

Basketball

Skills, Challenges & Games



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Introduction:

Welcome to basketball! **(BB)** Also known and taught as **large ball handling**. This is one of the main sport units provided every year to typical schools. Basketball has gained in popularity over the last few decades and at my school it seems many students play in a youth league program. It is very popular with boys, but girls enjoy the game and unit too. (More on this later.)

I ran my basketball unit in the cold winter months (February-March) so that I could get the pupils outside in the fall and spring when the weather was cooperative. I was very fortunate to have one hour classes and a full gym with lots of hoops; therefore, this gave me ample time and opportunity for lots of interesting BB activities. For many students, this was their favorite unit of the year. Many students and fellow staff members felt this was my strongest unit I provided each year. So the following information includes many activities that are well researched and tested on thousands of students over three decades, multiple levels and at many schools. My hope is that you are able to find an activity to complement your program.

The goal of the activity/game needs consideration to provide a quality unit. The following activities are presented in a loosely organized progressive format, from simple to complex, ending with upper level activities. Some of the beginning activities may seem overly basic, please keep in mind, not all PE teachers are familiar with BB as a unit, and this was my case at the start of my career. I never played formal BB and only backyard BB as a kid growing up. It took me years to get comfortable with some of these skills and activities, and decades to collect the activities and concepts.

For the reader/teacher, my mission is simple; that you find one or two activities that may assist your program. By no means are all the following activities expected to be in a several week BB unit, again, maybe just one can be selected to enhance your program. Best of luck!

Why basketball?

To paraphrase authors I've read, basketball is a close to the perfect game. Dribbling, passing, catching, shooting on a small target combined with dynamic offense and defense; all while on a small team creates unique and super fun challenges. And also, because teaching basketball to elementary school students presents quite a challenge to us physical educators, due to the vast differences in the kids' physical abilities and prior experiences. Some of our kids are highly skilled, large and strong-even a few aggressive. While some of our kids are just the opposite. They are timid, don't play sports and definitely not into basketball. The latter group may enjoy us as teachers, in fact may like many of our units, but playing basketball is not one them. We will not see these kids shooting hoops after school with their buddies.

Therefore, there might be more difference in abilities with basketball than any other major unit we teach. Hence, the purpose of this section. To share some of my original skill development activities, progressive drills and games that can assist the physical educator with his or her unit. I am not attempting to include the plethora of BB skill development activities that are available, and by no means am I a basketball expert or remotely a skilled player. But I love to teach the unit, and consider it one of, if not, my

“best units.” I don’t consider my teaching special, but years of effort to improve my BB unit has lead me to some delightful lessons and I have seen dramatic skill development from my students. My BB unit, I’m sure, like yours is one of the kids’ favorite of the year-especially (most of) the boys, they just love BB. As you will soon see, so do my girl students – they soon learn to adore it as well. For the girls, for the first time they feel safe, included and successful=basketball it great!



This is information is not for coaching basketball, that is a different goal. I will cover many things to make your basketball program, and overall PE program better for your learners. I discuss equipment, classroom management and organization for your classes. My students are not perfect with their behavior, and I am sure yours are not, either. Innovative drills are explained that your kids will like because they are improving, and children like to improve at most things, especially sports and games.

Speaking about games, yes games: I have included some excellent games that are ideal for large classes and can be played in a typical gym. We use lots of small groups and ability grouping (DI) as well as a super cool class game. All you will need is three or more height adjustable backboards.

Facility and Equipment:

Equipment, like all units is key when it comes to basketball. There is not much I can do to change your gym. However, a couple of **Pro Tips** may assist your program.

When I first came to MVES, my gym only had 3 BB standards. Fortunately they were manually height adjustable with a hand crank. That first fall I added three additional BB wall brackets with removable rims. (About 7-8 or so feet high.) The AACPS facility department mounted them, and we used them for several decades until the gym was renovated, and I luckily gained 6 BB standards with *electric* height adjusters. These three additional wall brackets/baskets/rims saved the day.

Wall mounted and removable rims/nets:

GOPHERSport.com: *Bison Wall-Mount Removable Goal Set*

- **GL66-340** Single Mount Position
- **GL66-332** Double Mount Position (allows a 12’ height adjustment)

Great Lakes Sports:

- Single plate: **BS1**
- Double plate: **20021** (allows a 12’ height adjustment)
- Goal for either above: **BA26**

Basketballs: Fortunately, equipment has transformed in the last few years. The size, material, texture and weight of the ball(s) matter for children. There is a huge difference between a tiny kindergartner and a big strong fifth grader that plays BB every day. Consequently, a few types of BB are recommended/required.

- **Grades K-2:** I don't recommend using basketballs at all for BB unit, only having younger students use playground (PG) balls for efficacy, confidence and safety. If we use BB and not PG balls; we are setting ourselves up for countless little injuries. Stick with PG balls during the entire unit, they work perfect for this young level and be happy you did. They are also much quieter. Two companies make superior quality PG balls that function well as BB. They last for years and are amazing!
- Class set-rainbow colors-size 8.5"
 - **GOPHERSport.com: DuraBall** size 8.5" #GL72058
 - **SchoolSpecialty.com (Sportime.com) size 8.5" Poly-PG** #9-1005620-545
- **Grades 3-5:** Basketballs. I recommend as a class set/rainbow sets of 6 only one size-**Junior Size 27.5"** Almost all PE programs use way too large/heavy men's BB for elementary students. Malfeasant. However, the junior size is made for students in this age/grade/size and weight. It fits their hands when dribbling, passing, catching and shooting. The *Sportime Max* BB have an extra soft and tactile cover making them exceptional. I used these BB for decades and attest to there durability and quality. They are worth every penny.
 - **Max Sportime-** set of 6 in rainbow-# 9-0160085-545
- **Teach Basketball:** for teaching the **BEEF shooting skill**, hand placement. Fabulous balls designed in assisting hand position. Highly recommended. (see below for **BEEF** shooting skill)
 - **Sportime Max Hands-On: Junior BB** #9-016112
 - **Great Lakes Sports: Junior Teach Ball** #TBBB2
Baden Skill Coach #4298
 - **GOPHER Sport: Instrux Junior** #GL60-084
InstruzPlus Junior #GL60-113
- **Basketball ball carts:** I recommend using two; one for your PG balls and one for BB. One for lower grades and one for upper grades; keep these balls separate - life is good.

Life is good!

Two ball carts: one for, 8 ½ inch PG balls, and one for junior basketballs



PG Balls

Basketballs

- **Sportime:** Duracart- 4 shelf (32+ BB/PG balls) #9-019042-545
- **Sportime: Champion (4 shelf/35 balls)** #9-156844-454
- **Gopher:** Titan-4 shelf (35 balls) #GL89-806

Order high quality durable ball carts made with metal, and you'll be happy you did. My ball carts lasted three decades and I used them often, even taking them outside.

Roll one rack out to the gym, and the students can easily choose a ball and replace it. Using two ball racks, one for PG balls and one for basketballs, allows for the type of ball needed for class/level; they are ready to go. The only thing kids have to fuss about is the ball color...

**Four ball carts/balls ready to roll!
30 years old, racks work perfect...
Soccer, 8" Softi, Basketballs and PG balls.**



- **Pinnies and or Team Belts:** Various sizes and types are recommended / are needed for several activities and games.
- **Cones and Tape:** Needed to make pathways and create play areas in various play areas. If you don't have them now, I highly recommend extra-tall traffic cones, 36" tall work great. Floor tape will be needed to tape various lines/boundary areas.
- **Dry Wipe Boards/score boards:** Smaller handheld needed for diagrams and scoring games/challenges.
- **Mini posters/rules and diagrams:** helpful for many activities and games.

Rules of Safety, Discipline, Classroom Management and Organization

- I find that it is necessary to tighten up on program rules and discipline during the BB unit, especially for the older students.
- First, remind each student they are responsible and accountable for their ball. A basketball is a hard object and can injure someone; it must be handled with care and control at all times.
- If a ball does bump into any other player, that player must stop and apologize and ask if the child is okay. They usually are, it's just an accident. Hand shakes are welcome. If the child is "hurt" by another player's ball, that changes everything. Both players are to report to the teacher for clarity.
- Role model your safety rules, procedures and expectations to handle BB safety practices in your first class-don't skip this-way too many PE teachers do. It only leads to problems down the BB road.
- No long shot rule: kids like to shoot long shots, that is fine at home, but not in PE-there are just too many people around. I don't allow 3 point/ long shots ever in the gym with students. Lays, short shots and shots around the lane/mini arch are the only shots. No long 3 pointers.

Pedagogy: The educational stuff we use to make education fluid.

