
























BASKETBALL TABLE OF CONTENTS

GRADES 3-6

	PAGE/CD	GROUPING	INTEGRATIONS	PEDOMETER
Introductory Pages				
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Pass and Follow Groups of 4-6 in 2-file lines facing. Pass ball to opposite side, and run to follow.	17			
Corner to Corner Give and Go Groups of 4 pass ball around 4 corners in a give and go format.	19			
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3-Catch Basketball 2 groups of 3 in grids play offense/defense game. Object is to complete 3 passes in a row.	23			
S-P-A-R-K Pairs play similar to traditional "HORSE" game, where the object is to spell "SPARK."	25			



= Individuals



= Pairs



= Groups



= Pedometer SPARK It Up!



= Academic



= Fun Fact




















= Home



= Wellness



BASKETBALL TABLE OF CONTENTS

	PAGE/CD	GROUPING	INTEGRATIONS	PEDOMETER
Activities (continued)				
Add 'Em Up Groups of 4, numbered 1-4. When their number is called, students dribble to basket (from perimeter) and shoot. Others stay at "home," and shoot to each other. Shooters return, and shooting scores are totaled by students.	27			
Around the Court Shooters dribble and shoot at baskets and/or other targets in a circuit.	29			
Mini-Basketball Groups of 3 play each other in modified, mini-basketball style game.	31			
PACE (Physically Active Choices to Enjoy) Activities				
Partner Basketball Activity Challenge Pairs practice various basketball skills on <i>Partner Basketball Activity Challenge Task Card</i> .	33			
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Group Basketball Hunt Groups of 3-5 practice various basketball skills on <i>Group Basketball Hunt Task Card</i> while connected by a rope.	37			
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BASKETBALL UNIT

Introduction

Basketball is a great activity for elementary students, and it is taught and played in all types of settings. Basketball involves a variety of skills that may be practiced individually, in pairs, or with groups. The SPARK Basketball Unit provides activities for students to practice and develop fundamental skills required for successful game play. Activities in this unit follow a high-activity, skill progression which can be adapted for a variety of skill levels. Aligned with the NASPE and state content and performance standards, SPARK activities are designed to include and challenge all students' physical skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous physical activity during class.

What You Have

SPARK Manual

- * **Skill Builders**
5 skill-specific activities used with each lesson that challenge students to improve their skill regardless of their skill ability.
- * **Activities**
9 basketball activities in order of skill difficulty. The *SPARK It Up!* variations (on the back) allow you to modify activity challenges according to the developmental and/or grade level of your students.
- * **PACE (Physically Active Choices to Enjoy) Activities**
3 activities designed to allow students to practice basketball skills while they work independently at their own pace, with a partner or small group.

SPARK Instructional Media CD

- * **Pedometer Activity**
An activity specifically designed to incorporate the use of pedometers.
- * **Task Cards**
Includes instructions for PACE activities. Print on card stock and laminate for durability.
- * **Skill Cards**
Half-sheets with graphic and/or verbal depictions of basketball skills to create stations, use as visuals for learning, etc. Print on card stock and laminate for durability.
- * **Assessment Samples**
Rubric and student assessment samples to document and guide learning.
- * **Limited Equipment/ Large Class Ideas**
Ideas for activity used when faced with limited equipment and/or more students than you expected.
- * **Inclusionary Strategies**
Tips and hints on how to gear and modify activities for special-needs students.
- * **Home Play Activity**
A take-home page with interesting facts and information on one side, and fun challenges on the other. Designed to go on the refrigerator.

BASKETBALL UNIT

How To Use It

- * Make copies of the *Home Play Activity* (SPARK Instructional Media CD), and distribute 1 to each student after the first class.
- * Use a *Skill Builder* for about 5 minutes at the beginning of the skills portion of your lesson. Skill Builders are designed to quickly get the students active and to reinforce that practice, practice, practice makes them better, better, better.
- * Choose an activity based on the skill level of most of your students. As you teach, assess their comfort, interest and capacity to perform the activity; then adjust accordingly. If an activity is too easy, jump to the *SPARK It Up!* variations to add more challenge. If it is too difficult, decrease the variables, simplify and slow down.
- * Integrate the *PACE Activities* throughout the unit. Print copies prior to teaching. *PACE Activities* engage students in self-directed learning and provide you opportunities to gather assessment data.
- * Review the assessment samples on the *SPARK Instructional Media CD*. The *Student*

Self-Assessment is a student-paced assessment which can be administered throughout the entire unit. The *Performance Rubric* is an observational assessment you can use to collect skill development data. Ideally, you would take rubric observations at the beginning, middle and end of the unit.

- * There is a sample unit plan on page 4 built on an instructional model of 3 PE classes per week. Use this guide to adjust and create a unit plan that meets your particular instructional requirements.

Safety

- * Substitute foam balls for harder balls in passing drills.
- * Clear activity area of all obstacles (high and low).
- * Make sure boundaries are well marked.
- * Practice start/stop signals at the beginning of the first class and continue until learned. Instruct and reinforce SPARK "Whistle Cues."
1 whistle = "Freeze and listen."
2 whistles = "Come to me."

BASKETBALL WHAT YOU NEED

	QUANTITY	INVENTORY	NEED
EQUIPMENT			
Basketballs intermediate-sized or use 8 1/2" utility balls	1 per student		
Foam Balls for passing activities to modify challenge	1 per 2 students		
Spot Markers for grids	1 per student		
Pinnies	1 per 2 students		
Hoops	1 per 2 students		
Cones for stations	12		
Music and Player optional	1		
Pedometers optional	1 per 2 students		
SPARK INSTRUCTIONAL MEDIA (on CD)			
* Partner Basketball Activity Challenge Task Card		* Basketball Skill Cards	
* Group Basketball Hunt Task Card		* Assessment Samples	
		* Home Play	
FACILITIES			
* Any hard, smooth surface (blacktop, gym, multipurpose room, etc.).			
* Baskets: Height-adjustable baskets preferred. There are many activities that can be done without baskets. The following may be used in addition to, or in the absence of baskets:			
<ul style="list-style-type: none"> • Hoops on the ground • Large, clean trash baskets • Target spots marked on a wall 			

GRADES 3-6

BASKETBALL SAMPLE UNIT PLAN

The following unit plan can be used as is, or modified to suit your needs. Variables include number of students, skill levels, duration of PE class, days per week taught, weather, facilities, equipment, etc. This unit uses a

4-week model of 3 PE classes per week – 12 lessons total. The *SPARK It Up!* variations provided on activities allow you to meet the changing needs of your students as they become more skilled from year to year.

DAY 1	DAY 2	DAY 3
<ul style="list-style-type: none"> * <i>Ball-Handling Drills</i> * <i>Dribbling Drills</i> 	<ul style="list-style-type: none"> * <i>Passing Drills</i> 	<ul style="list-style-type: none"> * <i>Pivoting Drills</i>
<ul style="list-style-type: none"> * Basketball Introduction * Introduce Home Play 	<ul style="list-style-type: none"> * Grid Passing 	<ul style="list-style-type: none"> * Pass And Follow
DAY 4	DAY 5	DAY 6
<ul style="list-style-type: none"> * <i>Dribbling Drills</i> 	<ul style="list-style-type: none"> * <i>Passing Drills</i> 	
<ul style="list-style-type: none"> * Corner to Corner Give and Go 	<ul style="list-style-type: none"> * Keep Away (2 on 1) * 3-Catch Basketball 	<ul style="list-style-type: none"> * PACE Activity #1 or Assessment
DAY 7	DAY 8	DAY 9
<ul style="list-style-type: none"> * <i>Shooting Drills</i> 	<ul style="list-style-type: none"> * <i>Shooting Drills</i> 	
<ul style="list-style-type: none"> * S-P-A-R-K * Add 'Em Up 	<ul style="list-style-type: none"> * Around the Court 	<ul style="list-style-type: none"> * PACE Activity #2 or Assessment
DAY 10	DAY 11	DAY 12
<ul style="list-style-type: none"> * <i>Passing Drills</i> 		
<ul style="list-style-type: none"> * Mini-Basketball 	<ul style="list-style-type: none"> * Pedometer Activity 	<ul style="list-style-type: none"> * PACE Activity #3 or Assessment

Italic = Skill Builders
Regular = Activities

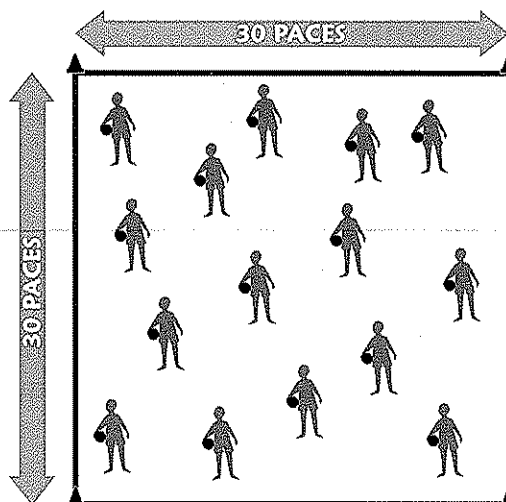


Ready...

- 1 ball per student
- 4 cones (for boundaries)

Set...

- Create large (30X30 paces) activity area, or use a basketball court.
- Scatter students in area, each with a ball.



GO!

1. The object is to maintain control of the ball while performing ball-handling activities.
2. On signal, try the following ball-handling drills.

