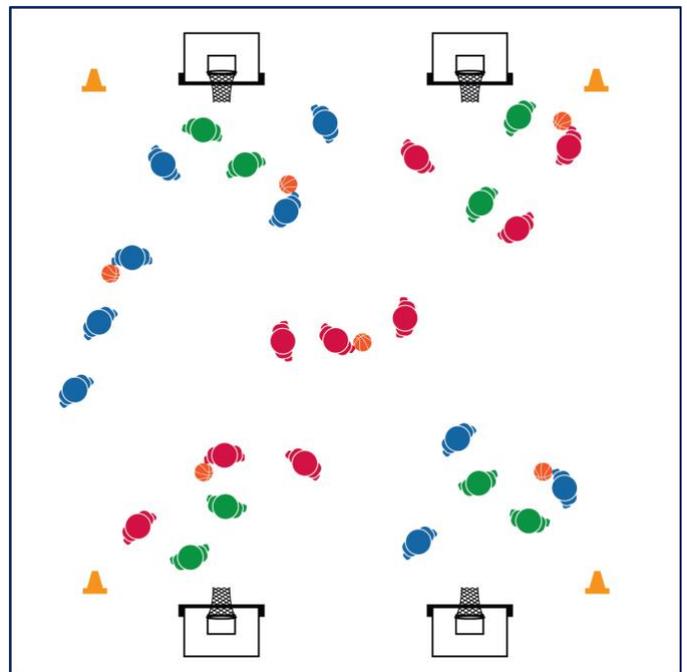
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4–6 basketball goals (i.e., baskets)
- 2 pinnies or wristbands per goal
- 1 basketball per group of 3 students

Set-Up:

1. Using pinnies or colored wristbands, identify 2 students per hoop as defenders.
2. Divide the remaining students into groups of 3, each group with a ball.



Activity Procedures:

1. Today's activity is called 3 to a Hoop. The object of the game is for you and your teammates to score baskets at each of the active hoops. There will be 2 defenders playing defense at each hoop.
2. On the start signal, your team will start to attack 1 of the hoops by passing, cutting, and dribbling toward a basket. You must make 3 passes before taking a shot.
3. As you approach a hoop, 2 defenders will try to stop you from scoring. If the defenders steal your ball or get a defensive rebound, they will give the ball back to you and your team must attack a different hoop. You can continue at the same hoop if you get an offensive rebound. More than 1 team may attack a hoop at the same time; be careful and take advantage while the defense is distracted.
4. As soon as you score a basket at a hoop, your team will pass, cut, and dribble to the next hoop. Try to score at all active hoops. After 3 minutes, we'll switch defenders.

Grade Level Progression:

6th–7th: Play the activity as described above.

8th: Capture the Corner modification: Create even teams of 2 or 3. Send a team to each goal to play as defenders. All other teams with a basketball. When a team scores at a goal, they "capture the goal" and are the new defenders. The previous defenders take the ball and attack a different goal.

THREE TO A HOOP

UNIVERSAL
DESIGN
ADAPTATIONS

- Decrease the height of the goals or provide goals at different heights, allowing students to choose.
- Decrease the number of defenders at each goal.
- Modify the rules for passing, traveling, and double dribbling.
- Use clear and brightly colored markers to help students visualize boundaries and pathways.

ACADEMIC
LANGUAGE

Defense, Drop Step, Fake, Foul, Give and Go, Jab Step, Offense, Passing Lane, Pathway, Pivot, Slide, V-Cut, Violation

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 2 [6.a,d]** Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways (a); Describe basic offensive and defensive strategies in noncomplex, modified, and small-sided activities (d).
- **Standard 2 [7.d]** Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors and describing balance in the planes of movement for selected movements (d).
- **Standard 2 [8.c,d,e]** Explain how offensive and defensive tactics and strategies are used to gain an advantage offensively and defensively (c); Analyze performance in a variety of selected skills/activities using movement concepts of agility, power, coordination, reaction time, speed, force, motion, rotation, and energy of self and partner (d); Analyze movement progressions (practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and utilize feedback to improve the movement skills of self and/or others (e).
- **Standard 4 [8.c]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity and/or social dance (c).

DEBRIEF
QUESTIONS

- **DOK 1:** What is a tactic?
- **DOK 2:** What do you know about the offensive tactics used in basketball?
- **DOK 3:** How is each offensive tactic related to opening space?
- **DOK 1:** What is self-officiating?
- **DOK 2:** How does self-officiating apply to this activity?
- **DOK 3:** How is self-officiating related to basketball as a lifetime activity?

TEACHING
STRATEGY
FOCUS

Help students practice skills, strategies, and processes. Self-officiating is an important skill and strategy for playing basketball recreationally, in an unstructured activity environment. In today's world, most students do not grow-up with examples of self-officiating and therefore must be taught this skill. Set general guidelines for self-officiating (e.g., call your own fouls) and then provide ongoing, constructive feedback as students work to improve their ability to self-officiate their play.

CHALLENGER

STUDENT TARGETS

- **Skill:** I will demonstrate all critical cues for shooting.
- **Cognitive:** I will discuss a growth mindset plan for challenging myself and improving my basketball skills.
- **Fitness:** I will stay actively engaged at the intensity needed to raise my heart rate.
- **Personal & Social Responsibility:** I will use positive language with my challengers and avoid trash talk.

TEACHING CUES

- Balance on the Platter
- Elbow Under the Ball
- Eyes on Target
- Follow-Through Snap

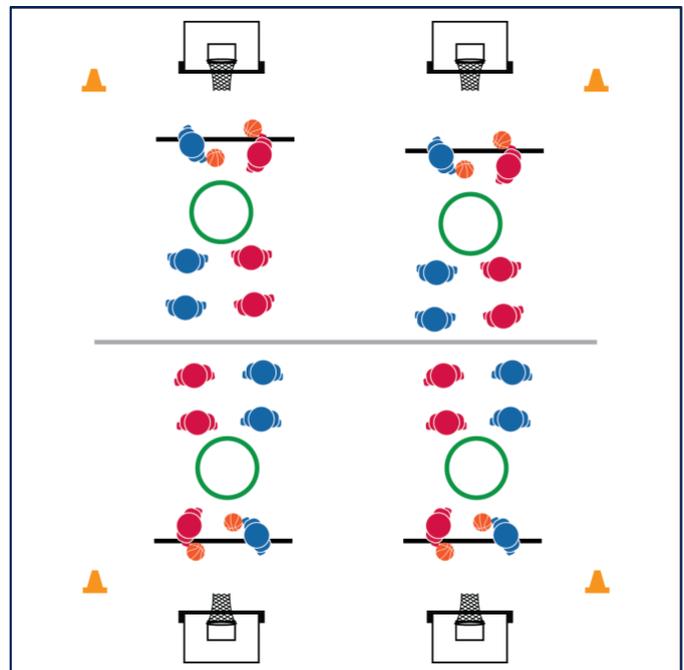
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4–6 basketball goals (i.e., baskets)
- 2 basketballs per goal
- 1 hula hoop per goal

Set-Up:

1. Place 1 hula hoop at the top of the key at each goal.
2. Place 2 basketballs in each hula hoop.
3. Divide the class evenly with 1 line behind each hula hoop (2 lines per goal).