- Outcomes, behavior objectives, goals: Explain what they are playing, and most importantly, why. *"If we don't know we are playing an activity, we don't play it."*
- Word Walls and vocabulary development, speaking a common language: each unit has its own sport specific terms; word walls and more importantly flash cards help student learn the sporting language. Don't forget, many of us are visual learners, vocabulary flash cards greatly assist student comprehension. Make and use them-they work like magic.

A Fitness Routine? Good news, you can skip your typical FR for this unit if you'd like. The BB activities function for fitness. One special combo fitness and skill drill: See **Lay-Up Drill** below as the daily fitness & skills routine.

A little understanding: Like in other units, not all teachers are comfortable or even teach BB/large ball handling. I worked PT for a year at school that had no BB, no PG balls, and of course, no BB unit and (even had some of the BB standards removed), he "hated" BB. Therefore please understand, that some teachers may need some of the enclosed very basic drills, skills, challenges and lead-up games. The rest of you can go directly to the advanced activities/games.

Beginning Drills: For the youngsters, guided discovery, divergent movements work best and convergent ball skills when needed to focus. Learn to manipulate the ball, first, and then progress into BB skills. Lots of trial and error practice.

Intermediate Skills: We're getting there; the BB unit is combination of basic ball handling, skills, and simple lead-up games.

Advanced Skills: Dialing it in. Becoming one with the ball. The older students, particularly 5th grades focus on a few basic skills and mostly innovative drills, challenges and lead-up games to develop comprehensive knowledge and skills. A combination of these modes create a fantastic BB unit.

List / links basketball/ball handling activities and games

- **Ball handling/spatial awareness activities**
- **End Line Dribbling Drills**
- **Passing Progressions-Mr. Wall**
- **Skill Lines-combination drill**
- **Partner Passing-Skills and Drill**
- **Intensity Lines-Skills and Drill**
- **Paul Bunyan Basketball**
- **Keep-A-Way and Pass Ball**
- **Shooting Skills-BEEF**
 - **Air Shooting Drill**
 - **Mr. Wall Drill**
- **Lay-up Lines**
- **Lay-Up Drill**
- **Set Shot Drill**
- **Fast Break Drill**
 - **Lay-up**
 - **Set Shot**
- **Challenge Ball**
- **Class Cooperative Shooting Challenge-Collective Score**
- **Knock-Out**
- **Sharp Shooter**
- **Skill Tests/Assessment**

Big Ball and Basketball Activities:

Stopping Position & Ready Position: CR management/ball control.

Before starting out, we need to discuss **Stopping** and **Ready Positions** for excellent CR management. This is critical for safety, CR management and minimize disruptions, discipline, and proactive quality teaching. It saves our nerves and countless irritation. Teach and practice ball management clearly and firmly. The art of PE teaching is smooth transitions and excellent equipment management.

- **Stop Position**-One whistle = stop playing with your ball and hold it still as fast as can. Players perform 3 things. Stop, look and listen with this stopping/**triple threat position**. (See **Stopping Game** below)
 - **Stop** playing, and **hold the ball** with two hands.
 - Turn to teacher and **look** at the teacher.
 - **Listen** for the next instant direction. (Drop and sit, walk to this area, etc.)
 - Pupils are only in **Stop Position** for very brief/instant quick directions.

Stopping Position



Stopping Position

- **Ready Position**- Two whistles = stand tall, and tuck ball under arm, to one side. When you announce **Ready Position**, players stand and listen respectfully to the teacher for a little longer direction.

Ready Position- ball on the side



Ready Position- ball on the side

- **Ready Position**-ball on the floor, this is helpful for longer instructions.
- **Seated with a ball position:** there are several options, one **CCAS**, students sit, crisscross legged, and the ball is applesauce in their laps, hands on knees, off the ball.
- **Ball in front:** The other is to place the ball in front of them.
 - **Ready Position-seated/relaxed**



Ready Position-seated/relaxed

- **Ball away**-don't hesitate to have players put the ball away on the ball rack for longer directions. Taking a few seconds to put it away is better than having to stop teaching and redirecting many students-to stop playing with the ball, etc.

Big Ball, Ball Handling and Basketball Activities:

Below are the first several sections of **Big Ball** and **Basketball** activities that flow from one to the other seamlessly. They are presented separately only for clarity. Each student, in most drills, has possession with a ball for very high ALT/time on task, while practicing various ball skills. Youngsters are in a personal **“bubble”** space, in the play area and working towards good control. Lots of ball handling and dribbling skills ensue.

For teaching style, use divergent, guided discovery, inquiry based, exploratory learning at first. Add more convergent student and/or teacher demos second, if and when needed for quality. Choose judiciously. Enjoy!

Big Ball Drills (K & 1):

Each student with a PG ball and spread out in play space.

Goal is learning to manipulate a larger ball.

- Roll and catch back and forth with and partner, use two hands to stop ball.
- Bounce and catch ball: Use two hands to catch, but not a body catch.
- Bounce two claps, and catch ball. Clapping wakes up the hands.
- Underhand toss, above head or a little higher and catch.
- Toss it higher, reach and stretch-up and catch above head (rebound).
- UH toss, two claps and catch.
- UH toss, bounce spin around and catch. Other direction.
- Circle the ball around your waist, to the left, to the right.
- Figure 8 manipulate ball between legs, forwards, backwards.
- Dribble ball between legs.

Big Ball Drills and Challenges (K & 1):

Dribbling Progressions: basic skills to advanced skills while moving.

- Standing in one personal space.
 1. Eyes on ball (at first).
 2. Soft fingers: roll push with finger pads, don't spank the ball.
 3. Normal height, not too low or high, this has to do with good posture.
 4. Rules for dribbling in BB? Not a two, but one hand. *“Do you know the BB rule?”*
 5. Switch to # 2 hand (non-dom.) More difficult, this is the hand that will need most the work and practice.
 6. Switching hands L R L R.
 7. 10 times in a row? 20?, #1, #2 hands? L R L R?
 8. Turning to the left, turning to the right?
 9. Between our legs, figure 8 forwards, backwards figure 8? (Older students only)
- **Scatter moving & dribbling:** *“Now let's try to dribble while moving, we need our eyes off the ball to watch where we're going.” “It is okay to look a little at the ball while we are learning.”*

Dribbling with eyes up



Dribbling with eyes up

- **Scatter Dribble and movement challenges:** (see photo below)
 - Stopping on signal/whistle/control the ball. Don't let your ball roll away! Two hands on the ball. (Triple Threat Position)
 - Control the ball, dribble skills.
 - Stay in Yes, Yes Land.
 - Stay in your personal space.
 - Turn L, turn R.
 - Spin to L, spin to right while walking and dribbling.
- **Dribbling and the Stopping Game!** (see diagram below)

Like in the **Spatial Awareness** and **Soccer** Section, we challenge the BB dribbling skills by seeing how the young players are able to move through space and use dynamic balance and show ball control upon stopping. Students stop in the **triple threat position**.

Stopping position-triple threat



Stopping position-triple threat

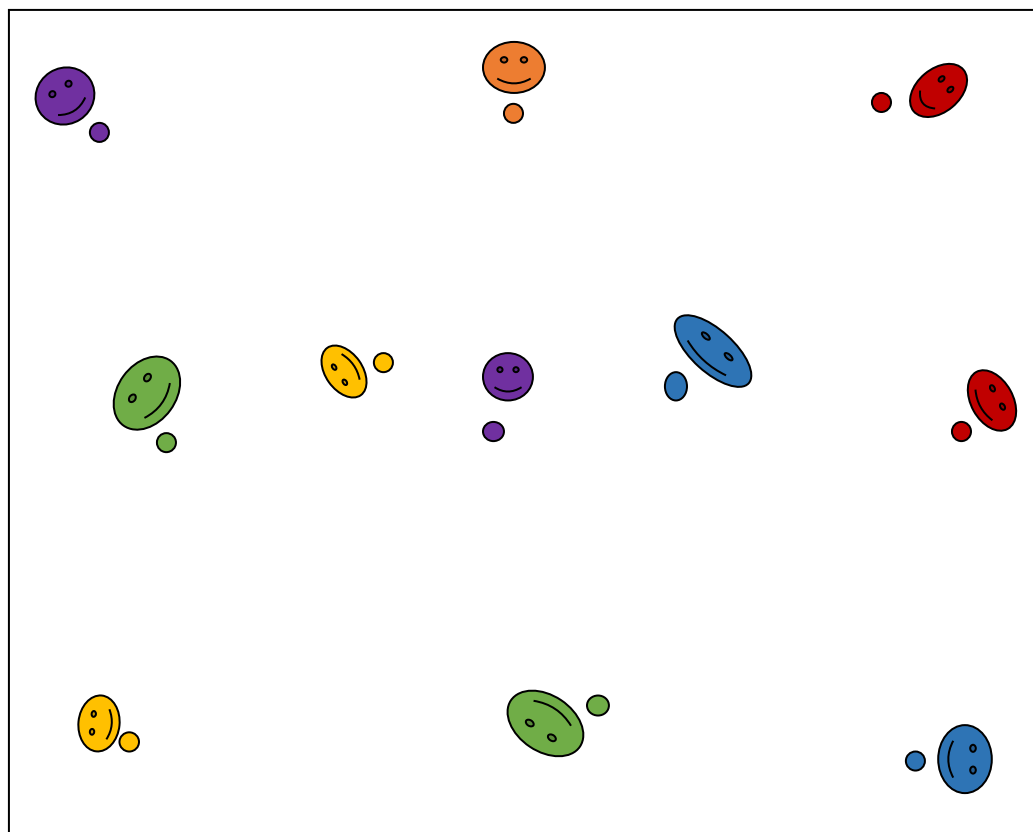
Stopping Game

Teacher VS. Students!

