



# Basketball

## Lesson - 7

Level 1

### Lesson Objectives

Time

Page

#### Personal Conditioning

Lesson 52 ..... 15 min.

**Prepare Students** ..... 1 min. .... 54

#### Explain/Demonstrate/Practice



Knowledge ..... 5 min. .... 54

D. Rules  
4a(1-6), 5

E. Etiquette  
1c, d

F. Game Play  
1, 2b(e-l)



Skill ..... 18 min. .... 55

A. Dribble  
3, 6b(4, 6)

B. Chest Pass  
3, 6b(2)

C. Bounce Pass  
3, 6b(2)

E. Layup  
6b(2)

**Review and Preview** ..... 1 min. .... 57

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**Total Time** ..... **40 min.**

### Equipment & Materials

- ✓ Personal Conditioning Lesson 52
- ✓ Basketballs—one per student
- ✓ Cones—24
- ✓ Position markers—12

### Drills

#### Dribble

- ✓ Figure 8
- ✓ Zigzag Dribble

#### Passing

- ✓ Keep Away—Basic

#### Layup

- ✓ Layup Lines

## Personal Conditioning

15 min.

Lesson 52

## Prepare Students

1 min.

**Gather** students.

**Tell** students the lesson objectives. They will:

- Learn rules related to stopping and restarting play, along with more offensive strategies.
- Continue practicing the dribble, chest pass, bounce pass and layup.



## Knowledge

5 min.

## Explain/Demonstrate

## Practice

**Review** the information presented in the previous class (i.e., general instructions for game play and offensive strategies).

**Explain** and demonstrate the new knowledge content.

## Rules

4. Stopping play
  - a. A ball becomes dead and play stops under the following circumstances:
    - (1) The ball goes out of bounds.
    - (2) A goal or free throw is made.
    - (3) A foul occurs.
    - (4) A violation occurs.
    - (5) An official blows the whistle.
    - (6) Time expires for the quarter or extra period.
5. Restarting play
  - a. Throw-in
    - (1) One player (the thrower) stands out of bounds at a spot designated by an official.
    - (2) The thrower has five seconds once the ball is handed to him or her by the official to throw the ball to a teammate standing in bounds.
    - (3) The thrower will lose possession of the ball if any of the following occur:
      - (a) The thrower hands the ball to a teammate.
      - (b) The ball is thrown directly into the basket.
      - (c) The ball is not thrown within five seconds.
      - (d) The thrower leaves the designated throw-in spot before the ball is released.
    - (4) The defense must stand at least three feet away from the thrower and may not touch the ball until it is fully inside the boundary of the court.

Continued....

b. Throw-in after a made basket

- (1) Following a made basket, the thrower may move along the out-of-bounds area behind the end line when attempting a throw-in.
- (2) The thrower may also pass the ball to a teammate who steps out of bounds over the end line and who now throws the ball in.

**Tell** students they will not always have someone available to referee when they are playing and must be willing and able to call fouls and violations themselves.

### Etiquette

1. Do's
  - c. When there are no referees or officials, call fouls and violations when they occur.
  - d. Encourage your teammates.

**Remind** students that basketball is a team sport. There are things they can do to help their team score more often.

### Game Play

2. Basic Play
  - b. Offensive Strategies
    - (1) General Strategies
      - (j) Realize that most of the game takes place among the players who do not have the ball, because they are the ones setting up the plays that will get the ball into a position where someone can score.
      - (k) Your team will score more points if you work together to create opportunities for the best shots for one another.
      - (l) Do not stand still. Know where the ball is and, if possible, move to an open area on the court where a teammate can pass to you for an easy shot. Moving also requires your defender to divide his or her attention between your location and the location of the ball.



#### Skill

**18 min.**

*Dribble*

*Chest Pass*

*Bounce Pass*

*Layup*

**Explain/Demonstrate**

**Practice**

**Tell** students:

- They will have the chance to be reassessed by you tomorrow on the correct form of the dribble and passes if they were absent two class periods ago or if they would like the opportunity to improve their score.
- They will assess each other on the layup tomorrow.

**Review** and demonstrate distance and control criteria for the dribble.

### Dribble

Form and function for the dribble is described in Lesson 6 and in Chapter 3 of the User's Manual.

**Explain** and demonstrate the dribble drill: Figure 8.

### Drill

Description of the Figure 8 drill is in the Dribble section of Appendix B in the User's Manual.

**Divide** the class into groups of six and assign each group to a pair of cones.

**Begin** the drill.

**Circulate** among the students and provide feedback as appropriate.

**Gather** students.

**Explain** and demonstrate the dribble drill: Zigzag Dribble.

### Drill

Description of the Zigzag Dribble drill is located in the Dribble section of Appendix B of the User's Manual.

**Begin** the drill.

**Circulate** among the students, providing feedback using the teaching cues.

**Gather** students.

**Explain** and demonstrate distance and accuracy criteria for the passes.

### Chest Pass

#### 3. Form and Function

Demonstrate all elements of form while passing the ball toward the outstretched hand of another student standing approximately 12 feet away, so that the receiving student is able to move into position and catch the ball, two out of three times.