Activity Procedures:

1. Today's activity is called Challenger. The object is to make a basket before your challenger does.
2. The first 2 players in each line will pick up a basketball and meet at the foul line — they are the challengers.
3. On the start signal, the challengers will dribble 5 times, then tap their basketballs together. As soon as a tap is made, both players can shoot at the hoop. If players miss their shots, they will rebound and shoot again. It's okay to dribble closer to the hoop for an easier shot. This continues until 1 challenger scores a basket.
4. The challenger who scores becomes the champion and takes on a new challenger from the line. The player who does not score rotates clockwise to the next hoop and waits to challenge another player.

Grade Level Progression:

6th–7th: Play the activity as described above.

8th: Designate 1 goal as the "champions" goal. When students win 3 challenges in a row at a goal, they become champions and move to the champions goal to face off with another champion. Winners at the champion goal get to wear an invisible champion belt for the rest of the day.

CHALLENGER

UNIVERSAL DESIGN ADAPTATIONS

- Decrease the height of the goals
- Decrease shooting distance
- Pair students and play 2v2 with a high-skilled player helping students who have unique needs.

ACADEMIC LANGUAGE

Actively Engaged, Challenge, Follow-Through, Growth Mindset, Improve, Self-Talk, Skill

STANDARDS & OUTCOMES ADDRESSED

- **Standard 2 [6.a,d]** Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways (a); Describe basic offensive and defensive strategies in noncomplex, modified, and small-sided activities (d).
- **Standard 2 [7.d]** Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors and describing balance in the planes of movement for selected movements (d).
- **Standard 2 [8.c,d,e]** Explain how offensive and defensive tactics and strategies are used to gain an advantage offensively and defensively (c); Analyze performance in a variety of selected skills/activities using movement concepts of agility, power, coordination, reaction time, speed, force, motion, rotation, and energy of self and partner (d); Analyze movement progressions (practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and utilize feedback to improve the movement skills of self and/or others (e).
- **Standard 4 [8.c]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity and/or social dance (c).

DEBRIEF QUESTIONS

- **DOK 1:** How would you describe a growth mindset?
- **DOK 2:** How would you summarize your mindset in relation to learning and improving your basketball skills?
- **DOK 3:** How is self-talk related to a growth mindset?
- **DOK 1:** What are possible positive ways to cope with a challenging situation or a difficult performance task?
- **DOK 2:** How can you apply what you know about growth mindset to help you respond to challenges in a positive way?

TEACHING STRATEGY FOCUS

Help students examine their reasoning. Talking *at* students about a growth mindset is only a part of helping them develop this incredibly important characteristic. Take time at the end of you lesson to guide students through extended thinking questions and exercises to help them examine their mindset, their self-talk, and ways to improved them.

POKE

STUDENT TARGETS

- **Skill:** I will demonstrate a variety of offensive tactics to create open space.
- **Cognitive:** I will discuss offensive tactics used in basketball.
- **Fitness:** I will stay actively engaged at the intensity needed to raise my heart rate.
- **Personal & Social Responsibility:** I will demonstrate the rules and etiquette of basketball by self-officiating.

TEACHING CUES

- Offense: Create Space
- Defense: Close Space

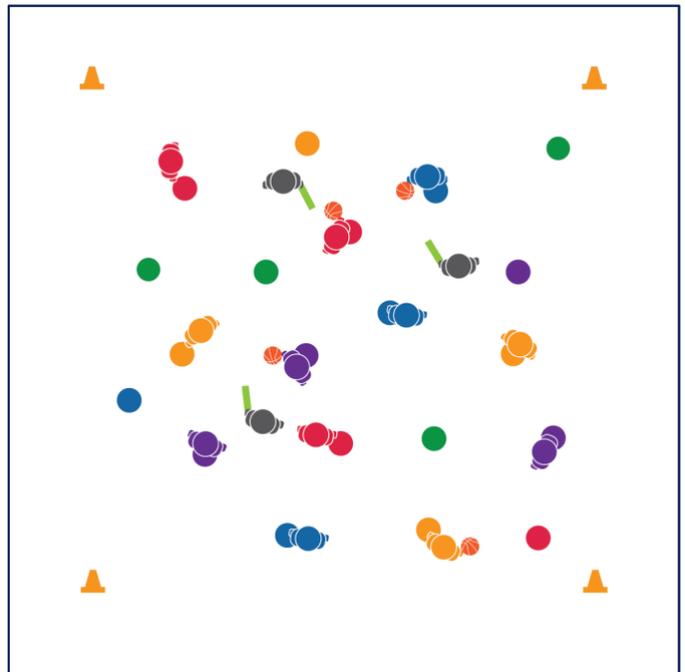
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 spot marker per student (use an equal number of each available color — 6 color sets are ideal)
- 1 ball per group of 3 students
- 3 small foam noodles (12–24 inches)

Set-Up:

1. Scatter spot markers throughout the activity area.
2. Identify 3 players as defenders, each defender with a foam noodle.
3. Create teams of 3 and assign a spot color to each team.
4. Each team with 1 ball.
5. All players begin standing with their teammates with 1 foot on a spot that matches their team's color.



Activity Procedures:

1. Today's activity is POKE (**P**ass **O**r **K**ee**P** **E**vading). The object of the game is to evade — or keep away from — the defenders. You'll do that by dribbling to a new spot that matches your team's color or passing to a teammate on a spot that matches your team's color.
2. On the start signal, defenders will work to poke basketballs with the noodle. Everyone else: quickly spread out, find open spots that match your team's color, and either dribble or pass to the spot. As soon as you touch a new spot while holding the ball, dribble or pass to a new spot.
3. If your ball is poked by a defender, the last person to touch your team's ball will trade places with the tagger, and you will have a new teammate. New defenders must move to a different team before returning to poke the ball from their former teammates.

Grade Level Progression:

- 6th:** Play the game above with no defense. Players must dribble to a spot, then pass to a spot, then dribble to a spot, and then pass — continuing this pattern and counting spots.
- 7th:** Play the activity as described above.
- 8th:** Increase the number of defenders.

POKE

UNIVERSAL
DESIGN
ADAPTATIONS

- Increase the length of the foam noodle used by defenders.
- Increase or decrease the size of the activity area based on the needs of your students.
- Increase the size and number of spot markers.

ACADEMIC
LANGUAGE

Evade, Etiquette, Intensity, Open Space, Tactic, Foul, Give and Go, Passing Lane, Pivot, Slide, V-Cut

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [6.a,d]** Combine and apply mature locomotor and manipulative skills into specialized sequences, to include overhand and underhand throwing and catching, execution to a target, hand and/or foot dribbling; and apply sequences, to include change of direction, speed, patterns, pathways, and spatial relationships in partner and small-group modified game-play that includes dynamic and unpredictable situations (a); Analyze movement situations for direction, speed, accuracy, and pathways to improve performance (d).
- **Standard 1 [7.a,b]** Demonstrate and apply mature movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations (a); Demonstrate offensive strategies and tactics, to include creating open space, skilled movement, speed, accuracy, and selection of appropriate skill/tactic to gain offensive advantage (b).
- **Standard 1 [8.a,c]** Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations with a focus on defensive strategies, to include reducing space, transitioning from offense to defense quickly, communicating with teammates, and selecting appropriate tactics to gain defensive advantage (a); Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to a variety of activities (c).
- **Standard 4 [7.a]** Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games (a).