“Who is going to be the winner of the stopping game?”

- Question: “What does **triple threat** mean in BB?”
- Teacher has a ball and is also dribbling around/walking.
- Challenge players to scatter dribble, on your **stopping signal**, whistle, and all players freeze and hold the ball TT position. (Go easy on them, and make it fun!)
- Can all the players stop and freeze as fast as you do? If so, students win!
- If not, teacher wins the mini game.
- Play lots of fun games/challenges.

Basketball Dribbling & Stopping Game



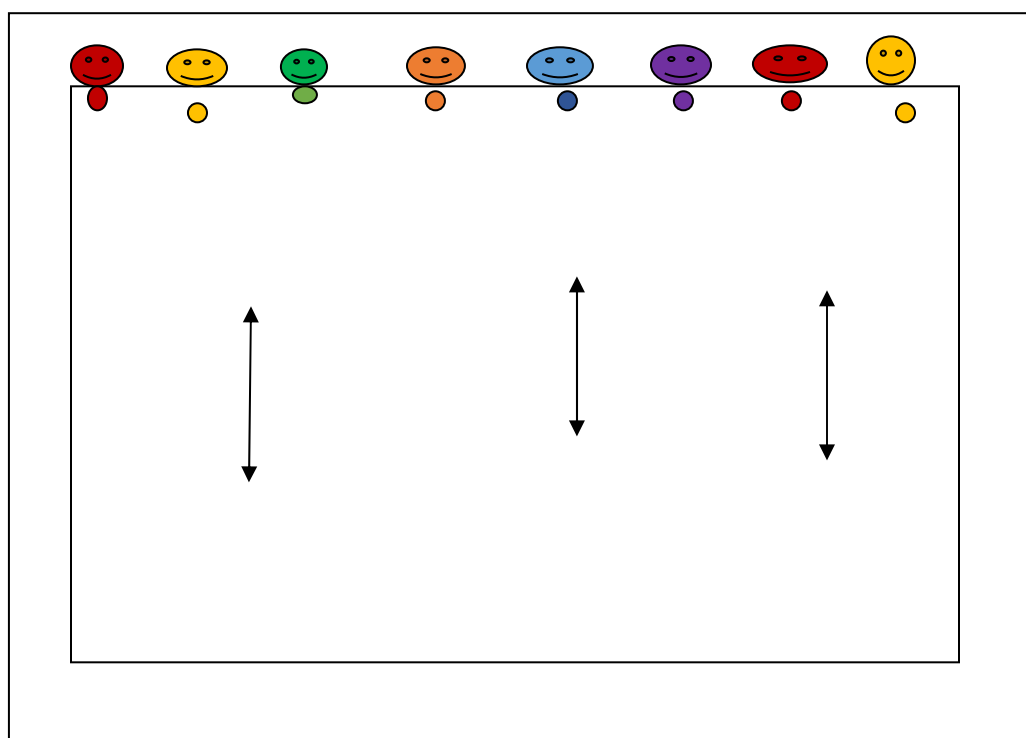
Scatter Dribbling & Stopping Game



Scatter Dribbling & Stopping Game

- **Dribbling and the Big Space Game!** (See diagram above)
 The **Big Space Game** is the same game as above, except progress players to discover the biggest **personal space** in the **general/big space**.
 The player who dribbles, stops, controls the ball and has the biggest space is the winner. All players clap for the winner(s).
 Play lots of **Big Space Games**, excellent practice of SA, and TT ball control.
 Some classes, all the students are the winners!
- **End Line Dribbling Drills:** (Or sideline to sideline) (see diagram below)
 - End Line Dribbling Drills allow pupils to add a tad more speed.
 - Stopping on the end line/ TT control the ball. Don't let your ball go into No, No Land. Good luck!
 - Control the ball.
 - It is NOT a race, but to pace.
 - Stay in your lane. Straight down and back.
 - Pro Tip: if you have large classes, smaller space, create flights.
 - Divide class/players $\frac{1}{2}$ or $\frac{1}{3}$ flights
 - Smaller flights can go at a time, others wait/watch.

End Line Dribbling Drills



End Line Dribbling Drills

End Line Dribbling Challenges



End Line Dribbling Challenges

End Line Dribble Challenges: (age/grade appropriate)

- Walk dribble down and stop.
- Walk down and back and stop.
- Alt. hands, L R L R.
- # 2 hand.
- Jogging.
- Backwards.
- Down ½ spinneroo, stop on line/at cone. Use tape line or smaller cone as a guide.

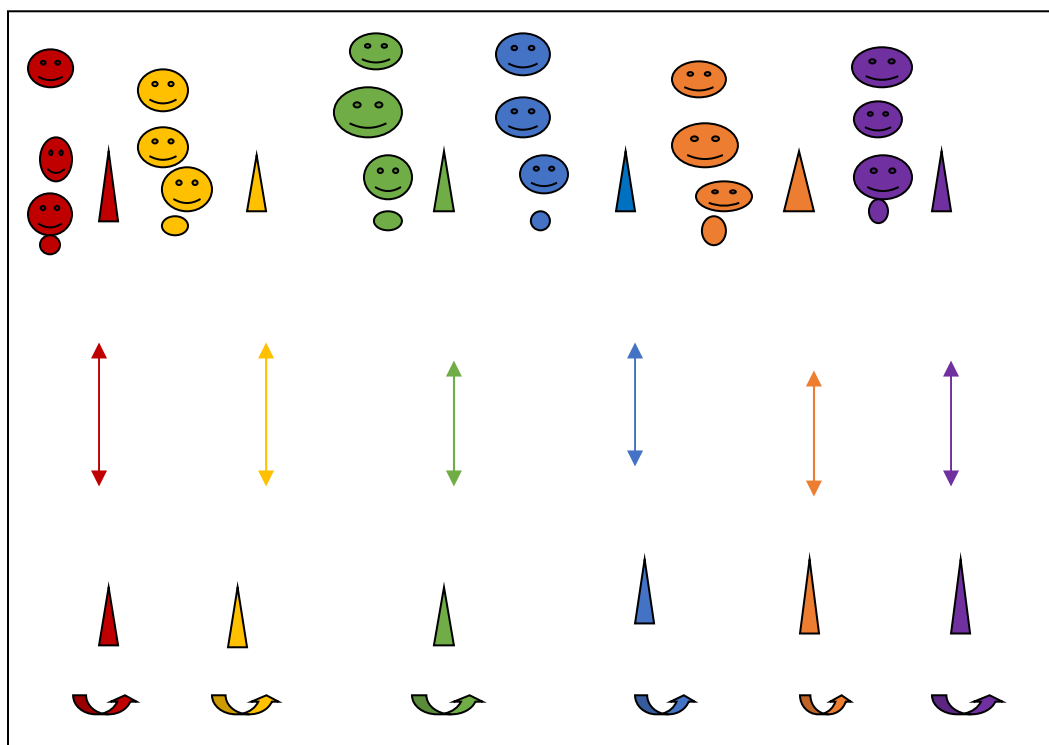
Passing Progressions: Mr. Wall

Each player with a ball, or groups of two and sharing/taking turns.