3. Wrap It Up

- Stand with feet together.
- Move the ball around your body, starting at feet and working up to the head. Reverse.

4. Figure 8

- Stand in a wide straddle.
- Move ball in a figure 8 around legs. Reverse.

5. Switcheroo

- Start with the ball on the ground between feet.
- R hand in front of R leg touching front of ball; L hand behind leg and touching the back of the ball.
- Let go and reverse hand positions. R hand to back, L hand to front.
- Next, raise the ball off the ground. Drop, switch and catch after a bounce.
- Finally, omit the bounce.

6. Hot Potato

- Pass the ball from R hand to L hand as quickly as possible without dropping it.
- Move the ball from in front of the body to overhead and back down.

7. Fast Hands High/Low

- Drop the ball behind your head
- Without turning around, move hands quickly to catch the ball behind the back.

CHALLENGES

- ★ How many can you do in 30 seconds? Can you better your score?
- ★ Which ball-handling skills can you perform with your eyes closed?

CUES

- ★ Keep head up; don't look at the ball.
- ★ Round your hands in the shape of the ball.
- ★ Use the pads of fingers.

SPARK™ IT UP!

Switch Signal

Choose a ball-handling skill and begin. Every 5-15 seconds, you will hear a signal telling you it's time to change to a different ball handling skill.

Eyes Up

I'll give hand signals, so you need to look at me and not the ball. For example, I might hold up 4 fingers and ask how many are showing. I'll change the number of fingers each time, so keep watching.

Street Show

Create a 2-minute ball-handling routine to music. Use all your ball-handling skills. Perform it for a friend.



ACADEMIC

Math - Hold up fingers on both hands. Students multiply the 2 numbers, call out the product, or add them together and call out if the sum is odd or even.

STANDARDS ADDRESSED

NASPE

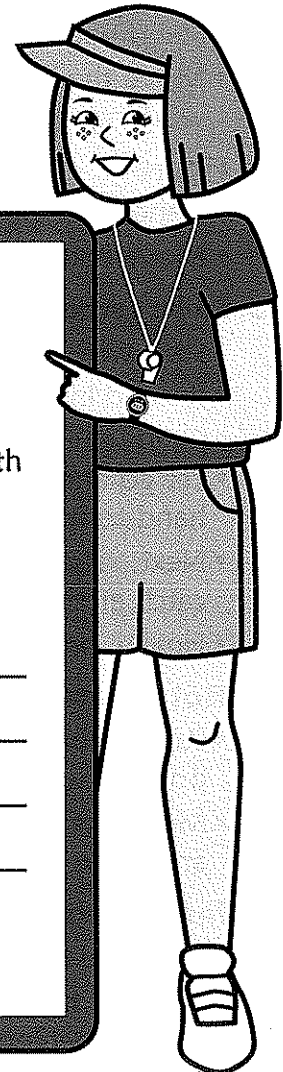
#1 Manipulative skills

Your State (Write in here)

PAULA'S POINTERS

- Allow students to experiment with a variety of different size balls.

NOTES





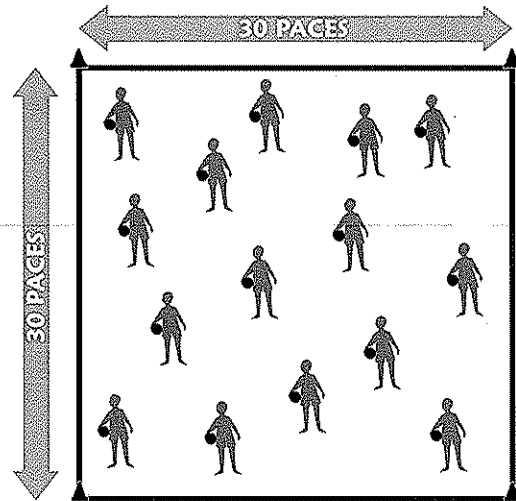
Ready...

- 1 ball per student
- 4 cones (for boundaries)

Set...

- Create large (30X30 paces) activity area or use a basketball court.
- Scatter students in area, each with a ball.

GO!



1. The object is to develop dribbling competency with both hands.
2. When dribbling, keep eyes up; bounce the ball hip high with knees bent. Straighten your elbow to push the ball down. Your hand should be the same shape as a ball, and use the pads of your fingers.
3. **Single Hand**
 - Dribble in place with R hand only. Now L hand only.
4. **V Dribble**
 - Alternate R and L hands.
 - Release dribble from the side of the hip, and push ball toward middle at an angle to make a big "V."
5. **Through The Legs**
 - Similar to the *V Dribble*, but step forward with opposite foot.
 - Push ball under thigh in a "V."
6. **Around The World**
 - Dribble with R hand around back, let go, twist to the L, and continue around using L hand. Switch hands in front and continue. Switch directions on signal.
 - Around the back with 1 bounce.
7. **Free Dribbling**
 - Dribble while moving through the area.
 - Change hands on signal or when you get close to someone.
8. **Line Dribbling**
 - Dribble on the lines of the court. (*Use basketball court, 4-square or other lines.*)

CHALLENGES

- * How many bounces can you make in 30 seconds?
- * Can you beat your record?
- * Can you dribble with your eyes closed?

CUES

- * Keep eyes up.
- * Keep ball lower than hips
- * Use pads of fingers

* SPARK™ IT UP!

* Eyes Up!

(Use visual cues only to keep students from staring at the ball. E.g., Raise hand to indicate switching hands while dribbling.)

* Dribble Keep Away

Dribble and travel throughout the area trying to knock balls away from others with free hand. If you lose your dribble trying to knock away a ball, or have your ball knocked away, just keep playing.

* SHARK

(Take away a ball from 1/5 of students.) Those without a ball (sharks) try to legally steal ball from others. You become a shark if your ball is taken.



WELLNESS

Dribble the ball, but don't dribble when you drink water.

Drink 8 glasses a day!

• STANDARDS ADDRESSED

NASPE

#1 Dribbling, locomotor skills

#2 Problem-solving

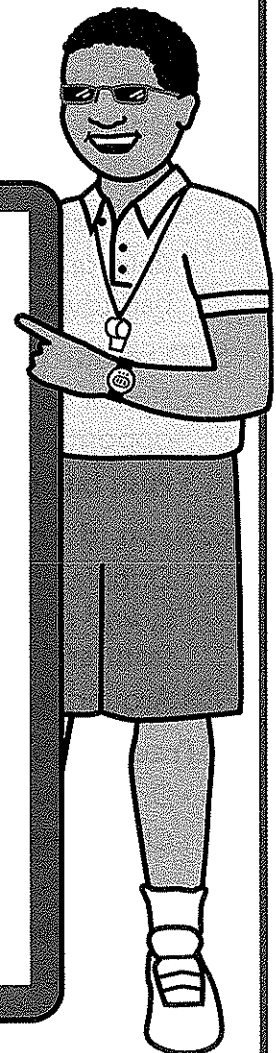
#5,6 Cooperation

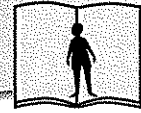
• **Your State** (Write in here)

TONY'S TIPS

- Watch the speed of your students when *Free Dribbling* in traffic. Don't let them compromise ball control for the desire to move fast.
- If traffic in *Line Dribbling* is a problem, have 1st group dribble in self-space, while 2nd group travels the lines. Switch after a couple of minutes.

NOTES



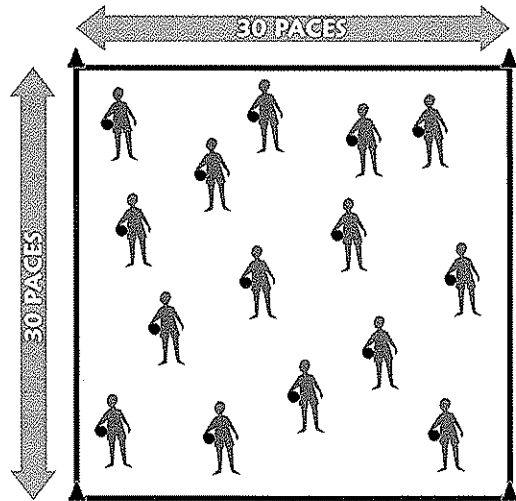


Ready...

- 1 ball per student
- 4 cones (for boundaries)

Set...

- Create large (30X30 paces) activity area, or use a basketball court.
- Scatter students in area, each with a ball.



GO!

1. The object is to learn and practice pivoting with either foot.
2. Pivot when you have the ball and are not dribbling.
3. First, practice pivoting in your own space:
 - Keep 1 foot on the ground; that is your pivot foot.
 - Step forward (front pivot) with your other foot.
 - Step backward (back pivot) with the same foot.
 - Keep the ball close to your body, and hold it securely.
4. Next, dribble through the area at your own pace.
5. On signal, stop and pivot.
6. Try again, this time when you stop, pivot on your other foot.

CHALLENGES

- ✦ On the stop signal, can you stop using a 2-foot jump stop?
- ✦ Before dribbling, can you pivot to fake 1 way and then quickly start dribbling in another direction?

CUES

- ✦ Pivot on the ball of your foot.
- ✦ Push yourself around with your other foot.
- ✦ Keep the ball in tight.

* SPARK™ IT UP! *

* Shadows

Find a partner. Only 1 ball needed. Leader dribbles throughout the area while partner “shadows” (no ball), following behind. On stop signal, Leaders stop and pivot. Shadows guard partner. Switch roles.