DEBRIEF
QUESTIONS

- **DOK 1:** How would you describe a give and go?
- **DOK 2:** How can you apply a give and go during a game of POKE?
- **DOK 3:** How is skill-related fitness related to the give and go?

- **DOK 1:** How can you recognize safe behaviors in a game of POKE?
- **DOK 2:** How would you summarize the importance of safety in a game of POKE?
- **DOK 3:** How is safety related to learning in physical education class?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content. Small sided games like POKE are essential teaching tools for helping students practice and develop their basketball skills. By creating a dynamic environment with limited skills and tactics to consider, we're allow students to interact with a game-like environment while focusing on the content we're helping them develop.

KAREEM ABDUL-JABBAR

STUDENT TARGETS

- **Skill:** I will transition from offense to defense and demonstrate defensive tactics to reduce open space.
- **Cognitive:** I will discuss defensive tactics used in basketball.
- **Fitness:** I will stay actively engaged at the intensity needed to raise my heart rate.
- **Personal & Social Responsibility:** I will demonstrate the rules and etiquette of basketball by self-officiating.

TEACHING CUES

- Offense: Create Space
- Defense: Close Space
- Shoot in Your Range

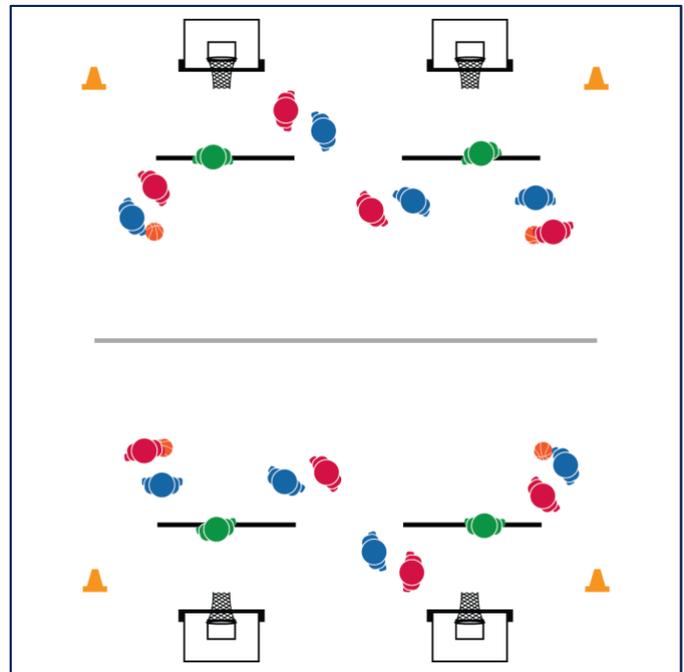
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 3–6 basketball hoops
- 2 pinnies (of 1 color) per hoop
- 1 pinnie of another color per hoop
- 1 basketball per hoop
- Half-Court Rules Poster

Set-Up:

1. Create teams of 2. Send 2 teams to each hoop, 1 team of them pinnies.
2. Designate 1 player with a separate color pinnie as “Kareem” to play on the high post (elbow to elbow).
3. There should be a total of 5 players and 1 ball per hoop.



Activity Procedures:

1. Kareem Abdul-Jabbar is a Hall of Fame center with 6 NBA Championships as a Los Angeles Laker. He was named to the NBA All-Star Team 19 times. In this game of 2v2, we will have 1 player on the post who plays offense for both teams (creating a 3v2 situation). The post player must stay on the foul line (the high post).
2. The object of the game is for your team to score as many baskets as you can. Normal 2v2 half-court rules apply. However, the post player (Kareem Abdul-Jabbar) will always be on offense and can pass, dribble, and shoot as long as she/he doesn't move more than 1 step away from the foul line. She/he can move from 1 side of the foul line to the other (elbow to elbow), but cannot drive to the basket or step out past the 3-point line. After 2 or 3 minutes, we'll rotate players playing as Kareem.

Grade Level Progression:

- 6th–7th: Play the activity as described above.
- 8th: Play 3v3 basketball without a high-post player.

KAREEM ABDUL-JABBAR

UNIVERSAL
DESIGN
ADAPTATIONS

- Decrease the height of goals.
- Designate high-skilled players helping as the post players for students who have unique needs.

ACADEMIC
LANGUAGE

Etiquette, Foul, Give and Go, Passing Lane, Pivot, Open Space, Recover, Reduce Space, Tactic, Triple Threat, Transition, V-Cut

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 2 [6.a,d]** Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways (a); Describe basic offensive and defensive strategies in noncomplex, modified, and small-sided activities (d).
- **Standard 2 [7.d]** Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors and describing balance in the planes of movement for selected movements (d).
- **Standard 2 [8.c,d,e]** Explain how offensive and defensive tactics and strategies are used to gain an advantage offensively and defensively (c); Analyze performance in a variety of selected skills/activities using movement concepts of agility, power, coordination, reaction time, speed, force, motion, rotation, and energy of self and partner (d); Analyze movement progressions (practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and utilize feedback to improve the movement skills of self and/or others (e).

DEBRIEF
QUESTIONS

- **DOK 1:** What is a passing lane?
- **DOK 2:** How would you apply defensive tactics in order to close a passing lane? How would you apply an offensive tactic in order to open a passing lane?
- **DOK 3:** How is a v-cut related to opening a passing lane?
- **DOK 1:** What would you include on a list about self-officiating?
- **DOK 2:** How can you apply conflict resolution strategies to self-officiating situations?

TEACHING
STRATEGY
FOCUS

Help students engage in cognitively complex tasks. The game of basketball requires a complex combination of motor-skill competence and tactical execution. Providing a post player to create a 3v2 situation can help students be successful in creating open space and executing offensive tactics that they have not yet mastered. If students are ready to navigate the dynamics of a 3v3 situation, remove the post player and allow students to progress.

CAN'T STOP ME STATIONS

STUDENT TARGETS

- **Skill:** I will demonstrate the basketball skills learned throughout this module.
- **Cognitive:** I will use the academic language of basketball during group discussions.
- **Fitness:** I will stay actively engaged at the intensity needed to raise my heart rate.
- **Personal & Social Responsibility:** I will use positive language to encourage my classmates and avoid trash talk or negative criticism.

TEACHING CUES

- Focus on Fundamentals
- Use Positive Language to Create a Positive Learning Environment

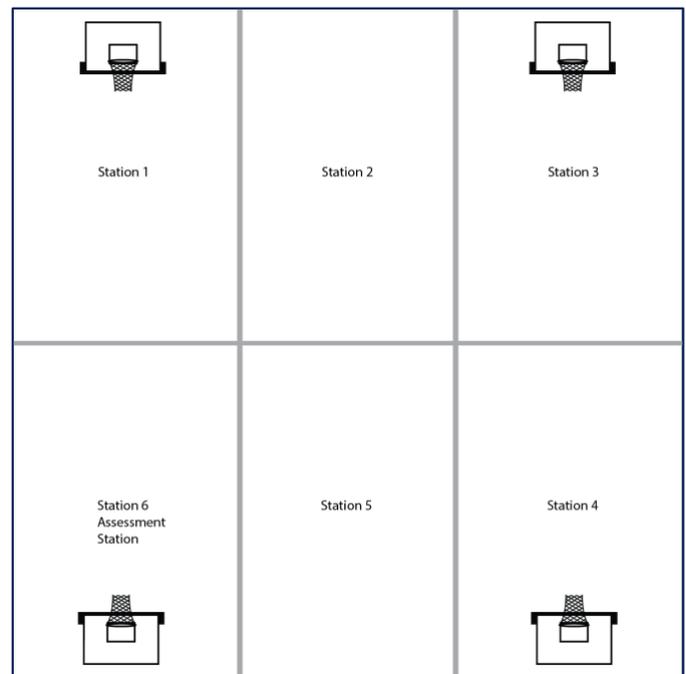
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 24 low-profile cones
- 1 large cone and task tent per station
- Self-assessments and/or SEL Journals
- Station music and music player
- See station cards for equipment needs

Set-Up:

1. Using low-profile cones, create 6–10 grids (depending on size of class and activity area).
2. Set station cards up on tall cones in each grid.
3. Set up each station according to its station card.
4. Designate 1 station as an assessment station.
5. Create groups of 2–4 students, with each group at a different station.