- Mr. Wall (Is the perfect partner, makes no mistakes!)
- Each player/pair finds a wall space.
- One ball.
- Find Comfort Zone, not too close, too far.
 1. **One Bouncer:** wall, bounce and catch
 2. **Chest Pass:** (no bouncer) wall, chest and catch. Place hands in front of body, (protect face), to catch the ball with hands. Not a body catch.
 3. **Overhead:** lob, wall and catch
 4. **Skipper:** bounce pass to floor, wall, and catch
 5. **Skipper Side Pass:** dominate hand
 6. **Skipper Side Pass:** non-dominate hand
 7. **Mixer:** Two of each, from above, in a row as the teacher calls them out?
 8. **Student Choice Time:** four – six of each, switch with partner
 9. **Partner Choose Time:** partner calls out what to do

Skill Lines-combination drill challenge: (Grades 1-3)

As discussed in the **Fitness** and **Soccer** sections, **Skill Lines** greatly challenge the player's skills. It is a **combination drill** of cooperation, teamwork, dribbling, passing and catching. Students are not in line waiting for long, just enough time to take a little break/breather, then they go again. Super challenging and fun.

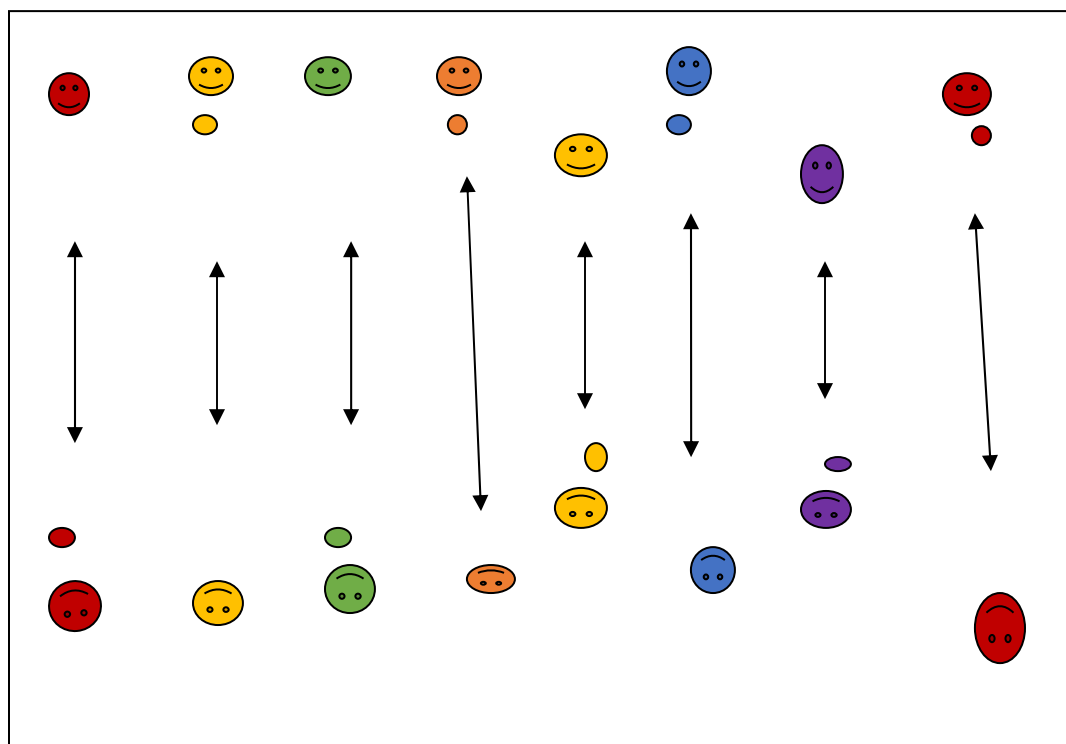


Progressions/challenges:

- Start with one ball/group.
- Walk down, around far turning cone, back to line, and hand-off ball to next player in line.
- Repeat, but now add a short and low **bounce pass to next in line**.
- Repeat, jogging, increase speed-controlling the body and ball.
- Repeat, add two **wall passes** at the far end wall bounce passes.
- Add **two balls** per group, next player goes when player in front, completes the wall pass skill. Bounce pass to next player in line.

Partner Passing: (Not Mr. Wall the perfect partner, but more personality!)

Don't be shocked that some of your students do not know how to perform a skilled BB pass and many have poor skills. They need a little practice. Partners cooperatively work the challenges using various passing and catching skills. Switch partners by having the partner with the ball hold it up until a new partner arrives and then they begin. Extra partner can work as a group of three or with the teacher.

Partner Passing Drill/Challenges**Partner Passing Drill/Challenges****Partner Passing Progressions/Drills and Challenges:**

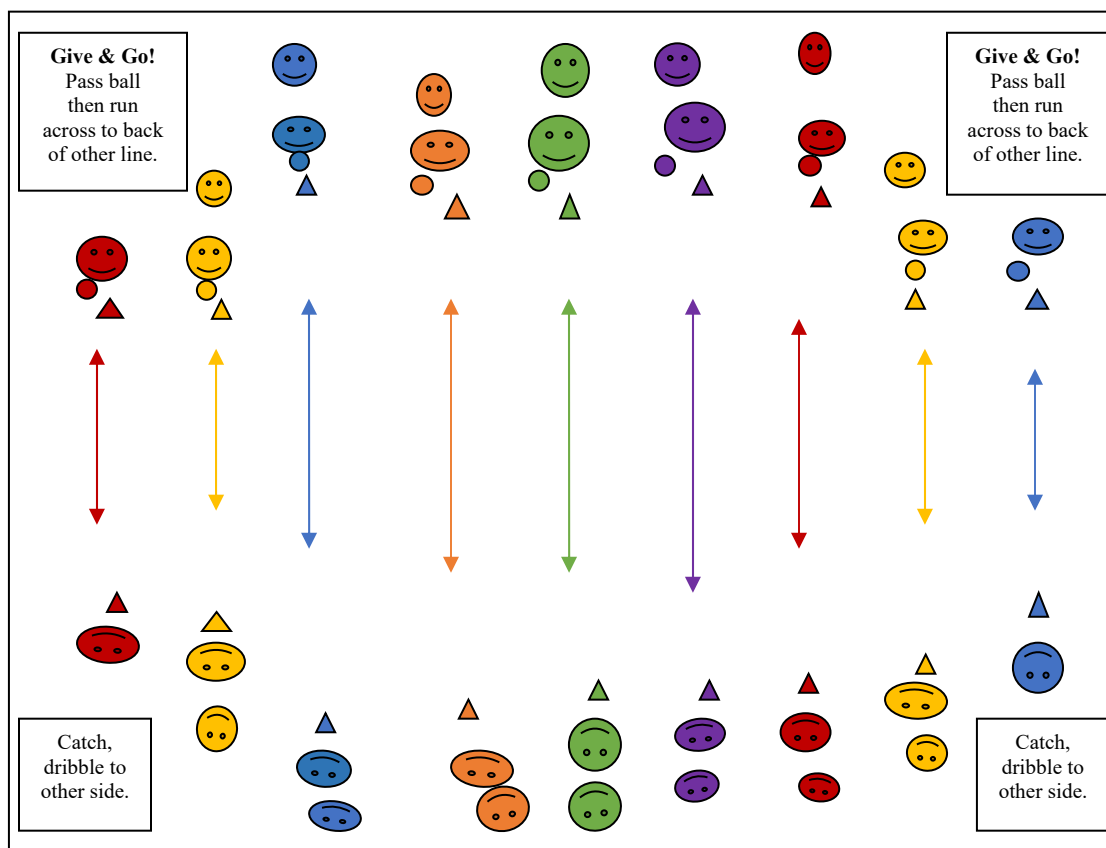
- Bounce Pass:
- Chest Pass:
- Overhead Pass/Lob Pass:
- Side Pass: # 1 side
- Side Pass: # 2 side
- Feint/Fake, while pivoting and Pass: Mix It Up (Traveling)
- Dribble, fake, pivot and pass:
- Dribble, dribble between your legs, fake and pass:
- Dribble to your slide left, back to your right, fake and pass:
- Circle Dribble to the left or right and pass:

Intensity Lines Drill/Challenge: (Grades 4 & 5)

In the **Soccer Section**, **Intensity Lines** are discussed and diagramed. Now adapted for big ball/basketball skills.

Intensity Lines convey additional intensity of quality passing, catching, dribbling and teamwork. Requires kids to hustle. It is an excellent sports drill, transported to PE and make no mistake, kids enjoy being coached and challenged. They love the *intensity* of it!

Intensity Lines



Intensity Lines Procedure & Progressions:

- **Give and Go Side:** This is the pass and jog side. The goal is a *quality pass* to the opposite side so that his/her partner is able to make a clean catch. Think accuracy in the pass then hustle to the other side.
- **Catch and Dribble Side:** This is *aggressive receiving side*, and possibly while moving, not standing still side. The ball pass may not come perfectly to the player, she/he must be on her/his toes, hand out front and ready to move and to catch it. Catch with hands, not a body catch. Once caught, she/he dribbles across and leaves/hands off the ball in front of the cone for next player in line (to pass). Hands to hands, handoff.