* Pivot, Pass, Move

Find a partner. Pivot once in each direction; then pass to your partner. After passing, move to an open space. After receiving, pivot, pass and move.

* Pivot Keep Away

(Groups of 3; 1 ball per group.) Two students pivot and pass to one another. The 3rd student tries to prevent the pivoter from passing the ball. The pivoter must wait until the defender is guarding the ball before a pass may be attempted.



ACADEMIC

Math - The pivot foot is the center of a clock. Imagine the hours marked in a circle: 12 o'clock is at the top, 6 o'clock is behind you, etc. First, pivot to the different hours. Next, teach fractions, e.g., “Start at 3 o'clock. Step (you name fraction) of the way around.”

• STANDARDS ADDRESSED

NASPE

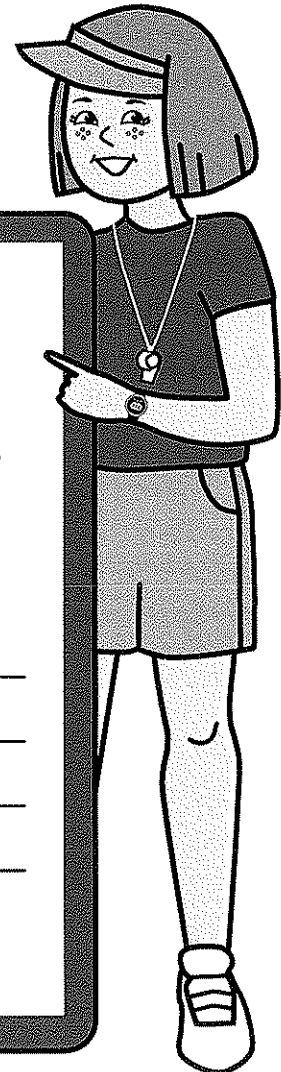
- #1 Pivot
- #2 Defensive strategies
- #5, 6 Cooperation

• **Your State** (Write in here)

PAULA'S POINTERS

- Allow students to dribble at their own pace.

NOTES





Ready...

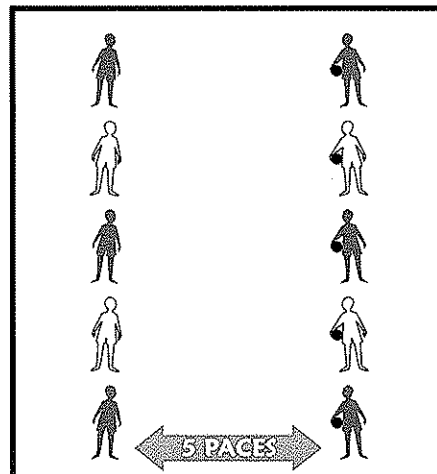
- 1 ball per 2 students

Set...

- Pairs students; each with a ball.
- Partners in face-off formation; 5 paces apart.

GO!

1. The object is to practice passing and receiving, using the 3 basic basketball passes.
2. On signal, practice passing back and forth with your partner, using the following passes.
3. **Chest Pass**
 - Spread fingers, hands on the sides of the ball.
 - Elbows flexed and out.
 - Ball in the middle of chest.
 - Step into pass and towards your target.
 - Extend arms, snap wrists, and follow through with thumbs down.
4. **Bounce Pass**
 - Hands on the sides of the ball, thumbs behind and fingers spread.
 - Elbows flexed and out.
 - Ball in the middle of chest.
 - Step into the pass and push the ball towards ground.
 - Aim a little past half-way to receiver.
 - Extend arms, snap wrists and follow through with thumbs down.
5. **Overhead Pass**
 - Similar to a soccer “throw-in.”
 - Bring the ball over and behind the head.
 - Step toward target; extend arms and wrists.
 - Release the ball while hands are high and just in front of the head.



CHALLENGES

- ✦ How many passes (*name a type*) can you and your partner make in 15 seconds?
- ✦ How quickly can you make 10 passes (*name a type*)?
- ✦ Can you alternate between the 3 passes? No pass is the same as the last.

CUES

- ✦ Receivers “ask” for the ball. Look at the passer, and have your hands up and ready. “Feather” the catch. Bend your elbows to absorb the force of the pass.
- ✦ Passers pass only when you see the receiver “asking” for the pass. Your receiver should be looking at you with “up-and-ready hands.”

* SPARK™ IT UP!

* Pivot, Fake and Pass

Add a pivot and a ball fake before passing.

* Pivot, Pass, Move

Find a partner. Pivot once in each direction then pass to your partner. After passing, move to an open space. After receiving, pivot, pass and move.

* Pivot Keep Away

(Groups of 3; 1 ball per group.) Two students pivot and pass to each other. The third student tries to prevent the pivoter from passing the ball. The pivoter must wait until the defender is guarding the ball before a pass may be attempted.

* FUN FACT

Basketball became an official Olympic event at the Summer Games in Berlin, Germany, in 1936. It wasn't until 1974, at the Montreal Games, that women played basketball in the Olympics.

• STANDARDS ADDRESSED

NASPE

#1, 2 Passing, catching, pivoting

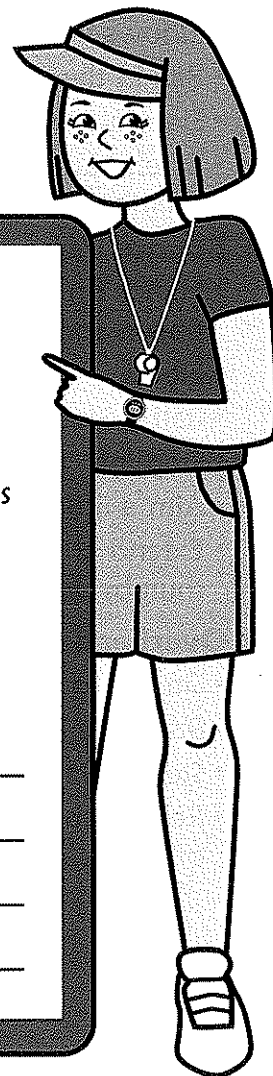
#5, 6 Cooperation

• **Your State** (Write in here)

PAULA'S POINTERS

- Monitor the distance between partners. Skilled pairs will need more distance.
- Provide a variety of different balls (foam, playground, regulation basketball, etc.), and allow students to choose the ball that best suits them.

NOTES





Ready...

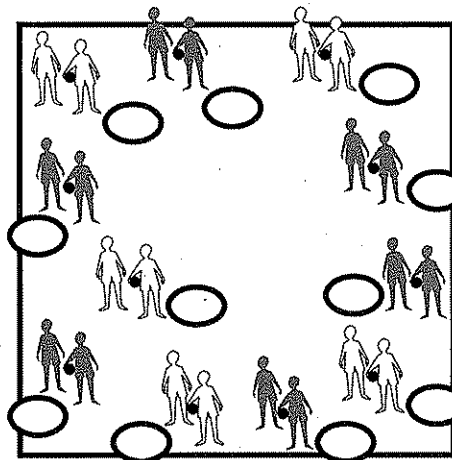
- 1 ball per pair
- 1 hoop per pair

Set...

- Pair students.
- Scatter pairs; 1 ball and 1 hoop per pair.

GO!

1. The object is to learn proper shooting technique.
2. First, “shadow” the skill without a ball.
 - Move your shooting foot slightly forward and point it toward the target.
 - Rest the ball on the palm of your shooting hand. Align your elbow with your knee. Place the other hand on the side of the ball for balance.
 - To shoot, extend your legs; then your shooting arm. “Snap” your shooting wrist, creating backspin, which helps the stay near the rim.
 - Practice 10X in slow motion, 10X at medium speed, and 10X at regular speed.
3. Next, practice shooting a ball to your hoop. Place the hoop on the floor. Your partner retrieves the shot and passes the ball back to you. Take 10 shots from a sitting, kneeling and then standing position.
4. Now, have your partner hold the hoop waist high, parallel to the floor. Take 10 shots from a sitting, kneeling and then standing position.



○ = Hoops

CHALLENGES

- ★ How many shots can you make (*name a position*) in 15 seconds?
- ★ Can you take a step back from the spot marker and still show good form?
- ★ How many shots can you make in 15 seconds alternating between the 3 practice shooting positions (sitting, kneeling and standing)?

CUES

- ★ Say, “L, I, goodbye.” Your arm is in the shape of an “L” when ready, an “I” when extended, then wave goodbye when you snap your wrist.
- ★ Shoot UP so the ball arches high above your target.

* SPARK™ IT UP!

* Spot Shot

(Use a spot marker on the floor instead of a hoop.)

* Defender

Find a partner. One ball and 1 hoop/spot per pair. The object is for the shooter to shoot over a defender. The Defender stands stationary with arms raised in front of their shooter. Vary the shooting distance. Advantage shooter: Defender is not trying to block the shoot.

* No Dribble 2-On-2

(Groups of 4; 1 hoop or polyspot, and 1 ball per group.) The object is for your team to score a basket in the hoop or spot. You do this by passing the ball until you or your partner has an open shoot. No dribbling allowed. Defenders may not touch the ball if it is in the offense's hands, but may intercept passes.



WELLNESS

The first basketball hoops were actually real peach baskets. Peaches are a good source of vitamins A, B, and C. There are over 175 varieties of peaches. So be peachy and eat one. Then shoot the pit into a waste can.