Activity Procedures:

1. It's time for Can't Stop Me Stations. At each station, you'll play 1 of your favorite games from earlier in this module — Dribble Stoppers, Money in the Bank, Challenger, and Kareem Abdul-Jabbar.
2. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.

Grade Level Progression:

- 6th–7th: Play the activity as described above.
- 8th: Allow students to create their own basketball skill stations.



CAN'T STOP ME STATIONS

UNIVERSAL
DESIGN
ADAPTATIONS

- Some students may need step-by-step assistance with clean-up and rotation.
- Choose modifications from the activity pages that correspond to each station.

ACADEMIC
LANGUAGE

Select words to review from previous lessons.

STANDARDS
& OUTCOMES
ADDRESSED

- *See standards and outcomes from the activity plans used for each station.*
- **Standard 4 [7.a,c,e,h]** Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games (a); Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others (c); Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone and other communication skills (e); Identify specific safety concerns associated with at least one activity that includes rules, equipment, and etiquette (h).
- **Standard 4 [8.c]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity and/or social dance (c).

DEBRIEF
QUESTIONS

Use this opportunity to review DOK topics that students previously found challenging.

TEACHING
STRATEGY
FOCUS

Organizing students to interact with content: The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- **Standard 1 [6.a,d]** Combine and apply mature locomotor and manipulative skills into specialized sequences, to include overhand and underhand throwing and catching, execution to a target, hand and/or foot dribbling; and apply sequences, to include change of direction, speed, patterns, pathways, and spatial relationships in partner and small-group modified game-play that includes dynamic and unpredictable situations (a); Analyze movement situations for direction, speed, accuracy, and pathways to improve performance (d).
- **Standard 1 [7.a,b]** Demonstrate and apply mature movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations (a); Demonstrate offensive strategies and tactics, to include creating open space, skilled movement, speed, accuracy, and selection of appropriate skill/tactic to gain offensive advantage (b).
- **Standard 4 [7.h]** Identify specific safety concerns associated with at least one activity that includes rules, equipment, and etiquette (h).

FOCUS TARGETS

- **Skill:** I will demonstrate critical cues for passing, receiving, and dribbling.
- **Cognitive:** I will discuss the importance of critical cues and their role in skill development.
- **Fitness:** I will remain active and accumulate MVPA minutes.
- **Personal & Social Responsibility:** I will cooperate with a variety of partners, respecting all skill levels.

ACADEMIC LANGUAGE

- Basketball
- Cooperate
- Critical Cue
- Dominant Hand
- Dribble
- Non-Dominant Hand
- Respect

SELECTED ASSESSMENT

- Self-Assessment
- Basketball SEL Journal

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>Introduce the basketball module with an emphasis on lifelong physical activity and social and emotional learning (SEL). Briefly discuss the SEL Journal and Self-Assessment.</p> <p>Pair students, each pair with 1 ball standing together in the activity area.</p>	<p>➔ Toss 3 (Secondary Instant Activity Module) ➔</p>	<ul style="list-style-type: none"> • Use debrief time for students to complete Self-Assessment.
<p>2 LEARNING TASK</p>	<p>Pair students with the last partner they passed with in Toss 3. Pairs move to a spot marker. Review critical cues for bounce pass. Begin activity.</p>	<p>➔ All-Star Passing ➔</p>	<ul style="list-style-type: none"> • DOK 1: What is a critical cue? • DOK 2: How can you apply critical cues in practice? • DOK 3: How well were you able to perform passing critical cues during today's activity? Give details about your performance.
<p>3 LEARNING TASK</p>	<p>Pairs pick up floor spots and stack them in the equipment area. All players with a ball on the end line. Choose 3 players as Dribble Stoppers; they return balls to ball rack.</p>	<p>➔ Dribble Stoppers ➔</p>	<ul style="list-style-type: none"> • DOK 1: What is personal responsibility? • DOK 2: Summarize the importance of personal responsibility in physical education class. • DOK 3: How is personal responsibility related to participation in basketball?
<p>4 EXIT ASSESSMENT</p>	<p>Each student receives a Basketball SEL Journal and pen/pencil. Give students 5 minutes at the end of the lesson to complete page 1 of the journal with a focus on self-reflection. Read and then discuss journal entries at the start of the next class. It's important to keep discussion about journals general so that students feel they can write without fear of exposure. If you'd like a student to share a specific entry, ask them in private before the next class, allowing them time to prepare.</p>		

ACTIVELY ENGAGE

(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

Caroline **actively engages** in physical education class because she likes basketball and wants to improve her skills.



BASKETBALL

(noun)

A game played between two teams of five players in which goals are scored by throwing a ball through a netted hoop fixed above each end of the court.

Preston's favorite sport was **basketball**. He loves the fast pace and dynamic play.



CHALLENGE

(noun)

Something that presents difficulty and requires effort to master or achieve.

My teammate was very fast, so it was a **challenge** to catch her before she got to the other side of the court.



CONTROL

(verb)

To manage or regulate the movement or actions of something.

Kira was able to **control** the ball by carefully shooting free throws during critical moments of the game.



COOPERATE

(verb)

To act with others toward the same end or purpose.

The team **cooperated** during the game and scored multiple times.



CRITICAL CUES

(noun)

Words or phrases that help you remember the individual parts of a skill that are important to successful performance.

Luke used **critical cues** to help him perform all of the elements of a layup correctly.



CULTURE

(noun)

The behaviors, customs, arts, and beliefs that are characteristic of a particular social, ethnic, or age group.

Basketball is a big part of American **culture** throughout the United States, in urban, suburban and rural areas alike.



CUT

(verb)

An offensive movement in which a player without the ball moves into open space using a sharp and quick movement.

Halsey **cut** into open space in order to get open to receive a pass.



DEFENSE

(noun)

The team or players in a game or sport who are trying to steal away possession of the ball and stop their opponent from scoring a goal or point.

The **defense** used a zone to cover as much space as possible.



DEFENSIVE READY POSITION

(noun)

A stance that allows a defender to quickly move in any direction in order to create a disadvantage for the offense. The defender's weight is on the balls of the feet, arms are extended with palms up, and eyes are on the midsection of the offensive player.

Malone stood in **defensive ready position** because he knew that Ava could receive a pass and attempt to score at any moment.



DOMINANT HAND

(noun)

The hand that a person prefers to use for manipulative and fine-motor skills.

Calvin uses his right hand to shoot a layup because that is his **dominant hand**.