- There is beauty, rhythm and artistry and good speed to the drill. Stunning to see when done well!
- Which group is able to perform Intensity Lines well? Encourage and challenge them!
- **Wall posters:** (see sample diagram above) make two large posters and tape to the walls for each side indicating the:
 - **Give and Go Side/Pass & Run>>>**
 - **Catch and Dribble/Switch Sides >>>**
 - Hang these on the sides-helps teacher/students understand the drill/challenge.

Variation/progressions:

- Dribble around both sides of the cones, to left/right. Change pattern.
- Various Pass Challenges: Bounce, chest & lob.
- Faster with great control.

Paul Bunyan Basketball-mini passing game (Grades 3-5)

Introduction:

Welcome to **Paul Bunyan Basketball**! The following game is a fun and simple passing and dribbling challenge using the multiple games approach. Students get to play in small groups and play both offense and defense. Players discover how to use **off the ball** movement, and defense in a simple structure. I always introduce the game by asking the class if they know who **Paul Bunyan** was and tell a little story about the folk hero tying into the game.

Why are we playing Paul Bunyan Basketball?

- ✓ To practice passing and catching skills during and game
- ✓ To practice defense of passing and catching
- ✓ To work cooperatively on offense

Equipment:

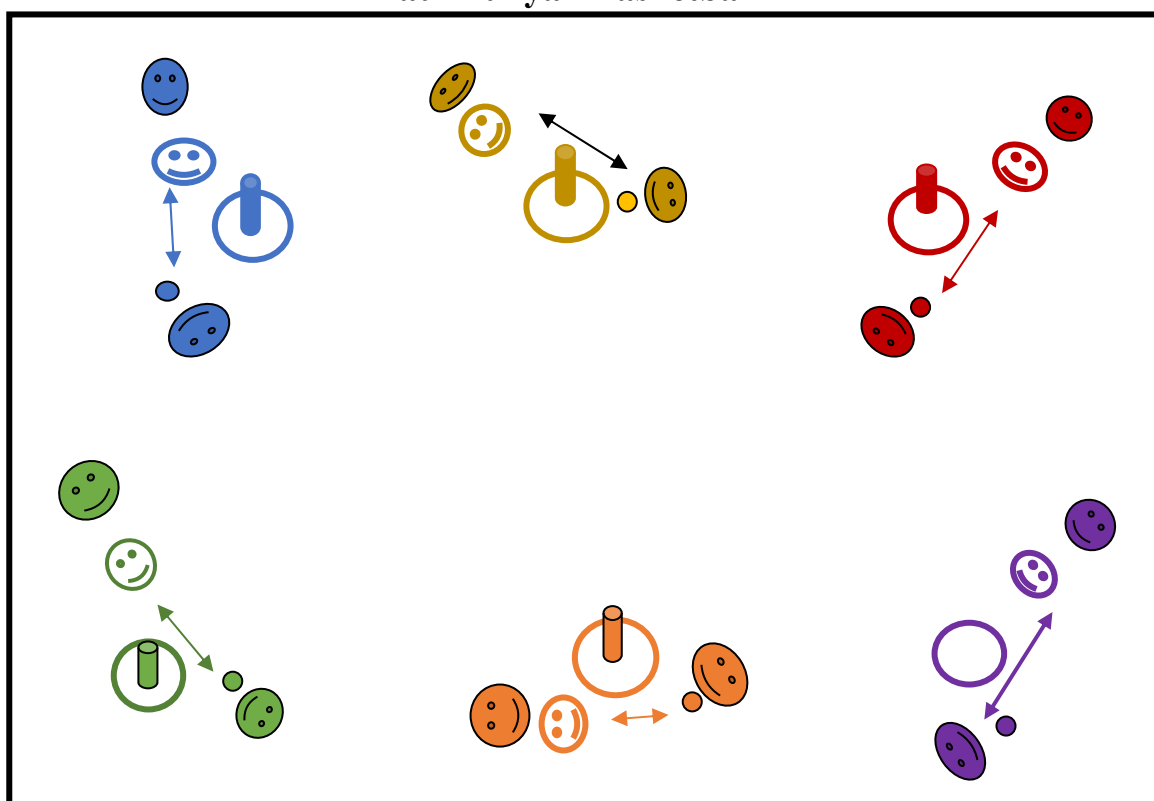
With each set of equipment, it works well to color coordinate, if possible. Each set is the same color.

- 1 PG ball or basketball.
- 1 pin
- 1 hula hoop
- 1 poly spot

Organization: (see diagram below)

- Set up multiple games with the equipment, the amount of games/equipment depends on space and amount of learners.
- One basketball per game.
- One hula hoop per game.
- One pin set in the middle of the hula hoop, set on the **poly spot** (not diagramed).

Paul Bunyan Basketball



Paul Bunyan Basketball

How we play Paul Bunyan Basketball:

Divide classmate into small groups. 3-4 students per group.

Game Goal:

- Offense to use BB skills and knock down the pin for a score.
- Defense to prevent offensive players from knocking down pin/scoring.
 - Two pupils per group play **offense**.
 - One pupil per group plays **defense**.
 - An extra student waits turn/play.

Rules and procedure:

- The two offensive players must **dribble** the ball, and cooperatively pass to the other offensive player. Either offensive player may score.
- **Score:** Use two hands on the ball and touch/knock down pin. **Timber!!**
- No throwing the ball.
- All players stay out of the hula hoop.
- Defensive player guards the pin. Uses defensive skills to block passes, dribble student.
- Defensive player plays, not **Hot Defense**, but **Cold Defense**, which is softer, not aggressive/dangerous. Hands out to the **sides** and no slapping at the ball or touching an offensive player.
- All players play on their feet, and no knees slides or diving for ball.
- On a score, students switch/rotate positions. Defense > offense > defense.

Variation and progressions:

- Require a set number of completed passes before scoring. (3 passes, etc.)
- Players can switch to new games/form new groups/teammates.
- Play 2 VS. 2. Two offensive and defensive players.

Keep A Way and Pass Ball:

To keep the BB unit a tad shorter, both activities are located in the **Special Games** section. Both games reintroduce the concept of **off the ball** movement. Both games can be added to the BB unit to extend it, or a separate unit/concept of off the ball movement/ball passing.

Shooting Skills: (grades 2-5)

It is almost shocking, but students at various ages and grades differ vastly in the knowledge and ability to grip and shoot a basketball. In a 2nd grade class you may have a student who shoots like he is on a college team, where a girl has never shot a ball. This unit changes poor BB attitudes into extremely positive.

I have spent decades researching and learning how to teach the BB shot for younger players; there isn't much published for the youngest learners. To be honest, some years I focus on the shooting skills; some years I have barely discussed it and may just work with students on an individual basis. The magic is student practice, shooting lots of shots, and *patience* on our parts, comprehending it takes time, years even to develop a good shooting skill. Note: students learn from discovery, experience and watching and participation with others. There is no substitute for lots of practice and fun hard work.

- For younger players, shooting is about discovery, and a lot of trial and error. Learning how to shoot. *Which way should I shoot?* The following is my progression children go through the development stages, skill and growth on shooting.
 - Level # 1 **Underhanded:** *Hey, it's okay, you can shoot this way until you get bigger and stronger...* It's only a matter of a little time and technique.
 - Level # 2 **Two Hands:** *What do you know, two hands are really better than one...* Better, stronger and less technical. Hands are **side by side** and no dominate hand/side yet.

Two Handed Shot



Two Handed Shot

- Level # 3 **Shoulder Shot:** Ball rests mostly on one hand, use #1 arm with the big strong shoulder and arm muscles, *we're getting there...*

Shoulder Shot



Shoulder Shot

- Level # 4 **Waist to Face:** Bring the ball up from the waist, up in front of the chest to the face in one shooting motion. Learning the conventional shot method and how to hold the ball a better way. They are shooting better now, and very close to a quality shot/skill.

Waist to Face Shot



Waist to Face Shot

- Level # 5 **BEEF**: High shot, arm and wrist as one balanced lever...and high hand position. **BEEF** system. Note: eyes on the target.