STANDARDS ADDRESSED

NASPE

#1, 2 Shooting

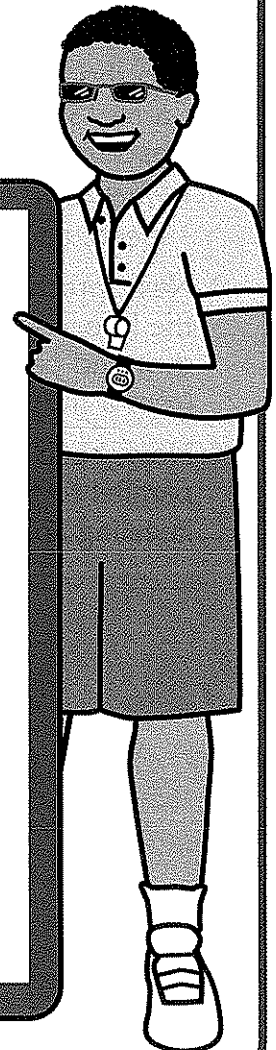
#5, 6 Cooperation

Your State (Write in here)

TONY'S TIPS

- Students enjoy practicing at "real" baskets; however, few facilities have enough for all to practice safely or efficiently. Therefore, encourage good technique, and discuss places and times students can practice using real baskets, (e.g., during station work, at recess, on the playground, at home, etc.).

NOTES





Ready...

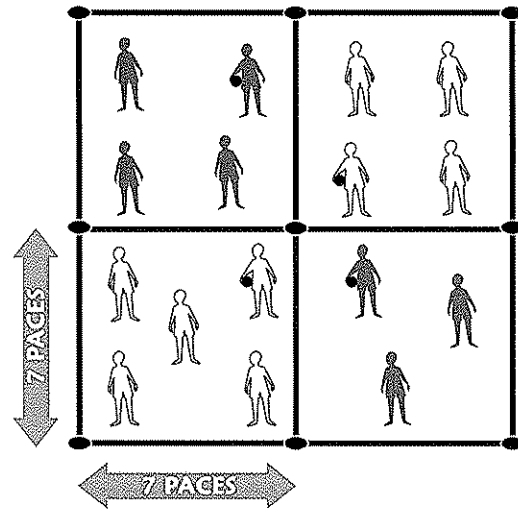
- 1 ball per 3-5 students
- 1 spot marker per student

Set...

- Create grids (7X7 paces).
- Form groups of 3-5 students; 1 ball per grid.

GO!

1. The object is to move without the ball, look for open space, receive passes, and pass to moving targets.
2. One person starts with the ball, while others in the group move and look for open space.
3. When you have the ball, you must pivot and pass within 3 seconds.
4. After passing, quickly move to open space.
5. Receivers move constantly in grid looking for open space.



CHALLENGES

- * How many passes can your group make in 30 seconds? In 45 seconds? In 1 minute?
- * How many passes can your group make without using the same type of pass 2X in a row?

CUES

- * Receivers move to open space, cover all areas of the grid, keep your eyes on the passer, and “ask” for the ball with your hands.
- * Passers make sure the receiver is “asking” for the ball, and move quickly after passing.

★ SPARK™ IT UP!

★ Pedometer Estimation

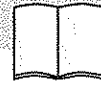
(One student per group wears pedometer.) Make an estimate of the number of steps the pedometer wearer will take when you hear the stop signal. Tell someone the number. Let's see how close you come.

★ Giant Grids

(Work in a 10X10 paces grid.)

★ Dribble, Pass, and Move

When you have the ball, you may dribble up to 3X, and then pass. After passing, move to an open space.



ACADEMIC

Pass and Call - Provide a topic, e.g., landforms, nouns, prime numbers, Civil War States, rivers, prepositions, famous Texans, etc. Passers call out something from the category when they pass. Change categories often.

● STANDARDS ADDRESSED

NASPE

#1, 2 Locomotor skills, passing, catching

#2 Team strategies

● #3, 4 Cardiovascular fitness

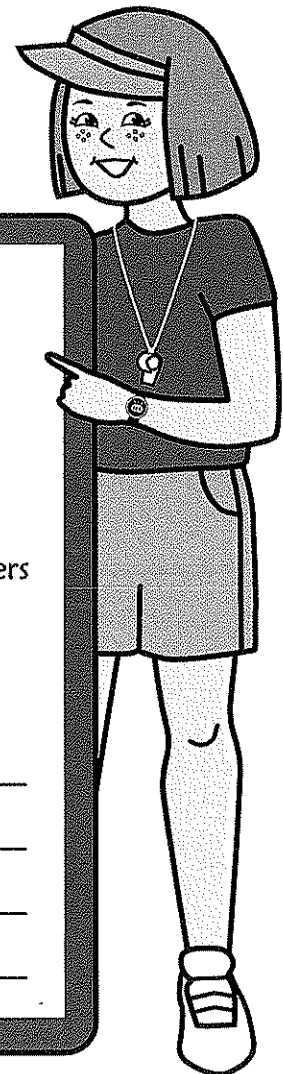
#5, 6 Cooperation

Your State (Write in here)

PAULA'S POINTERS

- Foam balls provide a greater degree of safety.
- If passing and receiving looks sloppy, tell the receivers to walk. Progress to galloping, and then running when passers and receivers become more proficient.

NOTES



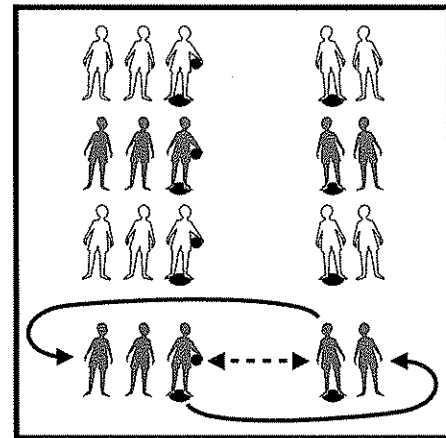


Ready...

- 1 ball per 4-5 students
- 2 spot markers per group of 4-5 students

Set...

- Create groups of 4-5, divided in 2-file lines, facing each other about 5 paces apart.
- Place a spot marker under the 1st student in each line.
- Ball in the hands of 1 of the line leaders.



-----> = Pass
—————> = Run

GO!

1. The object is to make a bounce pass and follow it.
2. The first person in line starts with the ball. Bounce pass to the 1st person in the opposite line, and run to the R side to the end of that line.
3. Receivers catch and pass back quickly. Don't hold the ball for a long time.
4. Continue passing and following until stop signal.
5. Use the passes in the following order:
 - Bounce
 - Chest (softly)
 - Overhead (softly)
 - Combination

CHALLENGES

- * How quickly can your group complete 1 cycle of the drill (everyone in original place)?
- * Can your group complete 1 cycle without using the same pass 2X in a row?
- * Can your group take 3 steps back and try again?

CUES

- * Receivers "ask" for the ball. Look at the passer and have your hands up and ready.
- * Passers pass only when you see the receiver "asking" for the pass. Your receiver should be looking at you with "up and ready hands."
- * Pass before you run!
- * Make split-second passes!

* SPARK™ IT UP!

* Step Back

Each time your group completes 1 cycle without a dropped pass, each line takes 1 step back.

* With Barrier

Place 1 player (Barrier) between the file lines. Make passes around Barrier. Barriers may get in the passing lane, but may not steal the ball. Switch Barrier on signal (*every minute or so*).

* With Defender

Place 1 player (Defender) between the file lines. Make passes around Defender. Defenders may steal the ball. Switch Defenders on signal (*every minute or so*).

FUN FACT

On November 29, 1980, Western Carolina's Ronnie Carr drilled a 3-point field goal. It was the first in the history of college basketball.

• STANDARDS ADDRESSED

NASPE

#1 Passing, catching

#2 Team strategies

#3, 4 Cardiovascular fitness

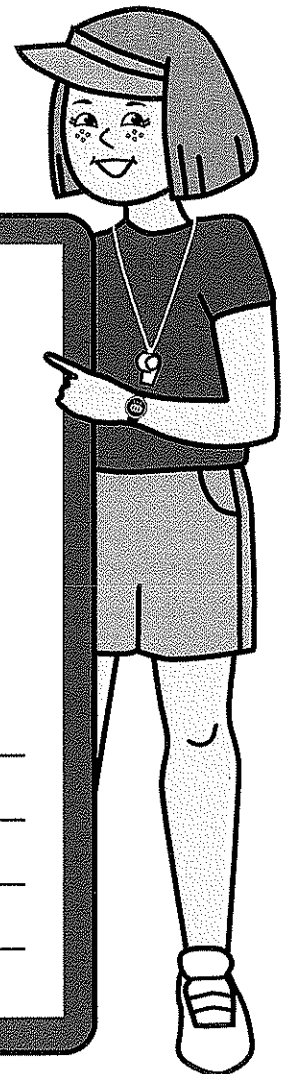
• #5, 6 Cooperation

Your State (Write in here)

PAULA'S POINTERS

- Foam balls provide a greater degree of safety.
- To teach the movement rotation, first, have students walk through the activity without a ball.
- Specify type of pass to be used.

NOTES





Ready...