### Bounce Pass

#### 3. Form and Function

Demonstrate all elements of form while passing the ball toward the outstretched hand of another student standing approximately 12 feet away, so that the receiving student is able to move into position and catch the ball, two out of three times.

**Explain** and demonstrate the passing drill: Keep Away—Basic.

### Drill

Description of the Keep Away—Basic drill is in the Passing section of Appendix B in the User's Manual.

**Tell** students to use their judgment regarding the best pass to use to get the ball to the player opposite them. Depending on the position of the “defender,” either a chest pass or a bounce pass may be more appropriate.

**Divide** the class into groups of three and position them along the free-throw lanes as described in the drill.

**Begin** the drill.

**Circulate** among the students and provide feedback as appropriate.

**Gather** students.

**Ask** students what they discovered about keeping the ball away from the defender [e.g., it helped to fake one type of pass and then actually use the other type of pass; when the defender's hands were high, a bounce pass worked better; etc.].

**Review** the layup and demonstrate the drill: Layup Lines.

### Drill

Description of the Layup Lines drill is located in the Layup section of Appendix B in the User's Manual.

**Begin** the drill.

**Circulate** among the students, providing feedback using the teaching cues.

**Gather** students.

**Comment** on what you saw students doing correctly, typical errors and correction tips.

**Ask** students what feedback they heard during the drills. What was the quality of the feedback? How could it be more helpful?

### Review and Preview

1 min.

**Tell** students that next class, they will:

- Be assessed by you on the V-cut.
- Assess one another on the layup.
- Have the opportunity to be re-assessed on the dribble and the passes.



**Hold Position**



**Ready**



# Basketball Form Assessment: Level 2



## Set Shot

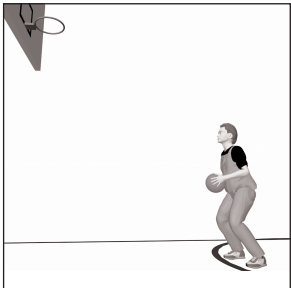
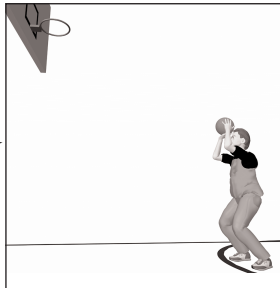
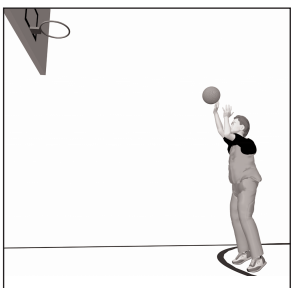
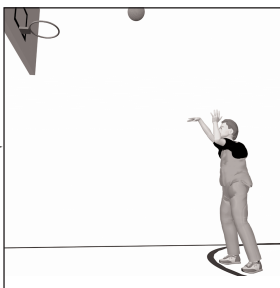
Date \_\_\_\_\_ Hour \_\_\_\_\_

Student \_\_\_\_\_

Observe the student performing a set shot 12 times. Watch each part of the exercise three times. Each part has a picture and a description.

Look at each picture and read the description. Observe to see if this part is performed correctly. If correct the first time, check (✓) box 1; if correct the second time, check (✓) box 2; if correct the third time, check (✓) box 3. Place a dot (•) in the box if performed incorrectly. All three boxes will be checked only if that part of the exercise was correctly performed all three times.

Repeat this procedure for each picture. Start with "Ready" and after you observe it three times, follow the arrow to the next picture.

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
			→			
<b>Ready</b>				<b>Ball Up</b>		
<ul style="list-style-type: none"> <li>• Eyes on target</li> <li>• Square to basket</li> </ul>				<ul style="list-style-type: none"> <li>• Shooting L</li> <li>• Finger pads</li> <li>• Flex knees</li> <li>• Aim above rim</li> </ul>		
<input type="checkbox"/> 1				<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
			→			
<b>Extend</b>				<b>Follow Through</b>		
<ul style="list-style-type: none"> <li>• Push up</li> <li>• Lift and extend</li> <li>• Push with knees</li> <li>• Snap wrist</li> </ul>				<ul style="list-style-type: none"> <li>• Eyes on target</li> <li>• Hold</li> <li>• Point at target</li> </ul>		

How many pictures have 2 or 3 boxes checked (✓)? \_\_\_\_\_

Observer \_\_\_\_\_



## Basketball Form Assessment Activity: Level 2



### Set Shot

## Eight-Foot Shot

### Partner Assessment

**Objective:**

Receive feedback on set shot form

**Equipment:**

Eighteen basketballs  
Six position markers  
Six assessment forms  
Six pencils  
Clipboards (optional)

**Preparation:**

Place one position marker eight feet in front of each basket.