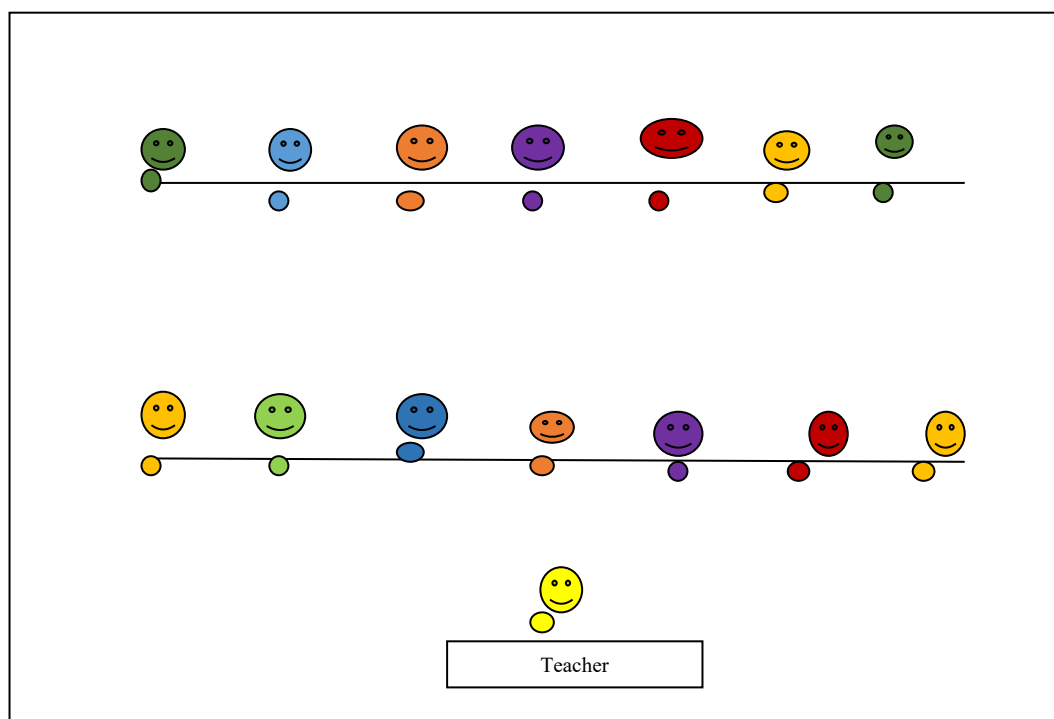
BEEF Shot



BEEF Shot

- *Where are you? Which way can you shoot now?* All students go through this continuum until they reach the BEEF system/technique.

Air Shooting Drill



Air Shooting Drill

Air Shooting Drill:

The following helps with shooting skills and concepts.

- Create several skills rows as shown on diagram above.
- **What hand?** Students should shoot using their #1 hand, but several students will not know this. Hopefully with the previous dribble/ball handling drills student have learned it. Review if needed.
- **Grip:** Show where the fingers and hand are placed on the BB. Demo ball resting on fingers and the **off hand** to the side. It may be necessary to walk the rows and show individual pupils this skill. Adjust arms, hands, and fingers. There are “**teach**” BB just for this skill-fantastic and worth every cent.
- **Air shot:** Face the same direction of the students, student behind you, and model the grip and imaginary shot up in the air, above head and catch it. The ball does not go forward, but straight up.
- **BEEF:** Use the acronym to teach good shooting skills.
 - **B**alanced, ball in fingers, bent and backwards.
 - **E**yes, on target. Front rim or backboard.
 - **E**lbow, pointed at target, high. Tucked in, and not sticking out the side.
 - **F**ollow-through, release the ball with backspin. (Rotation)

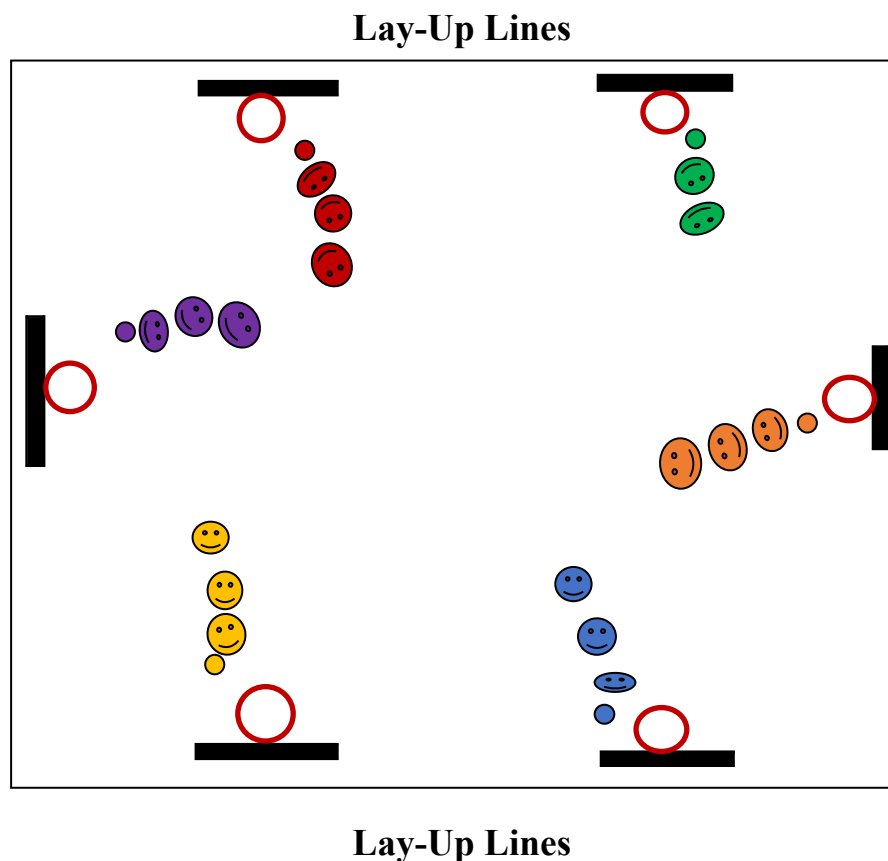
Helpful hints, on shooting:

- *What are you shooting at?* Rim, straight in shot or a backboard/bank shot.
- *“Shoot it high, and it will fly, shoot it low, it will not go!”* (DHS)
- Use legs, bounce, bounce and shoot. Many players don’t use legs, bend knees, enough. Diving board/trampoline legs. This is a game changer.
- Demo and show that BB’s have ribs on them to assist the ball flying through the air; the backspin creates a straighter shot, the ball cuts through the air.
- Practice and work on good backspin. Snap wrist. Wave bye to the ball as it leaves.

Wall Shooting Drill:

- After your demo and **Air Shooting Drill**, players can use a partner or small groups of three. They take turns.
- Practice several shots up high on the wall with good BEEF technique.

Lay-up Skills:



Lay-Up skills and progressions: how do I learn to shoot a lay-up?
(Grades 3-5)

- Demo how the ball bounces off the backboard, helps slow and control the ball. The backspin drives the ball off the backboard and down in the hoop.
- Super skipper review: knee “pops-up” as we skip, lay-up is very similar. Gives us height, balance and control to shoot.
- Scatter dribble the ball and practice “skips” popping the knees.
- Create multiple lay-up lines at the baskets. (see diagram above)
- Demo how the same side knee-up is the shooting side. R & R, L & L.
- Standing still, knee up and shoot, off the back board.
- No dribble, one step, knee and shoot. Step left, pop right knee and shoot.
- No dribble, two steps, knee and shoot.
- No dribble, three steps, knee and shoot.
- Add the dribble one bounce one step, knee and shoot.
- Dribble in two bounces, knee and shoot.
- Further back, add speed and consistency.

Lay-Up skills dominate and non-dominate hand-additional challenges

- Right side dominate hand
- Left side, dominate hand
- Left side under hoop, reverse shot, dominate hand
- Right side under hoop, reverse shot, dominate hand
- Repeat using non-dominate hand (better players)

Drills and Skill Challenges to Develop Basketball Skills: (blending them together)

The four below drills and challenges are critical to my BB program. They develop skills efficiently and kids enjoy the high ALT/time on task ratio.

Lay-Up (Drill) Circuit: (Grades 2-5) (Al McGuckian / Sarratt)

Introduction:

The lay-up drill/circuit is my core **fitness routine** and skill introduction activity for the BB unit. I first learned it from my co-teacher at the middle school level and highly adapted it for elementary level. Without a doubt, it’s one of the hallmarks of the BB unit and my entire PE program. It is a learning combination circuit of spatial awareness, fitness, dribbling, lay-up shots, rebounding, passing, catching, and cooperation skills. Once students have performed some of the above skills/drills, I start each class with the activity. There is a very high time on task/ALT, and skill development. Kids love it!

Why are we playing the Lay-Up Drill?