DRIBBLE

(verb)

To maneuver a ball under the control of a single player. Soccer requires foot dribbling. Basketball requires hand dribbling. Floor hockey requires stick dribbling.

Dribble the ball as fast as you can in order to beat defenders down the court.



DROP STEP

(noun)

An athletic movement in which a player pivots backward into open space.

TJ practiced his **drop step** until he could perform it perfectly.



ENCOURAGEMENT

(noun)

Support, confidence, or hope offered by someone or some event.

The friends gave each other constant **encouragement** in order to help each other build self-confidence during the most difficult parts of the basketball game.



ETIQUETTE

(noun)

The set of customary or acceptable behaviors among members of a group or in a specific setting.

Kurt practiced good **etiquette** in physical education class because he wanted to help create an environment that would help his classmates learn.



EVADE

(verb)

To escape or avoid a person or thing.

While playing offense, Damian slipped away and **evaded** the defender to complete his layup.



FAKE

(noun)

A tactic used by an offensive player in which the player pretends to do cut, pass, or shoot in order to deceive an opponent.

Marie **faked** a movement to the right but then ran to the left in order to avoid her defender.



FOLLOW THROUGH

(verb)

To continue moving after an object has been kicked, struck, or thrown.

Follow through during your free throws so that your form is consistent and repetitive.



FOUL

(noun)

An unfair or invalid piece of play.

The referee called a **foul** when Barry hit Sara's hand during her shot.



GIVE AND GO

(noun)

A movement in which a player passes to a teammate and immediately cuts toward the net or goal in order to receive a return pass.

John performed a **give and go** with Brandon in order to get into position for a shot inside the lane.



GRATITUDE

(noun)

The quality of being thankful; readiness to show appreciation for and to return kindness.

At the end of the game, we showed **gratitude** toward the coach for leading us to the championship by showering him with sport drink.



GROWTH MINDSET

(noun)

Defined by psychologist Carol Dweck as a belief that abilities can be developed through dedication and hard work; raw talent and common knowledge are just starting points.

Luke has a **growth mindset**. He understands that correcting the mistakes he made during practice will help him to improve his form and technique.



IMPROVE

(verb)

To achieve a higher standard or quality;
to make or become better.

Amanda practiced free throw shots so often that
she **improved** greatly.



INTENSITY

(noun)

The amount of exertion used when performing an exercise or activity.

Every day, we should get a least 60 minutes of physical activity that is at a moderate to vigorous **intensity**.



JAB STEP

(noun)

A strategic offensive movement in which an offensive player takes a short, quick, and hard step toward a defender in an effort to move the defender back and create space in between the two players.

Brian performed a **jab step** in order to get Margaret to step backward.



LEADING PASS

(noun)

A pass that is made just ahead of a cutting player, giving the receiving player the ability to continue movement while catching the pass.

Leading passes help to keep the play moving forward and allow the player to progress down the court to the hoop.



LEARNING ENVIRONMENT

(noun)

Any physical location where students gain knowledge or skill.

If we all try our best, respect each other, and play by the rules, physical education class will be a great **learning environment**.



MVPA

(adjective)

Moderate to vigorous physical activity. A range describing the level of activity with an intensity between medium and high that is shown to be beneficial to a person's health-related fitness.

Basketball is an **MVPA** activity because it keeps your heart rate up for almost the whole time.



NON-DOMINANT HAND

(adjective)

The hand or foot that a person does not prefer to use for manipulative or fine-motor skills.

Ellen's shot wasn't as strong as usual because she was forced to use her **non-dominant hand**.



OFFENSE

(noun)

The team or players in a game or sport who are attempting to score or move the ball forward.

The **offense** needed to score one more time in order to win the game.



OPEN SPACE

(noun)

An area of general space with no obstacles where people or objects can move freely.

Karen knew that she could receive a pass more easily if she moved into **open space**.



PASS

(verb)

To move an object from one space to another.

The offense did a good job of **passing** the ball, and everyone on the team had a chance to participate.



PASS-READY POSITION

(verb)

A ready position in which an offensive player is showing hands to a teammate with the ball as an indication she or he is ready to receive a pass.

DeAndre was in a **pass-ready position** with his hands up, ready to receive the ball from his teammate.



PASSING LANE

(noun)

The open space through which a ball can travel from passer to receiver.

Anthony threw the ball to Alex and hoped that a defender wouldn't step into the **passing lane** to deny it.



PATHWAY

(noun)

A course or track along which a body or object moves as it travels through general space.

In a game of basketball, Marcus knows that he must vary the **pathways** he uses to travel in order to evade the defenders.



PERSEVERANCE

(noun)

Continued effort to do or achieve something despite difficulties, failure, or opposition.

Kendra's team was losing by 12 points, but their **perseverance** helped them score 14 unanswered points and get back in the game.



PIVOT

(verb)

To keep one foot in place while moving the other foot one step in any direction.

Colleen **pivoted** around while she looked for an open teammate who could receive a pass.



POSITIVE LANGUAGE

(noun)

A method of verbal communication that uses an optimistic tone and focuses on what is good or can be improved in a given situation, task, or environment.

Jose used **positive language** during intramural basketball games because he loved having fun and being active with his friends, and he wanted them to have fun too.



RECEIVE

(verb)

To have someone successfully pass something to you.

Phoebe prepared to **receive** the inbound pass from her teammate before the game clock started ticking down.



RECOVER

(verb)

To find or regain possession of something that was stolen or lost.

The defender **recovered** the ball from the offense by jumping into the passing lane.



REDUCE SPACE

(verb)

To make smaller or lesser in amount, degree, or size.

The defensive team **reduced space** inside the key in order to make it difficult for the offense to take shots from inside the paint.



RESPECT

(noun)

A feeling of deep admiration for someone or something due to their abilities, qualities, or achievements.

Andy has a lot of **respect** for the way Sid practices every day.



RESOURCE

(noun)

An item or strategy that can be used to achieve a goal.

Kenny had to use all of his **resources** in order to successfully defend against the dominant offensive player.



SELF-IMPROVEMENT

(noun)

The betterment of your own knowledge, status, or character.

Kennedy developed a plan for **self-improvement** to help increase her accuracy when shooting three-point shots.



SELF-MANAGEMENT

(noun)

Control over yourself that allows you to take responsibility for your own actions and well-being.

Bodie created a plan for **self-management** so that he would receive fewer penalties during a game.



SELF-TALK

(noun)

Talking to yourself, either aloud or silently.

Meek uses positive **self-talk** to help him feel more confident while shooting free throws.



SHOOT

(verb)

To send a ball or object toward a goal or target in order to score a point.

Shoot the ball when you get past your defender.



SHOOTING RANGE

(noun)

An area around the basketball goal in which a player has the best chance of making a shot based on skill level and physical development.

LeBron was practicing shots inside of the 3-point line because that area is within his **shooting range**.



SKILL

(noun)

An ability specific to a task.

Victor was able to learn a few new **skills** because he practiced and worked hard.



SLIDE

(verb)

Sideward movement with one foot leading in the direction of the movement and the other foot following in a step-together pattern.

Feet do not cross.

Quentin decided to **slide** to the left in order to move into open space.



SOCIAL DYNAMICS

(noun)

Group relationships formed through individual and group-level interactions and formed through the behaviors and attitudes of all group members.

The **social dynamics** of physical education class can have an important impact on overall enjoyment and learning.