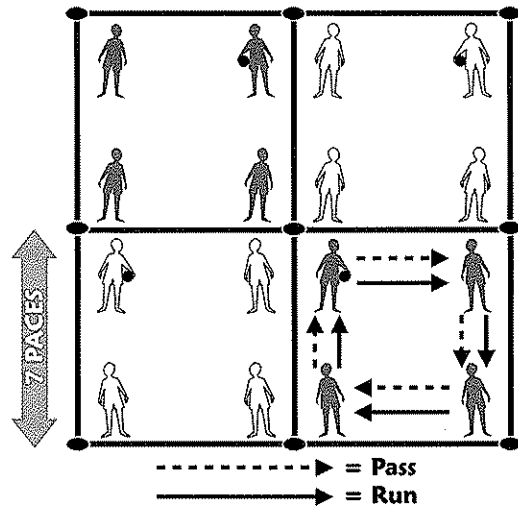
- 1 ball per 4 students
- 1 spot marker per student (for grids)

Set...

- Create grids (7X7 paces) for every 4 students.
- Form groups of 4 for each grid; 1 ball per grid.
- Each student stands just inside 1 corner of their grid.

GO!

1. The object is to “give and go.” This means pass quickly, follow your pass, and receive the ball.
2. Pass the ball from your corner clockwise to next player. This is the “give.”
3. “Go” immediately after you pass. Run to and stand in that corner.
4. When you receive another pass, pass it quickly to the next corner clockwise and go!
5. After your 4th pass, you should be back in your original corner.



CHALLENGES

- * How many passes can be made in 1 minute?
- * How quickly can you pass the ball around the square and back to where it is now (home) 10X?
- * Can your group beat your personal record going in the opposite direction?

CUES

- * Receivers ask for the pass with “up and ready hands,” and eyes on the passer. Remember to feather the ball as you receive it.
- * Passers make eye contact with the receiver. Pass and follow.

* SPARK™ IT UP!

* Signal Change

When you hear the signal, change the type of pass.

* Dribble and Pass

Spread out your grid to 15X15 paces. Dribble half way to the corner, pass the rest of the way, and follow your pass to the new corner.

* Back Home

Your corner is your home corner. After passing, follow your pass, touch the corner you passed to, and run back home. You have to hurry to be there when the pass rotates back to your corner.



WELLNESS

Do you want to be slow, or do you want to go? Fruits and vegetables GIVE you energy so you can GO. The more of them you eat, the more you will GO.

STANDARDS ADDRESSED

NASPE

#1, 2 Passing, catching

#3, 4 Cardiovascular fitness

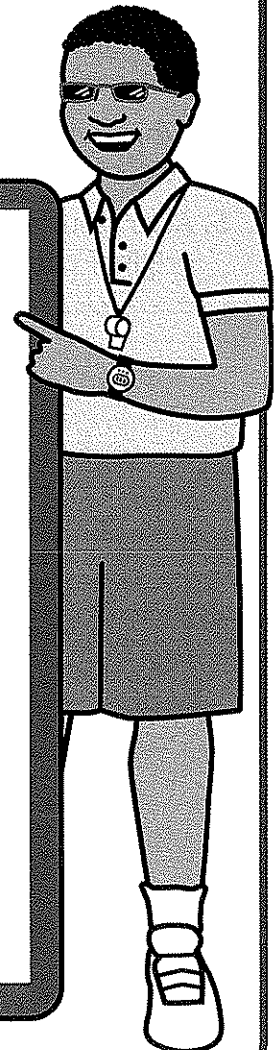
#5, 6 Cooperation

Your State (Write in here)

TONY'S TIPS

- Foam balls provide a greater degree of safety.
- Can be done with 3 in a triangle, or in a 5-person star with an added corner if necessary.
- Increase or decrease the size of the grid to accommodate passing abilities.

NOTES





Ready...

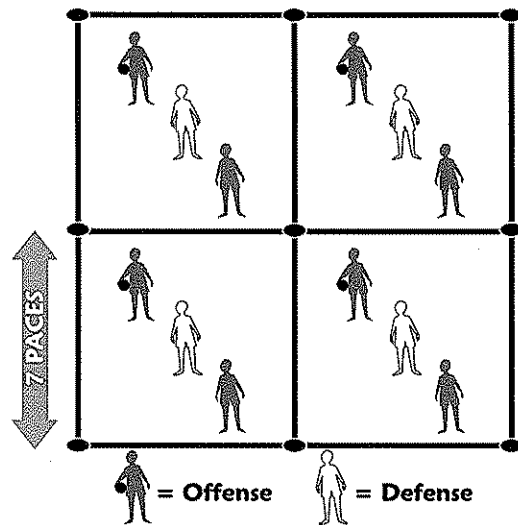
- 1 ball per 3 students
- 1 spot marker per student

Set...

- Create grids (7X7 paces) for every 3 students.
- Form groups of 3 in each grid; 1 ball per grid.

GO!

1. The object is for the 2 Offensive players to pass the ball to each other, keeping the ball away from the 1 Defender.
2. Offense players do this by pivoting, passing, moving to open space. Dribbling is not allowed.
3. The Defender tries to stop passes by intercepting or deflecting the ball.
4. If the Defender blocks or intercepts the ball, the ball is returned to the Offense. Start again.
5. Principle of 3s is in effect.
6. Change Defenders every 30 seconds.



CHALLENGES

- * Use only 1 type of pass (bounce, chest or overhead). If the defense knows which type of pass your team will always use, does this make their job easier or harder?

CUES

- * Defenders, stay 3' from the person with the ball. Keep your arms up in order to try and contact the ball.
- * Offense, you may not throw the ball higher than the defender's head. Remember – pivot, pass and move. No dribbling

★ SPARK™ IT UP!

★ Cover Passer

Defenders may only cover the passer, not the receiver.

★ Cover Receiver

Defenders may only cover the receiver, not the passer.

★ With Dribble

Passers may dribble a maximum of 3X before passing.

★ Points

Offense scores 1 point for every completed pass.
Defenders score 4 points each time they touch the ball.



HOME

Make a list of things you promise to always “Keep Away” from. Start your list with strangers, drugs and cigarettes. What else? Post it by your bed.

● STANDARDS ADDRESSED

NASPE

#1, 2 Passing, catching

#2 Offensive/defensive strategies

● #3, 4 Cardiovascular fitness

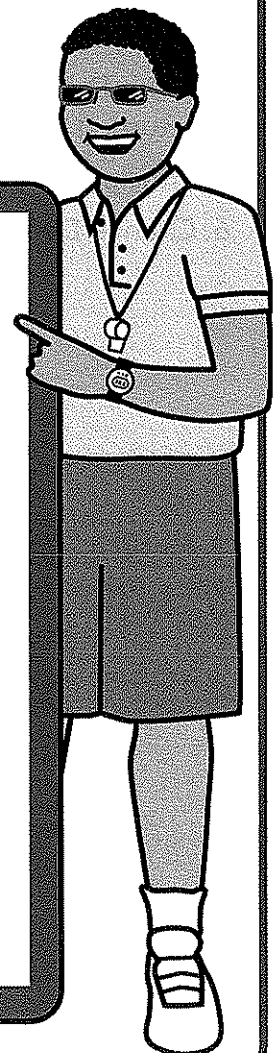
#5, 6 Cooperation

Your State (Write in here)

TONY'S TIPS

- Principle of 3s: Passers can hold the ball for only 3 seconds before they pass. Defenders must stay 3' from person with ball. Passes must travel at least 3'.
- Modify the grid dimensions to accommodate different skill levels.

NOTES



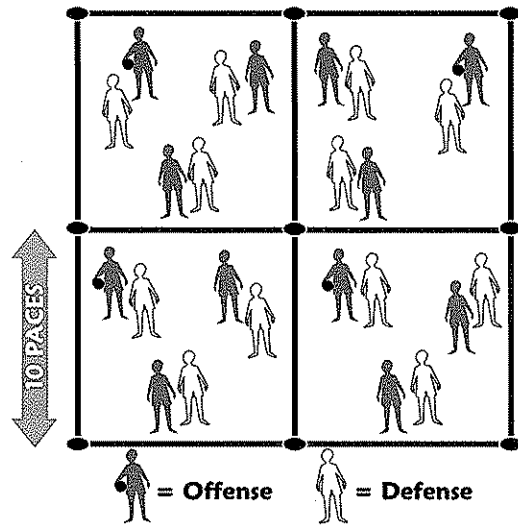


Ready...

- 1 ball per 6 students
- 1 pinnie per 2 students
- 1 spot marker per student

Set...

- Create grids (10X10 paces) for every 6 students.
- Form groups of 3; place 2 groups and 1 ball per grid.
- 1 group per grid wears pinnies.
- Pinnies begin on offense.



GO!

1. The object is for your group to complete 3 passes in a row, each to a different member of your group.
2. Offense players do this by pivoting, passing and moving to an open space. Dribbling is not allowed.
3. Defenders guard a member of the opposing team. After 3 consecutive catches, the offense earns 1 point, and the ball is given to the other group.
4. If a turnover occurs (incomplete pass, ball out of bounds, defense intercepts), group roles are reversed. The offense becomes defense, and defense becomes offense.
5. Principle of 3s is in effect.

CHALLENGES

- * Use only 1 type of pass (name a type). If the defense knows which type of pass your team will always use, does this make their job easier or harder?

CUES

- * Offense, move to open space. Fake, cut and pivot!
- * Defense, keep your hands up. Stay 3' away from the person with the ball.

★ SPARK™ IT UP!

★ Endline

The object is to score points by passing the ball to a groupmate beyond the opponent's endline. The ball is advanced using passes only. Defense becomes offense on any turnover. Pinnies begin with the ball on 1 endline. The group scored upon gets the ball to begin play again at their endline.