- ✓ to develop fitness-cardio and ME.
- ✓ to practice and develop basic BB skills
- ✓ to practice spatial awareness skills
- ✓ to practice sharing and caring, cooperative skills in a fun activity
- ✓ to practice impulse control (not shooting long shot, gentle bounce passes)

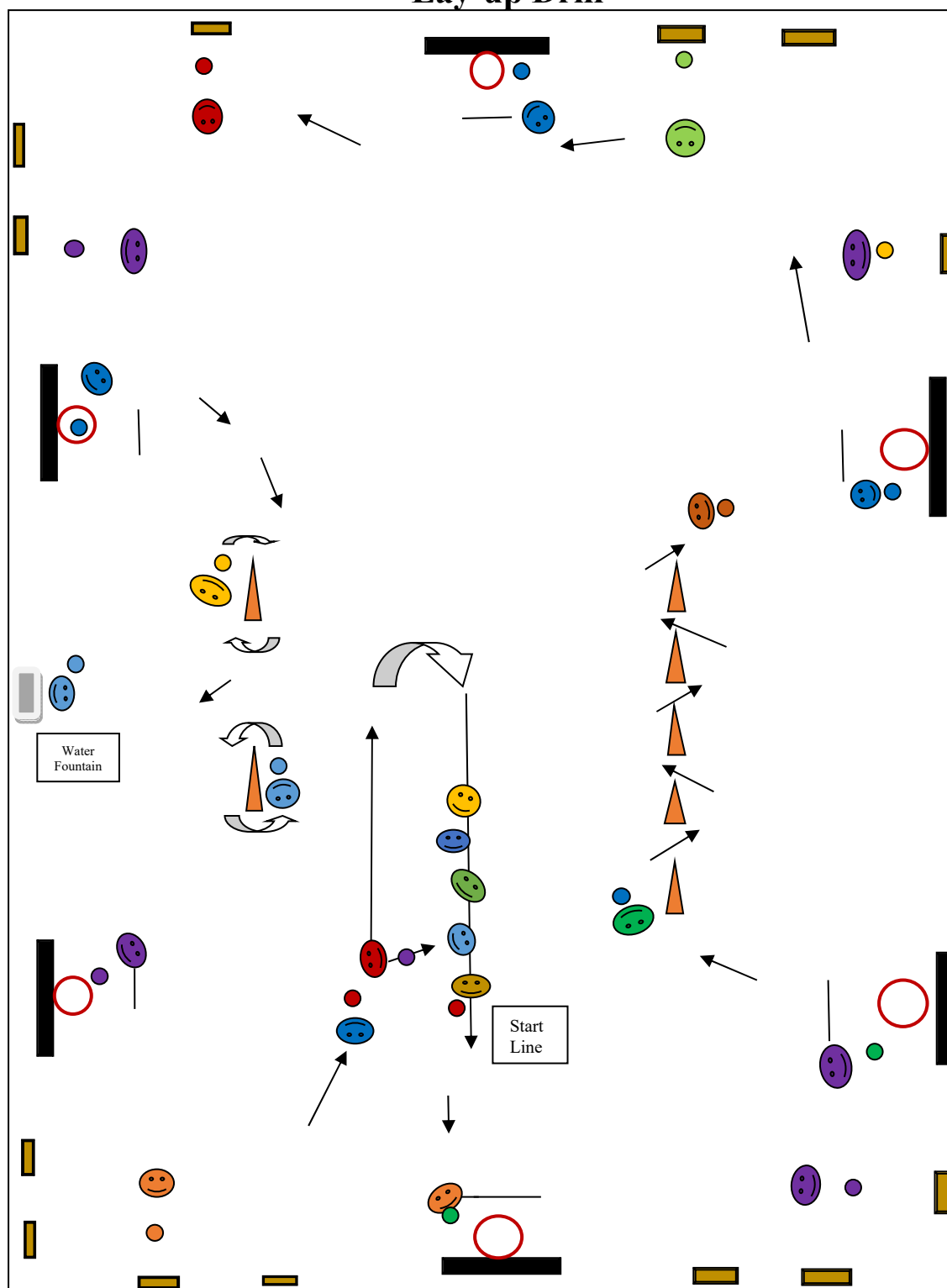
Equipment:

- Backboards/rims and removable rims, height adjustable
- Basketballs for grades 3-5; junior size
- Playground balls, 8" for grades 2 and lower
- Tape lines, use various colors for different distances
- Extra-large traffic cones
- Smaller traffic cones
- 8 X 11 inch wall pass posters: make with cardstock and laminate
- Lively music

Organization: (see diagram below)

- Set-up is key. It will take several hours. I've taught this drill for over 30 years and over 10 different schools. Our goal is to set-up a challenging circuit that requires each student to perform the basic BB skills repeatedly. Over and over.
- The Lay-up drill structure does the teaching/learning through the **practice method**. All students performing many basic skills in a controlled environment. Shocking is the excellent learning / growth from such a simple system. Works like magic.
- Set up your gym as similar to the diagram as possible. All gyms are different, and need modification for doors, dry wipe boards, water fountain, hallways, large posters, etc. Best of luck creating yours-a joy of the job.
- Adjust height of the rims/backboards to the age/ability. Most teachers place them too high for the grade/level/class. A tad lower is recommended for student success. Use your best judgement.
- Wall passing station/area. Place 8 X 11 inch wall pass mini posters (little yellow boxes on diagram) strategically around your gym. Tape them at a height that is appropriate for most of your students. Chest/shoulder height of the average student. No height is perfect. Use of colorful clip art/diagrams is helpful on the mini posters. My sets lasted decades if you use heavy-duty cardstock and laminate them.
- ✓ **Pro Tip:** use **Scotch/3M Rough Surface** tape, to tape/post the mini-posters. You can get this green tape at any hardware store. Works excellent.
- Two large cones on one side of the circuit. The circle/loop side.
- Five large cones on the other side of the circuit. The Zig Zag cones.
- Tape lay-up lines or use small cones at each basket. Indicator where to start lay-up shot.

Lay-up Drill



Lay-up Drill

How we play the Lay-up Drill: (Grades 3-5)

- Line the class up on the **center starting line** facing the first basket.
- About ½ of the students, in the front of the line, possess a ball, the back half no ball yet. Smaller classes, more BB can be used, larger classes keep it to about 40-50% ratio: players/balls.
- **One shot rule:** one shot make it or miss it. One shot at each basket, students do not keep shooting until they make it. One shot, get ball and go.
- **Teacher demo circuit:** how to perform a full circuit showing and brief description of all the skills good safety practices. (See sample diagram above)
- There is rhythm, beauty and flow to performing this drill with all these skills.
 - Lay-up shot, rebound.
 - Dribble to next skill area, two wall passes. (Try to hit or close to mini wall poster)
 - Lay-up shot, rebound.
 - Zig zag dribble through the five cones, switching hands if possible.
 - Lay-up shot, rebound.
 - Two wall passes.
 - Lay-up shot, rebound.
 - Two wall passes.
 - Lay-up shot, rebound.
 - Two large cones: circle to the left, circle to right. (360 degrees each)
 - Water fountain, if needed. (Sip and go)
 - Lay-up shot, rebound.
 - Two wall passes.
 - Dribble down return line, **bounce pass** to the first person in line, without a ball.
 - Player goes to the back in the starting line, quick rest and brief wait for a bounce pass. Very little off task, just enough for a little rest.

Rules and Procedure of the Lay-Up Drill:

- Goal is skill improvement in each area of the learning circuit.
- It is not a *race*, but *pace* going through learning circuit.
- Center starting line: students learn to go, when the player in front, shoots his/her lay shot and gets the rebound and clear out of the way. There is a tiny wait.
- Quality dribble the ball, through the circuit.
- One shot only: make it or miss it, only one shot at each basket.
- Short shots, lay-up shots are only allowed due to safety. No mid or long shots permitted. (See below for skills and games with longer shots) Tape lines or use small cones, if needed to indicate distance.
- Wait and shoot: no shooting over top, from behind a player. Let the person in front shoot first, rebound then the next player shoots. There is very little waiting at the baskets.
- Wait and pass: dribble to the wall pass stations/areas and find an open mini poster and perform the two wall passes. If none open yet, wait a few

seconds. Perform various passing skills: chest pass, wall bouncer or lob passes.

- Zig zag cones: image they are defenders, dribble through with good speed and control, switching hands. (If possible)
- Two tall cones: perform dribble skill of 360 degree around each tall cone/change direction for each. Switch hands. (Again, image cones are defenders)
- Going past a slower student: yes it is okay, during the dribbling portion of the circuit. Use good SA skills going past other students.
- Sip and go. Student are permitted to briefly stop, sip of water and then go while performing circuit.
- Dribble the ball toward **return line** and **bounce pass**, to the next player in line. Passer goes to the end of line, a very brief wait/rest.