SOCIAL INTERACTION

(noun)

What happens when two or more people talk or exchange nonverbal cues.

The **social interactions** of the team were positive and constructive, which allowed all members to contribute to the group's success.



SUPPORT

(verb)

To give help, assistance, and encouragement to someone or something.

If we all **support** one another, everyone will have fun and improve together.



TACTIC

(noun)

An action or strategy that helps in achieving a specific goal.

The team needs both offensive and defensive **tactics** in order to win a game.



TRANSITION

(noun)

The process or a period of changing.

A good player can quickly **transition** from offense to defense at a moment's notice.



TRASH TALK

(noun)

Insults intended to demoralize, intimidate, or humiliate someone, especially an opponent.

Trash talk is not appropriate during physical education class or sporting events.



TRAVEL

(verb)

To control and walk/run (but not dribble) a live basketball inbounds. This is an illegal movement.

Javon was charged with **traveling** when he changed his pivot foot while attempting to pass the ball.



TRIPLE THREAT

(noun)

A position that allows a player to be ready to either shoot, pass, or dribble. It involves spreading the feet shoulder-width apart, slightly bending the knees, and being ready to shoot at any time.

Alyssa's **triple threat** position gave her a lot of options about what she could choose to do next.



V-CUT

(adjective)

A play in basketball in which the offensive player cuts inside the three point line, plants their foot, and then explodes out to receive the ball.

Organe can execute a **v-cut** with perfection and make a three point shot during key moments of the game.



VIOLATION

(noun)

An infringement of the rules in sports that is less serious than a foul and usually involves technicalities of play.

Marshmello had a **violation** called on him by the referee after he committed an offensive foul.



DRIBBLE STOPPERS

Equipment

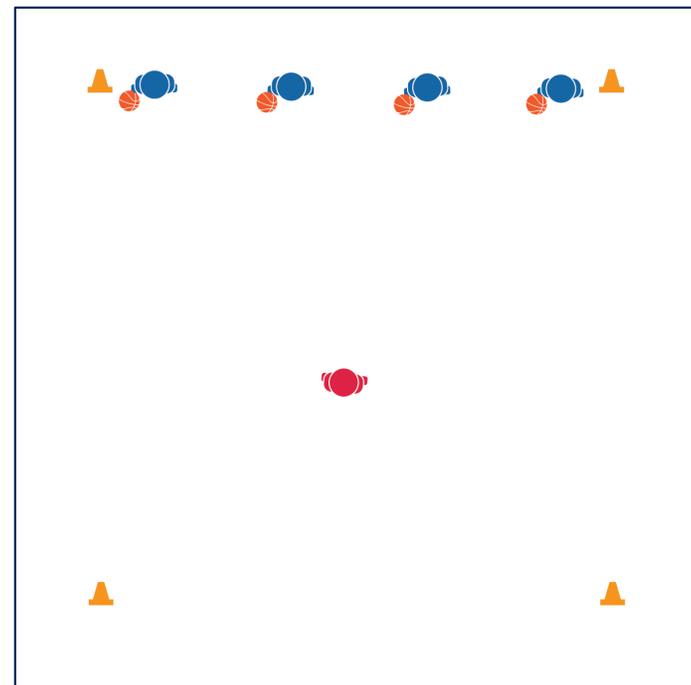
- 1 basketball for all players but 1

How to play

1. This is Dribble Stoppers! The object is to dribble through open space while protecting your basketball from defenders.
2. When the defender says, "GO," dribble across the activity area to the other side while avoiding defenders.
3. If your ball is tagged by a defender (any touch on the ball) or goes out of bounds, place it on the ball rack and re-enter the game as a defender.
4. When untagged players are safe on the other side, repeat in the opposite direction.

Set-Up

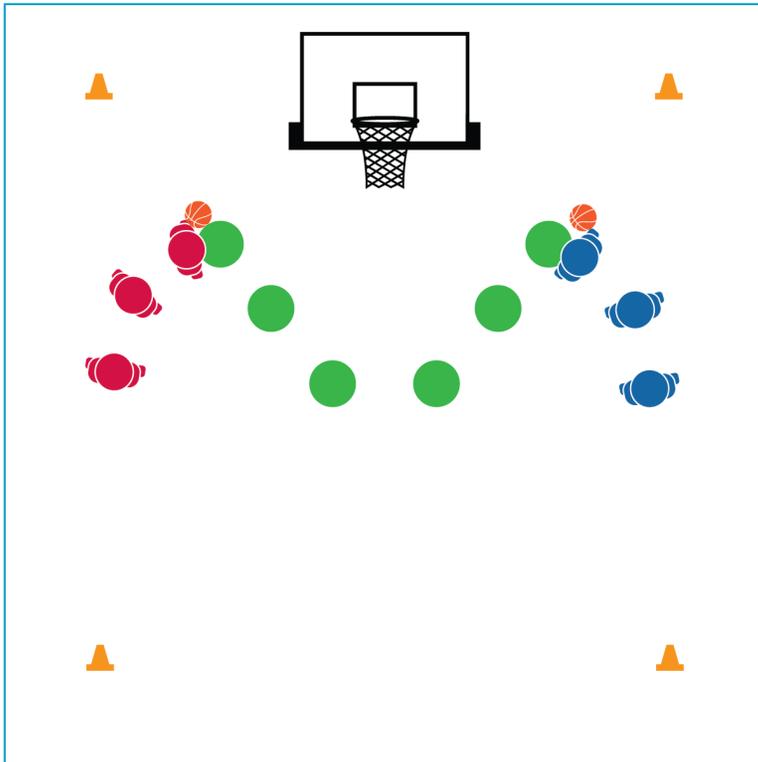
- Students with a ball line up on 1 end of the activity area.
- Designate 1 player as a defender in the center of the activity area.



MONEY IN THE BANK

Equipment

- 6 spot markers per goal
- 2 basketballs per goal



Set-up

- 6 spot markers in an arc in front of the goal; 1 spot on each low block, 2 in front, and 2 in between the blocks and the front of the goal.
- 2 teams line up on opposite blocks.

How to play

1. Put 10 bucks in the bank at every spot. Shots are worth 2 bucks, and follow-up shots are worth 1.
2. Player 1 shoots from low block. If she/he makes the shot, rebound it and pass to the next player.
3. If missed, get the rebound and take only 1 follow-up shot.
4. Continue until your team puts 10 bucks in the bank from that spot, then move to the next spot and continue.