★ Endline with Shot

(Need 2 hoops per game) Same as Endline, but 1 player from the offense picks up a hoop in the endzone. Point is scored when offense shoots through the hoop

★ Endline with Post Player

Add a Post Player, who stands near the mid-court line and may be used by either team when they are on offense. The Post Player only works for the offense. This always gives the offense a slight advantage. Rotate your Post Player after each score. Play with or without the shot.

FUN FACT

Stanford beat the University of California 2-1 in the first women's college game in 1886. The rules were a bit different then. Women didn't play full-court 5-on-5 until 1970.

● STANDARDS ADDRESSED

NASPE

#1, 2 Passing, catching

#2 Offensive/defensive strategies

● #3, 4 Cardiovascular fitness

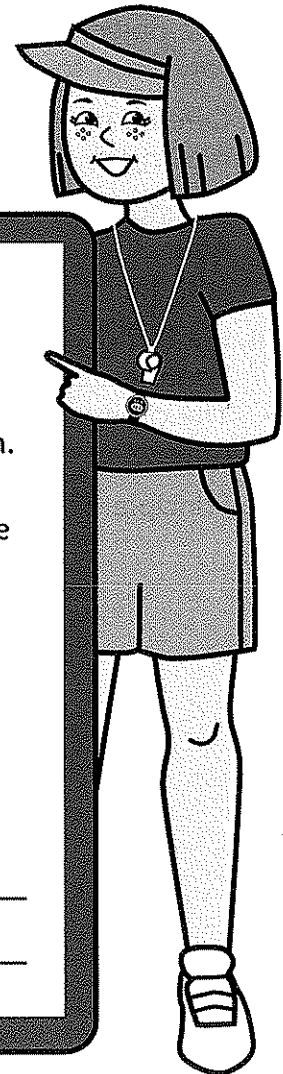
#5, 6 Cooperation

Your State *(Write in here)*

PAULA'S POINTERS

- Pinnies Rule: The group wearing pinnies gets the ball first and always goes in the same direction.
- Principle of 3s: Passers can hold the ball for only 3 seconds before they pass. Defenders must stay 3' from person with ball. Pass must travel at least 3'.
- Allow students to dribble a maximum of 3X when they have mastered the passing.

NOTES



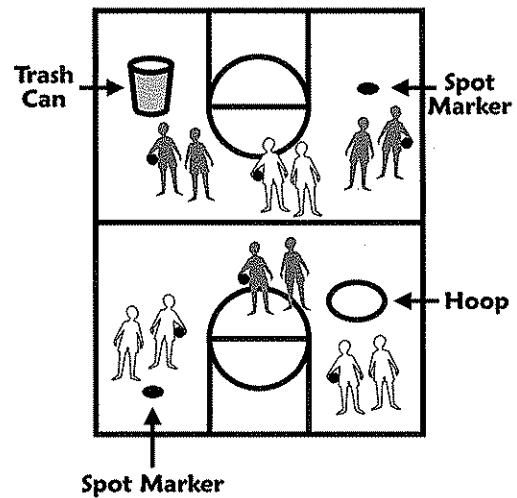


Ready...

- 1 ball per pair
- Depending on the number of baskets available, pairs may need a hoop, bucket or other target

Set...

- Pair students; 1 ball per pair.
- Pairs may share a basket with others, use a hoop on the ground as their target, or shoot at other targets.



GO!

1. This game is similar to the traditional game, "HORSE," but with a twist. In this game you want to be the first to spell "SPARK."
2. Player A starts as the "Lead Shooter."
3. If Player A misses the shot, Player B becomes the Lead Shooter and selects where to shoot from next.
4. If the Lead Shooter makes a shot, the other player tries a "follow shot" from the same spot. If the follow shot is good, play continues (same player remains Lead Shooter).
5. If the follow shot is not good, the Lead Shooter earns the letter "S."
6. The winner is the first 1 to spell "SPARK."

CHALLENGES

- ✦ Can you make shots with your non-dominant hand?
- ✦ Can you make shots balancing on one leg?

CUES

- ✦ Start with shots you can be successful with.
- ✦ Use your best shooting technique.
- ✦ Push the ball up and toward the target with arms and legs.
- ✦ "Snap" your shooting wrist on the follow through.
- ✦ Arch ball toward target.

★ Name Change

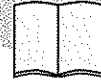
Choose your own name for the game. Decide the word to spell.

★ Target Choice

Choose a different target. Shoot at hoops on the ground, large trash cans, low baskets, high baskets, wall spots, etc.

★ 30-Second Hot Shot

Find a partner. The object is to spell S-P-A-R-K in 30-seconds. Pick 1 shooting spot. Your partner rebounds and passes the ball back after each shot. After 30-seconds, switch roles. Challenge yourselves with different shooting spots and longer words, e.g., B-A-S-K-E-T-B-A-L-L.



ACADEMIC

Spelling - Students can play and spell anything: names of countries, spelling words from class, names of planets, fruits and vegetables or words in another language. You name it, and they spell it. However, it may take all semester to play "supercalifragilistic-expialidocious!"

STANDARDS ADDRESSED

NASPE

#1, 2 Shooting

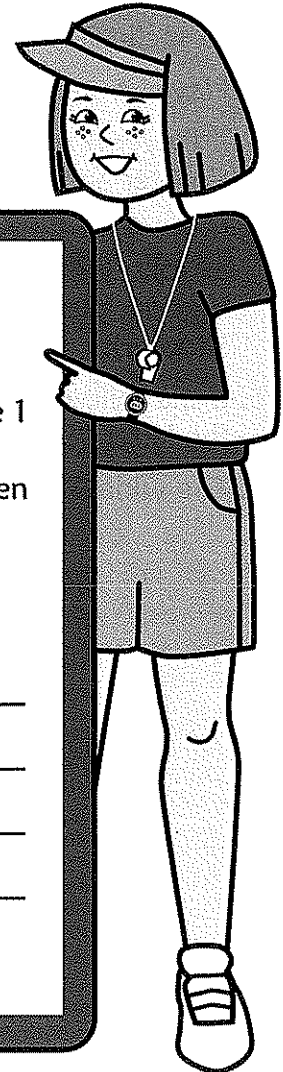
#5, 6 Cooperation

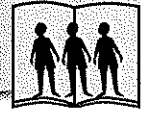
• **Your State** (Write in here)

PAULA'S POINTERS

- If enough balls are available, give 1 to each student, and prompt students to practice dribbling when it is not their turn to shoot.

NOTES





Ready...

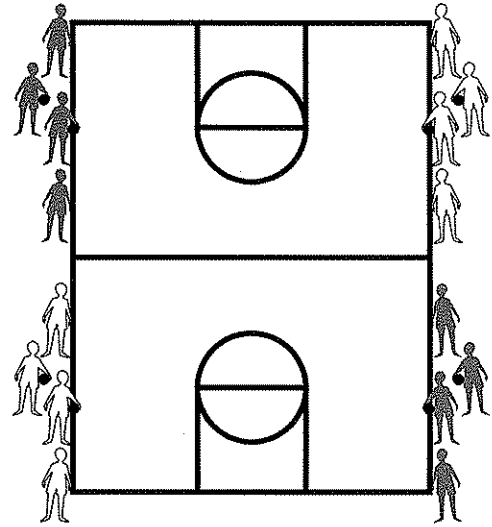
- 2 balls per group of 4.

Set...

- Create groups of 4.
- Each group uses 2 balls.
- 2-4 groups per half court (1 basket).
- Groups spread along opposite sidelines.
- Students in each group number off 1-4.

GO!

1. The object is to dribble quickly, shoot a basket and return to your group in 20 seconds.
2. Each group starts with both balls on the ground.
3. When you hear your number (1-4), you are the Shooter. Pick up a ball, dribble to the nearest basket and shoot using proper form.
4. A basket scores 2 points and touching the rim scores 1 point. Continue shooting and scoring until signal. You have 20 seconds from start to finish.
5. Remaining group members circle up quickly, and begin shooting the remaining ball to each other.
6. Award 1 point for each shot taken using proper form. Count your group's shooting score aloud. Add Shooter's score with group's score for a total.
7. Replace balls and all line up on sideline for next round.
8. (Repeat; calling out a new number each round.)



BASKETBALL

CHALLENGES

- ★ Can the shooters get a shot off and return in 10 seconds?
- ★ Can the group shooters hit a spot marker from 5 paces back?
- ★ Can you beat your old score?

CUES

- ★ "Snap" your shooting wrist, creating backspin.
- ★ Say, "L, I, goodbye!" Your arm is in the shape of an "L" when ready, an "I" when extended, then wave goodbye when you snap your wrist.
- ★ Shoot UP so the ball arches high above your target.

★ Vary Points

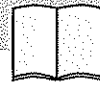
The points scored vary based on the location of your shot; 1 point for hitting rim/backboard, 2 points for shot taken inside key, 3 points from key to 3-point line, 4 points from 3-point line and beyond.

★ 2 Shooters

I'll call out 2 numbers. This time 2 Shooters from each group will shoot on the basket.

★ Add Defenders

I'll call out 1 number for offense (they grab a ball) and another number for defense. Defender plays 1-on-1 with offense from other group. Remaining 2 shoot back and forth with each other.



ACADEMIC

Geography - Each group member is a continent instead of a number. Call a country from that continent to determine which group member is the Shooter.