### Teacher Assessment

**Objective:**

Assess set shot form

**Equipment:**

Three basketballs  
One assessment form per 12 students  
One position marker  
Pencil  
Clipboard  
Equipment for other practice stations

**Preparation:**

Copy assessment forms and write student names on forms.  
Place a position marker eight feet in front of a basket.  
Set up other practice stations.

### Partner Procedure

- Explain the purpose of the assessment (i.e., give and receive feedback on set shot form).
- Explain and demonstrate the assessment procedure.
  - Students will work in groups, with one student doing the set shot, one student assessing form and other students retrieving the basketballs.
  - The performing student will stand on the position marker, the assessing student will stand where he or she has a clear view of the performing student, and the remaining students will stand behind the basket.
  - The assessing student carefully observes the performing student for correct execution of the “Ready” phase of the set shot and places a check in the box numbered 1, 2 or 3 every time a correct execution is observed and a dot if the execution is not correct.
  - The observer repeats this process for the “Ball Up,” “Extend” and “Follow Through” phases, watching the performer three times for each phase.
  - The observer writes his or her name at the bottom of the recording form after the performer completes the set shot.
  - Students switch positions and repeat the procedure until all students in the group are assessed.
- Assign equal numbers of students to each basket.
- Distribute basketballs, assessments, pencils and clipboards.
- Have students fill in their names and put the date and the hour at the top of the assessment form.

### Teacher Procedure

- Explain the purpose of the assessment (i.e., demonstration of set shot form).
- Review the elements of form you will assess students on. Emphasize to students that they will not be assessed on getting the ball into the basket right now, and they should instead focus on doing the elements of form correctly.
- Divide the class into groups of four.
- Identify a series of basketball practice stations that groups will rotate through. The set shot assessment will be one of those activities.
- When students rotate to the set shot assessment station, have them each perform the set shot until you have observed each phase three times.
- Record the results of your observations on the assessment form.
- When all students in the group have been assessed, rotate the next group to the station.
- Continue the rotations until all students have been assessed.





***K-12 Content by NASPE Standards***

EPEC K-12 program objectives and benchmarks are consistent with the standards for physical education published by the National Association for Sports and Physical Education (NASPE) in 2004. EPEC K-5 and EPEC 6-12 each contain content to achieve the six NASPE content standards for physical education (see Table H.1).

The EPEC K-5 program is based on a physical education program that meets two 30-minute class periods per week. The EPEC 6-12 program is based on a physical education program that meets five 40-minute class periods per week (exclusive of dressing and showering).

	EPEC K-5	EPEC Lifetime Activity Modules	EPEC Personal Conditioning
<b>NASPE Content Standard 1</b>  Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	✓	✓	
<b>NASPE Content Standard 2</b>  Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	✓	✓	
<b>NASPE Content Standard 3</b>  Participates regularly in physical activity.	✓	✓	✓
<b>NASPE Content Standard 4</b>  Achieves and maintains a health-enhancing level of physical fitness.	✓	✓	✓
<b>NASPE Content Standard 5</b>  Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	✓	✓	✓
<b>NASPE Content Standard 6</b>  Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	✓	✓	✓

Table H.1. EPEC K-12 Content and NASPE Standards.

## EPEC Basketball Module by NASPE Standards

The EPEC Basketball module meets all NASPE Standards through a variety of knowledge and skill objectives, instructional procedures and assessments (see Table H.2).

The Basketball module is based on a physical education program that meets fifteen 40-minute class periods per instructional level over the course of three levels, for a total of forty-five 40-minute classes. Each 40-minute class period allows for 15 minutes of warm-up activities and excludes time required for dressing and showering.

EPEC Basketball Module	NASPE Standards					
	1	2	3	4	5	6
<b>Warm-Up Component</b>		✓	✓	✓	✓	
<b>Teaching/Learning Content</b>						
Vocabulary		✓				
Facilities and Equipment			✓			
Rules					✓	
Etiquette					✓	
Game Play		✓			✓	✓
Sportsmanship					✓	
Safety and Injury Prevention		✓			✓	
Using Biomechanical Information	✓	✓				
Partner Observation and Feedback	✓	✓			✓	✓
Fitness Components	✓		✓			
Dribble	✓	✓				
Chest Pass	✓	✓				
Bounce Pass	✓	✓				
V-Cut	✓	✓				
Layup	✓	✓				
Set Shot	✓	✓				
Defense w/Ball	✓	✓				
Defense w/o Ball	✓	✓				
Pivot	✓	✓				
Rebound	✓	✓				
Jump Stop	✓	✓				
Setting a Screen	✓	✓				
<b>Assessment Content</b>						
Teacher Assessments of Skills	✓	✓				
Partner Assessments of Skills	✓	✓			✓	✓
Knowledge Assessment		✓				✓
Interest Assessment	✓					✓
<b>Handouts</b>	✓	✓				
<b>Drills</b>	✓	✓			✓	
<b>Graphics</b>	✓	✓				

Table H.2. EPEC Basketball and NASPE Standards