CHALLENGER

Set-Up

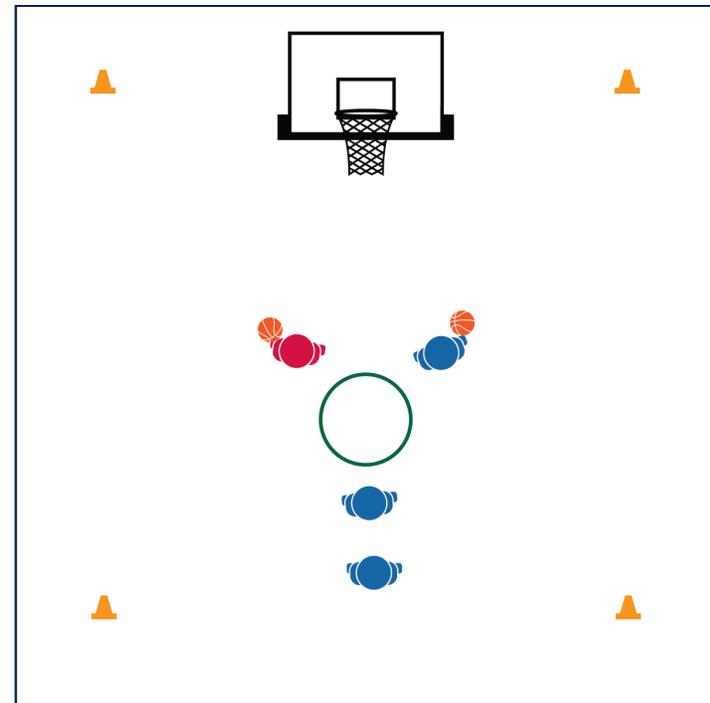
- Place the hula hoop at the top of the key.
- Place 2 basketballs in the hula hoop.
- Make 1 line behind the hula hoop.

How to play

1. This is Challenger. The object is to make a basket before your challenger.
2. The first 2 players in line will pick up a ball and meet at the foul line — they are the challengers.
3. The challengers dribble 5 times, then tap basketballs together. After the tap, both players shoot. If missed, rebound and shoot again. You can dribble closer for an easier shot. Continue until 1 challenger scores a basket.
4. The player who scores is the champion and takes on the next challenger in line. The player who does not score goes to the back of the line.

Equipment

- 2 basketballs
- 1 hula hoop



KAREEM ABDUL-JABBAR

Set-Up

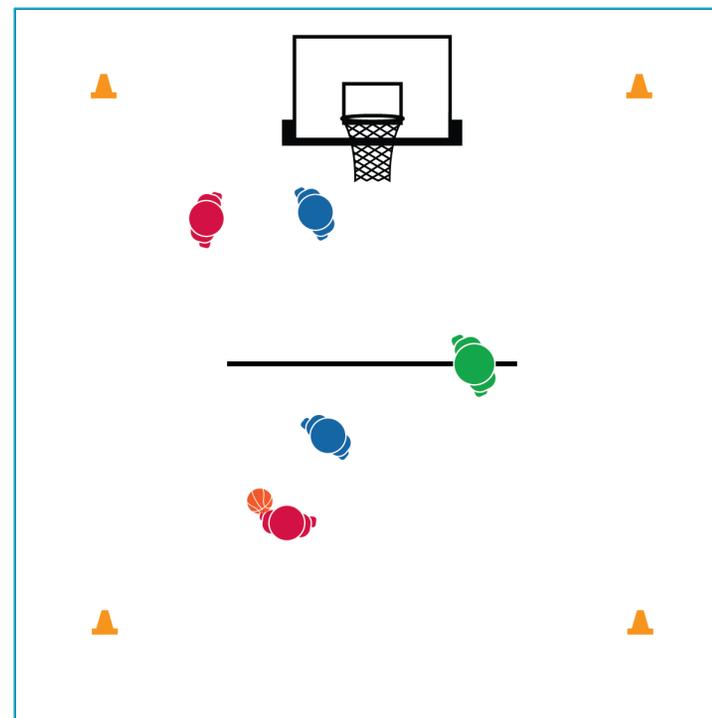
- Create teams of 2. Send 2 teams to each hoop, 1 of them with pinnies.
- Designate 1 player with a separate color pinnie as “Kareem” to play on the high post (elbow to elbow).
- 5 players and 1 ball per hoop.

How to play

1. In this game of 2v2, we will have 1 player on the post who plays offense for both teams (creating a 3v2 situation). The post player must stay on the foul line (the high post).
2. The object of the game is for your team to score as many baskets as you can. Normal 2v2 half-court rules apply. However, the post player will always be on offense and can pass, dribble, and shoot as long as she/he doesn't move more than 1 step away from the foul line.

Equipment

- 2 pinnies (of 1 color)
- 1 pinnie of another
- 1 basketball
- Half-Court Rules Poster



SKILL CARDS

DRIBBLING

Critical Elements

- Knees Bent, Fingers Spread Wide
- Eyes Up (See the Court)
- Push the Ball Down with Finger Pads
- Give with the Ball Up to Your Waist
- Push Down Again with Finger Pads
- Non-Dribbling Hand Protects the Ball

Coaching Words

- Knees Bent, Eyes Up
- Finger Pad Push
- Give to Your Waist
- Protect the Ball

SKILL CARDS

SHOOTING

Critical Elements

- Balance the Ball Up on Shooting Hand Platter
- Elbow Directly Under the Ball, Aligned with Front Knee
- Eyes on the Back of the Rim
- Follow Through with Wrist Snap High and Away

Coaching Words (BEEF)

- Balance on the Platter
- Elbow Under the Ball
- Eyes on Target
- Follow-Through Snap

SKILL CARDS

CHEST PASS

Critical Elements

- Two Hands on the Ball (East & West)
- Step Toward Your Target
- Extend Arms Straight Out
- Rotate Palms Outward (Chest Height)
- Push the Ball to Your Target
- Extend to Follow Through (Palms Out)

Coaching Words

- Two Hand East & West
- Step to Target
- Extend Out
- Rotate Palms Chest Height
- Push to Target
- Follow Through Palms Out

SKILL CARDS

BOUNCE PASS

Critical Elements

- Two Hands on the Ball (East & West)
- Step Toward Your Target
- Extend Arms Out and Down at an Angle
- Rotate Palms Outward (Out Front to the Floor)
- Push the Ball to the Floor, 2/3 The Way to Your Target
- Extend to Follow Through (Palms Out)

Coaching Words

- Two Hand East & West
- Step to Target
- Extend Out, Angled Down
- Rotate Palms Out and Down
- Push to 2/3 to Target
- Follow Through Palms Out

SKILL CARDS

DEFENSIVE POSITION

Critical Elements

- Feet Shoulder-Width Balanced and Ready
- Balls of Feet, Balanced and Ready
- Knees Bent, Balanced and Ready
- Arms and Hands Out with Palms to the Offense
- Back Straight
- Eyes on Waist

Coaching Words

- Wide Base, Knees Bent
- Feet Balanced and Ready
- Active Hands
- Back Straight
- Eyes on Waist

SKILL CARDS

DEFENSIVE SHUFFLE

Critical Elements

- Good Defensive Position
- Lead Foot Step
- Push and Shuffle with Trail Leg
- Fast, Explosive Feet

Coaching Words

- Defensive Position
- Shuffle Step Then Explode
- Fast Feet, Active Hands

HALF COURT BASKETBALL RULES

RPS Jump Ball

A team representative plays Rock, Paper, Scissors. The winner's team starts with the ball.

Check it Up

Each possession after a dead ball begins with a "check." One player from the offensive team starts at the top of the 3-point arc and bounce passes it to the defender covering her/him. The defender "checks" with her/his teammates to make sure everyone on defense is ready, and then makes a bounce pass back to the offense. As soon as the ball is caught by the offense, play begins.

Take it Back

If the non-shooting team gets the rebound, the ball must be dribbled or passed behind the free throw line before another basket can be made.

Call Your Own Fouls

The offensive player shooting and the defender on the ball can call defensive fouls. The ball is checked to restart play after a foul. If there is a disagreement about a foul that lasts more than 30 seconds, a member of either team can call for an RPS Jump Ball to settle the dispute.