• STANDARDS ADDRESSED

NASPE

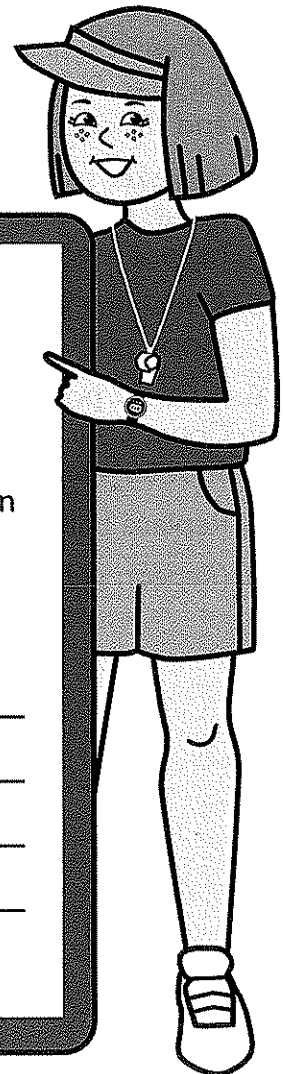
- #1, 2 Shooting, dribbling
- #3, 4 Cardiovascular fitness
- #5, 6 Cooperation

• **Your State** (Write in here)

PAULA'S POINTERS

- Focus efforts on improving your own group's scores rather than on outscoring other groups.

NOTES



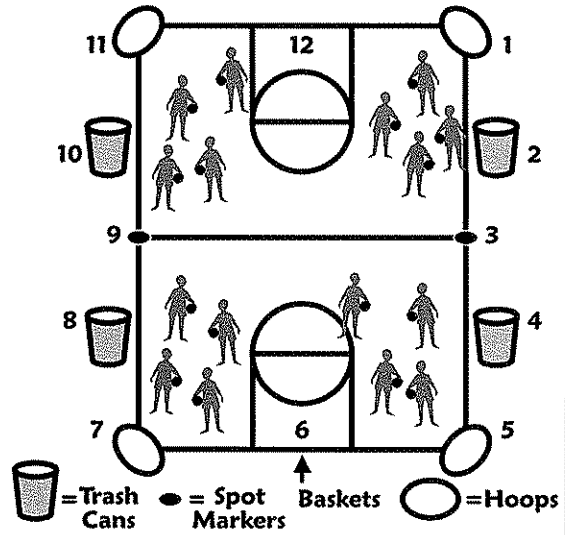


Ready...

- 1 ball per student
- Spot markers, hoops, buckets, trash cans, etc. (anything that can be used as a target)

Set...

- Set up targets along with baskets around court in a circuit.
- Group students so they are evenly dispersed to targets. (E.g., 2 baskets, 4 trash cans, 4 hoops and 2 spot markers = 9 groups.)
- Aim for at least 1 target per 4 students.



GO!

1. The object is to dribble and shoot at each basket/target in the circuit.
2. First shooter in each group dribbles to basket and shoots once.
3. Shooter rebounds his/her own ball and dribbles to the next basket in rotation (*specify direction*).
4. Dribble in place while waiting to shoot.
5. Second player in each line begins when the first shooter has rebounded ball.
6. Continue until signal.

CHALLENGES

- * Can you dribble to the basket with your non-dominant hand?
- * Can you make a lay-up at 1 basket, a free throw at another and a jump shot at, yet, another?

CUES

- * Take 1 shot per basket.
- * Rotate in the specified direction.
- * Wait for the shooter to get the rebound.
- * Dribble while waiting to shoot.

* SPARK™ IT UP!

★ Rotation Change
Change directions on signal.

★ Rebounders
(Position a player at each basket to be a Rebounder.) If the shot is missed, the Rebounder and the Shooter compete for the rebound. If you get the rebound, dribble to the next basket. If not, stay and rebound the next shot. If a shot is made, Shooters keep the ball. Rebounders, if you don't get a ball after 3 attempts, tell the 4th shooter you get a "free pass," and take the ball after they shoot. Shooters must give the ball after your shot to any Rebounder who calls a "free pass."

★ Defend & Rebound
(Same as above, but now the Rebounder defends the shot.) Rebounders can try and take the ball while the Shooter is dribbling. Shooters only get one shot. A "Free pass" may still be called.



HOME

Next time you drive with your parents to the store or movies, ask them to park the car farther away. Then, shadow dribble as you walk to the building, and pretend to shoot at any trash can you see along the way.

● STANDARDS ADDRESSED

NASPE

#1 Passing, catching, dribbling, shooting, pivoting

#2 Offensive/defensive strategies

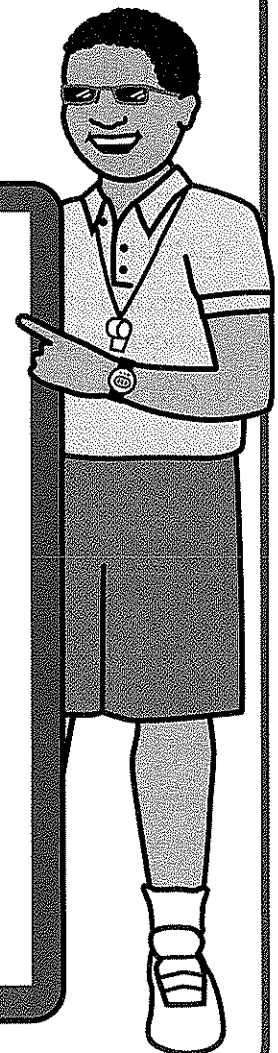
● #5, 6 Cooperation

Your State (Write in here)

TONY'S TIPS

- If a traffic jam occurs, move students to a less crowded basket.
- Only have a couple of baskets? Use wall targets, or place hoops along the sides of the area.

NOTES



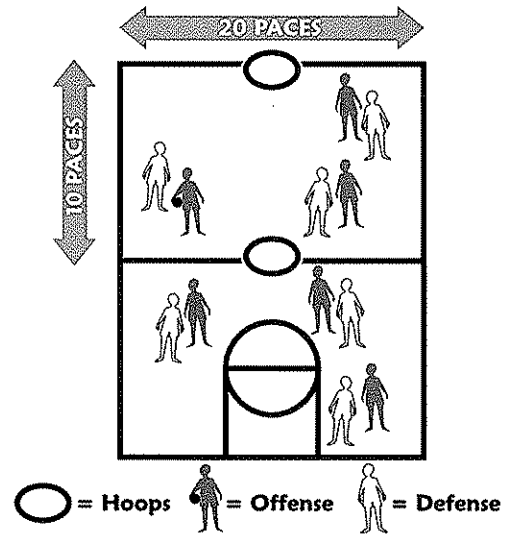


Ready...

- 1 pinnie per pair
- 1 basketball per 8 students
- 2 hoops per 8 students
- Cones or spot markers to mark play areas

Set...

- Create grids (20X10 paces) for each group of 8.
- Students in groups of 4; place 2 groups per play area; 1 group wears pinnies.
- 1 ball and 2 hoops per play area.
- 1 student from each group stands on a baseline holding a hoop waist-high.



GO!

1. The object is for your group to shoot a basket through a hoop held by your group mate.
2. Offensive players do this by pivoting, passing and moving to get an open shot. Dribbling is not allowed.
3. Hoop Holders stay in 1 spot and cannot move the hoop.
4. After any shot, made or missed, the shooting team becomes defense, and defense becomes offense.
5. Defenders guard a member of the opposing team. If a turnover occurs (incomplete pass, ball out of bounds, defense intercepts), group roles are reversed. Offense becomes defense, and defense becomes offense.
6. Principle of 3s is in effect.
7. Rotate hoop holders after each score.

CHALLENGES

- * Can everyone in your group touch the ball once before you attempt a shot?
- * Use only 1 type of pass (bounce, chest or overhead). If the defense knows which type of pass your team will always use, does this make their job easier or harder?

CUES

- * Offense, move to open space. Fake, cut and pivot! Work for a good shot.
- * Defense, keep hands up. Keep 3' away from the person with the ball.

* SPARK™ IT UP!

* Pedometer

(1 student per group wears pedometer. Change the focus of the activity so reaching a designated number of steps, for example 500, is the goal of the game.)

* With Dribble

The player with the ball may dribble a maximum of 3X.

* Overhead Hoop

Hoop Holders hold the hoop high overhead vertically, and may move the hoop to help their shooting team.



WELLNESS

Mini means small. When you eat, be aware of “portion distortion.” Restaurants usually serve a portion of food that is double, or even quadruple the size of what is considered 1 serving.

STANDARDS ADDRESSED

• NASPE

#1 Passing, catching, dribbling, shooting, pivoting

#2 Offensive/defensive strategies

• #3, 4 Cardiovascular fitness

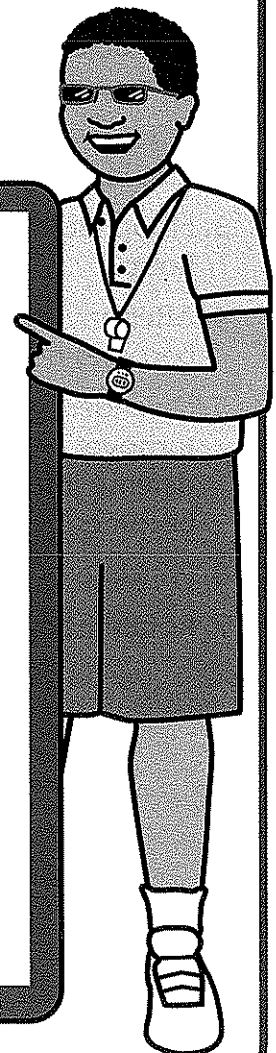
#5, 6 Cooperation

Your State (Write in here)

TONY'S TIPS

- Play 2-minute games. Rotate teams played, as in Royal Court Tournament style.
- Pinnies Rule: The group wearing pinnies gets the ball first and always goes in the same direction.
- Principle of 3s: Passers may hold the ball for only 3 seconds before they pass. Defenders must stay 3' away from person with ball. Pass must travel at least 3'.