Everything is Two

All baskets are worth 2 points. There are no 3-point shots or foul shots.

The Basic Violations Are in Effect:

- No Traveling
- No Double Dribbling
- No Kicking
- No Personal Contact (with the exception of box-outs and picks)



UNIVERSAL DESIGN ADAPTATIONS

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve to act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Basketball

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> • Use a variety of different basketball/ball types, including auditory balls, different textures/sizes/weights • Place a buzzer on the basketball goal • Lower the height of the goal • Use brightly colored pinnies to distinguish teams • Use brightly colored cones to distinguish boundaries 	<ul style="list-style-type: none"> • Increase/decrease the size of the activity area • Allow points to be scored if the ball hits the goal or backboard • Place a hoop on the floor as a goal • Vary the number of defenders playing (e.g., defense plays down a player) 	<ul style="list-style-type: none"> • Use mats to mark and protect boundaries • Use brightly colored equipment and boundary markers • Use raised/tactile lines • Clap behind goals/targets 	<ul style="list-style-type: none"> • Provide ongoing verbal cues • Provide physical assistance • Provide a peer tutor/mentor • Use videos, graphics, and pictures as visual examples • Provide individualized (one-to-one) instruction • Use proximity strategies

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators (2nd ed.)*. Champaign, IL: Human Kinetics.

SELF-ASSESSMENT

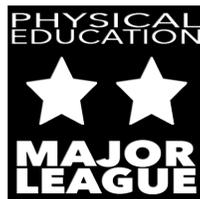
NAME: _____ GRADE: _____ CLASS: _____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the "GOAL" column to show how much you'd like to improve your skills after some practice and hard work.



Level 1:

I'm in the **Minor Leagues**. I wish I could do this better, and so I will keep trying my best to improve.



Level 2:

I'm in the **Major Leagues**. Practice is helping, and I will keep trying my best to improve.



Level 3:

I'm an **All Star**. I can do this well. Practice worked, and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Dribbling			
Passing			
Shooting			
Defense			
Personal & Social Responsibility			

ACADEMIC LANGUAGE QUIZ

To manage or regulate the movement or actions of something.

1

- a. Offense
- b. Defense
- c. Dribble
- d. Control

Words that help you remember the parts of a skill important to success.

2

- a. Help Facts
- b. Critical Cues
- c. Lesson Plans
- d. Drills

An offensive movement in which a player without the ball moves quickly into open space.

3

- a. Pass
- b. Shot
- c. Fake
- d. Cut

Support, confidence, or hope offered by someone or some event.

4

- a. Encouragement
- b. Excitement
- c. Sportsmanship
- d. Etiquette

A tactic used by the offense in which a player pretends to make a move to deceive an opponent.

5

- a. Fake
- b. Dribble
- c. Drop Step
- d. Follow-Through

An unfair or invalid piece of play.

6

- a. Technical
- b. Strike
- c. Foul
- d. Free Throw

When a player passes and then cuts to the goal in order to receive a return pass.

7

- a. Cut
- b. V-Cut
- c. Pick and Roll
- d. Give and Go

Continued effort despite difficulties, failure, or opposition.

8

- a. Follow through
- b. Heart of the Game
- c. Spirit of the Game
- d. Perseverance

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs offensive and defensive skills with control, using critical cues. Executes each skill in combination with locomotor and manipulative skills. Executes offensive and defensive tactics in dynamic game environments.	Conducts herself/himself safely and with consideration for others. Completes each page of the SEL journal thoughtfully.
Competent 3	Performs skills with occasional errors in form and outcome. Is able to perform skill combinations in dynamic game environments. Demonstrates understanding of game tactics.	Conducts herself/himself safely without disrupting the learning environment. Completes each page of SEL Journal thoughtfully.
Lacks Competence 2	Performs skills with frequent errors. Rarely performs skill combinations. Cannot demonstrate game tactics effectively.	Occasionally creates unsafe situations. Does not complete SEL Journal.
Well Below Competence 1	Displays unsatisfactory effort.	Often breaks safety rules and disrupts the learning environment. Does not complete SEL Journal.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			



TOOLS FOR LEARNING **BASKETBALL SKILLS**



MIDDLE SCHOOL (6-8)

NOTES



**Student Journal for
Social and Emotional Learning**

Name: _____

Start Date: _____

Special thanks to Kevin Atlas and the entire [Believe in You](#) team at [Varsity Brands](#).

OPEN PhysEd.org

A PUBLIC SERVICE OF

US Games



Some people want it to happen, some wish it would happen, and others make it happen. – Michael Jordan

REFLECTION 2: IT STARTS WITH YOU IF NOT YOU, WHO?

Key Academic Language Words

Self-Management /noun/ Control over yourself that allows you to take responsibility for your own actions and well-being.

Self-Management Questions

1. In your own words, what does self-management mean?
2. What do you notice about how you respond when you see a classmate who needs help?
3. What do you notice about how you respond when you see a classmate who feels left out?
4. Could you change your response in a way that would continue to create a more positive learning environment for your classmate?
5. How is your response related to the way your peers respond? Can you give specific examples?



Nothing is given. Everything is earned. – LeBron James

REFLECTION 3: BUILD HABITS CHOOSE STRENGTH & PERSEVERE

Key Academic Language Words

Perseverance /noun/ Continued effort to do or achieve something despite difficulties, failure, or opposition.

Self-Management Questions

1. In your own words, what is perseverance?
2. How would you describe your ability to persevere?
3. What is emotional strength?
4. How is emotional strength related to perseverance?
5. How is your sense of well-being related to your ability to persevere through a challenge?



What do you do with a mistake? Recognize it, admit it, learn from it, forget it. – Dean Smith

REFLECTION 4: BUILD HABITS CHOOSE STRENGTH & PERSEVERE

Key Academic Language Words

Self-Improvement /noun/ The betterment of your own knowledge, status, or character.

Responsible Decision-Making Questions

1. In your own words, what is self-improvement?
2. What can you learn about basketball, or what basketball skills can you develop, that will lead to self-improvement?
3. Why do you think these things will help you as a person? Give examples.
4. How is your mindset related to your ability to embrace opportunities for self-improvement and learning?



Do your best, one shot at a time, and then move on. – Nancy Lopez

REFLECTION 5: BUILD CHARACTER HOW CAN I HELP?

Key Academic Language Words

Skill /noun/ An ability specific to a task.

Resource /noun/ A material item, person, group, collection of knowledge or special talent that can be used to achieve a goal or accomplish a task.

Self-Awareness Questions

1. In your own words, what is a skill? What is a resource?
2. How would you compare and/or contrast skills and resources?
3. What skills do I have that could help another person improve and/or overcome a challenge?
4. What resources do you have that could help?



Teaching Dates of Module:	School Year:
General Comments / Notes for Planning Next Year's Module	
<ul style="list-style-type: none"> ✓ Comment 1 ✓ Comment 2 ✓ Comment 3... 	
Self-Reflection Across Danielson's Four Domains of Teaching	
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 2: Classroom Environment	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 3: Instruction	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Self-Rating with Rationale	
Choose One:	
Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)	
Provide rationale:	
<ul style="list-style-type: none"> ✓ Evidence 1 ✓ Evidence 2 ✓ Evidence 3 	



TOOLS FOR LEARNING **BASKETBALL SKILLS**



MIDDLE SCHOOL (6-8)

NOTES