NOTES



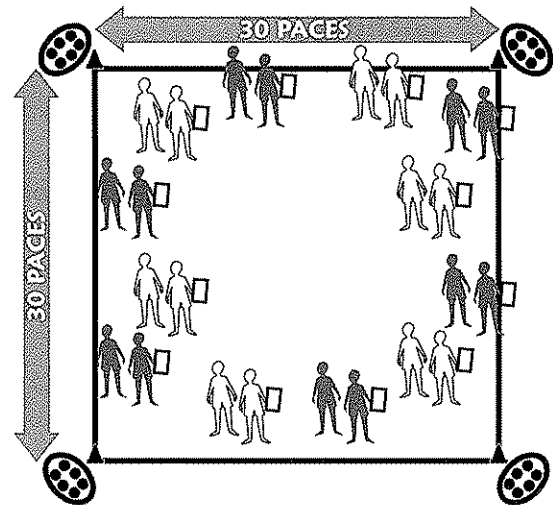


Ready...

- 4 hoops
- 1 ball per student
- 1 *Partner Basketball Activity Challenge Task Card* (SPARK Instructional Media CD) per pair

Set...

- Create large activity area (30X30 paces).
- Place hoops on corners; balls inside hoops.
- Pair students; each with a *Partner Basketball Challenge Task Card*, scattered along perimeter.



GO!

1. The object is to complete the challenges on the *Partner Basketball Challenge Task Card* in any order,
2. On signal, pairs select their first tasks.
3. When finished, pairs complete Closing Challenge.

★ Group Challenge

(Students in groups of 3-4.) Play as a group.

★ Create your own

(Create a Task Card that utilizes equipment and facilities unique to your school site, incorporates students' suggestions, increases the challenges as students become more fit, and considers the specific needs of your students.)



HOME

Shadow Shots - No ball required. How many jump shots can you take in 1 minute? Can you beat your score? How about in 2 minutes? Help clean the table, and shoot your napkin in the trash after a meal. Use your best form.

● STANDARDS ADDRESSED

NASPE

#1, 2 Ball-handling, dribbling, passing, catching, shooting

#3, 4 Cardiovascular fitness, strength, endurance

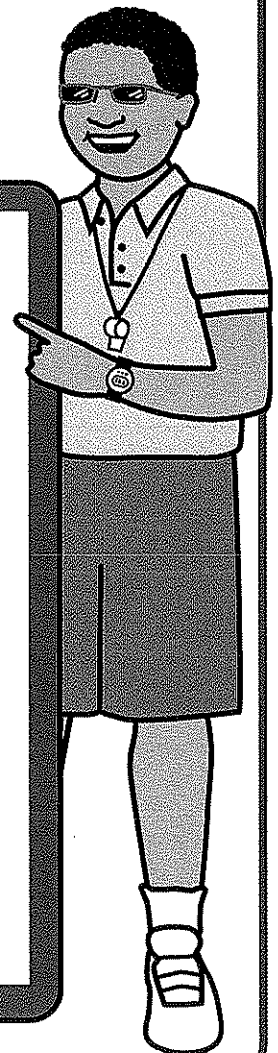
● #5, 6 Cooperation

Your State (Write in here)

TONY'S TIPS

- Music can be a great motivator for many of your students.
- Remind students to put the equipment back as they found it.

NOTES



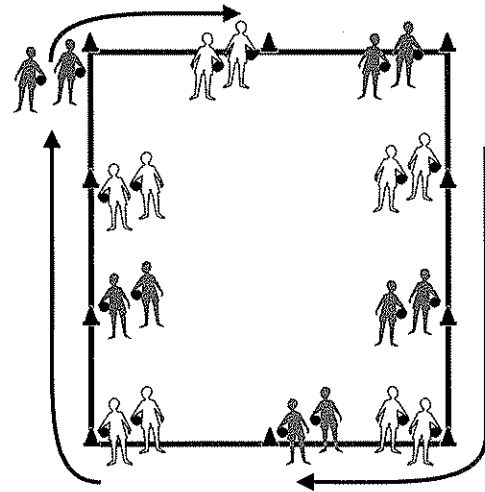


Ready...

- 1 ball per student
- 1 cone per station (you choose the number of stations using *Basketball Skill Cards* on the *SPARK Instructional Media CD*)
- Music and player

Set...

- Create stations using cones and *Basketball Skill Cards* around perimeter of large activity area. Alternate partner and individual tasks throughout the circuit.
- Pair students; each with a ball, evenly distributed around stations.



BASKETBALL

GO!

1. The object is to practice a variety of basketball skills (dribbling, passing, ball handling and shooting).
2. (*Describe and have students demonstrate the various stations chosen for the circuit.*)
3. On music, practice the skill at a station. On stop signal (music off), dribble to the next station, and practice the next skill.
4. Continue practicing the skill until you hear the stop signal.

★ SPARK™ IT UP!

★ Pedometer

(1 student per pair wears pedometer.) Pedometer wearer must reach (name a number from 50-150) steps before rotating to next station.

★ Create Stations

(Allow students to create their own stations with varied skill levels, drawings and cues. Alternate new and old stations.)

FUN FACT

Senda Berenson is considered the “Mother of Women’s Basketball.” The first women’s basketball game was held at Smith College on March 22, 1893.

● STANDARDS ADDRESSED

NASPE

#1, 2 Ball-handling, dribbling, passing, catching, shooting

#3, 4 Cardiovascular fitness, strength, endurance

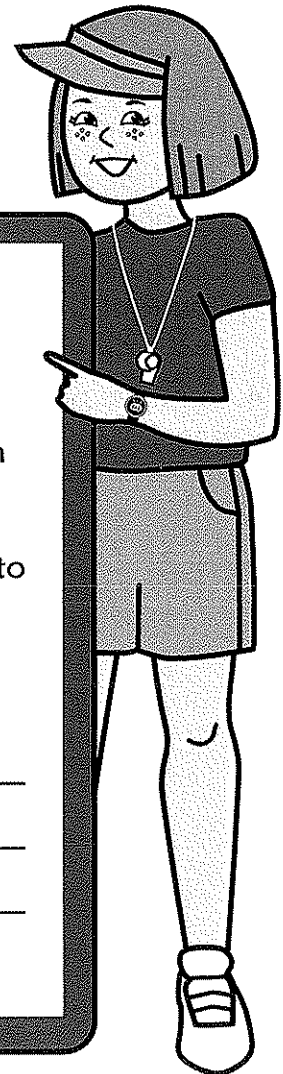
● #5, 6 Cooperation

Your State (Write in here)

PAULA’S POINTERS

- Use fun music to motivate your students. Pre-recorded music with built-in intervals of activity and rest allow you to move around the stations to provide feedback to all your students.

NOTES



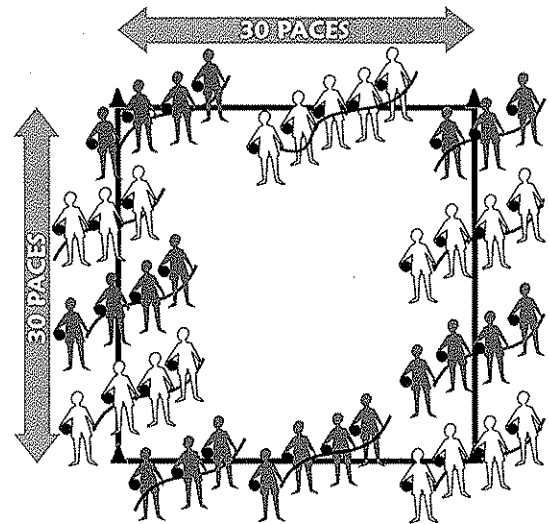


Ready...

- 4 cones (for boundaries)
- 1 basketball per student
- 1 *Group Basketball Hunt Task Card* (SPARK Instructional Media CD) per group of 3-5
- 1 short jump rope per group of 3-5

Set...

- Create large activity area (30X30 paces).
- Students in groups of 3-5, spread out along perimeter.
- Each group has 1 *Group Basketball Hunt Task Card*, 1 ball per student and 1 rope.



GO!

1. The object is to complete the challenges on the *Group Basketball Hunt Task Card* while holding onto the rope.
2. When completed, do the closing activity while waiting for others to finish.

★ Create your own

(Create a Task Card that utilizes equipment and facilities unique to your school site, incorporates students' suggestions, increases the challenges as students become more fit, and considers the specific needs of your students.)



HOME

Create a basketball obstacle course at home. Include all the skills that involve dribbling, ball-handling, passing and shooting.

STANDARDS ADDRESSED

• NASPE

#1, 2 Ball-handling, dribbling, passing, catching, shooting

#2 Understanding rules, regulations

• #3, 4 Cardiovascular fitness, strength, endurance

#5, 6 Cooperation

Your State (Write in here)

• _____

TONY'S TIPS

- Encourage groups to take a moment to plan a strategy for completing the tasks.
- Remind students they may finish the tasks in any order they want.
- Use music to motivate your students.

NOTES