Variation/Progressions:

- Goal is to challenge each student to perform best skills on each circuit. For some students difficulty is just dribbling the ball through, for others, the wall passes, and for many students, making a basket is the most fun, challenging and rewarding experience. *"I made a shot!"*
- Challenge your classes to see how well they can share space, take turns and cooperate. The most difficult aspect of the circuit is the return line; a soft cooperative bounce pass (or handoff) to the people waiting in line. Pupils are not to **super slam** bounce pass the ball. Safety.
- For younger grades, yes we do this for them too! Set up in ½ of the gym and use PG balls as mentioned. Each student with a PG ball. The baskets/rims will need to be much lower. Use a single start/stop line. Begin the skills by starting out with a simple loop/circuit of dribbling and shooting. I recommend adding, gamifying, the wall passes and zig zag cones after the students have learned the basic dribbling and shots pattern. Another gamification, grades 1-2 can eventually use the entire gym. They got this. Younger kids adore this drill/game! *"I got one!"*

Pro Tips:

- **Monitor Line:** For the first class or so and younger students, monitor the start line. Let the player know when to go. *"Your turn, Paul."* Also, monitor the soft bounce passes to waiting players.
- **Shooting Coach:** Once the students are doing well on their own, **independent players**, our job switches to shooting coach. I stand at one basket and as the students come through, one by one, I encourage and assist any student who needs shooting skill technique. One simple comment, showing a better grip, or follow through helps the youngsters. Many students shoot very well and a positive compliment is all that's needed. They fly by.
- **Lay-Up Drill challenges:** for some of your better players in the upper grades, encourage them to make quality shots and make them more often. How many are they making per circuit?

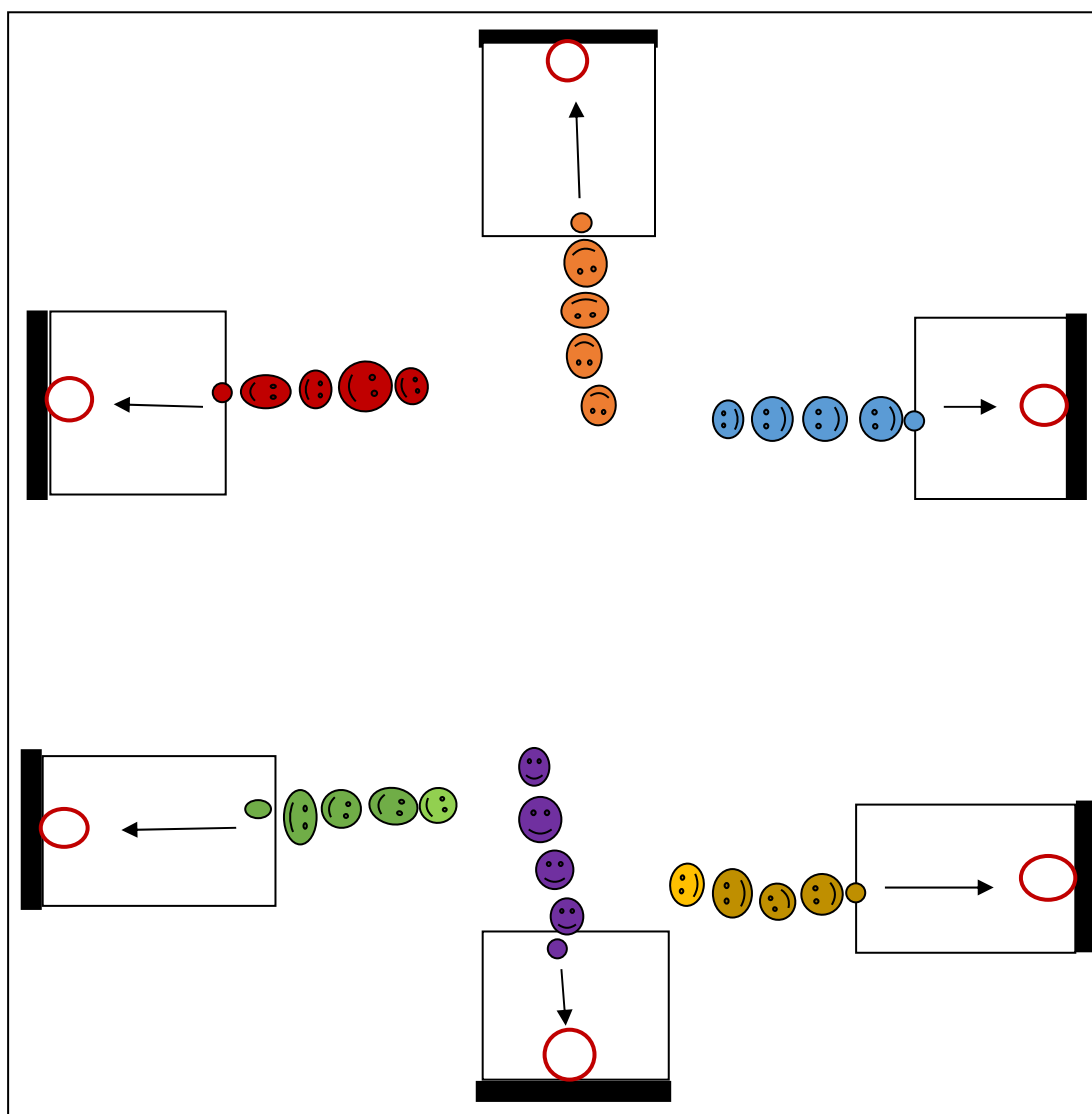
- **DI:** have a few of your better players, students that are on BB teams, dribble and shoot with non-dominant, #2, hand.
- **Partner Time:** (Grades 4 & 5) Lay-up circuit with a partner. One final gamification / challenge is for partners to buddy up and perform the Lay-Up Drill. Each player can take turns performing the shots, rebounding, dribbling and passing. Challenge them to see how well they can cooperate.

Set Shots: Medium to Foul Length Shooting: (Grades 3-5)

Introduction:

The following shooting drills challenge the students to shoot quality medium to (modified) foul length shots. I keep it simple. Review the **BEEF** shooting skills with the youngsters. Also, “*shoot it high, and it will fly*” concept. Many students shoot too low. Also, focus on the #1 **E**, eyes in the **BEEF**, shooting skills. You can’t hit what you don’t see. Pupils are now shooting straight ahead, not many bank shots, therefore they should concentrate on the **front rim**, shoot it over, and it drops down and in.

Set Shooting Drill



Set shot shooting progressions:

DI: grouping, use different length shooting lines and also various height rims. The students that shoot better, require additional challenge. In addition to set shooting, the players are challenged to use quality dynamic passing, whole group cooperation.

- Medium length small group set shot drill; one ball. Players shoot one shot, and rebound/retrieve the ball and bounce pass the ball to the next player in line.
- Same drill, add speed and hustle to it. Motivate and encourage them to see how well, (how many shots they can make) and move through the drill faster.
- Small group set shot drill; two balls. Add a second ball to groups of 4 players and higher. First player shoots, then rebounds and passes to next player in line without a ball. Next player shoots after the player in front has shoot and moved in to retrieve his/her ball. This is drastically more difficult and fun shooting and passing drill.
- Same drill: encourage hustle and faster play.
- Foul shot two ball drill and two shot drill (lead-up to **Knock-Out/Class Cooperative Shooting Challenge**): player shoots first shot, if makes it, great and done, retrieve the ball and bounce pass. If the player misses the foul shot, one bonus lay-up shot. Just one try. Rebound and pass.

The above simple drills teach and encourage better foul line/set shots, quick rebounding / ball retrieval, quality partner passing. All these drills/skills leads into the following mini-games and additional drills.

Fast Break Lay-Up Drill: Grades 4 & 5 (Sarratt)**Introduction:**

We are back to lay-up shots, but maybe not like anything you have seen or done before. I created this drill when I taught middle school and during intramurals, players would get a “*fast break*” opportunity and then seemed to miss the easy lay-up shots. (We see this at all levels in soccer play as well) The teacher’s thought, “*What do they need?*” hence, the **Fast Break Lay-Up** drill was born.

The goal is fun competition, a duel, which leads to greater skills. Due to the duel, we see drastically improved skills and, of course, they loved it! I have adapted it to the elementary level. As you are about to see, it is one of the most enjoyable activities in my BB unit and PE program. **Note:** only provide this drill for 5th grade and above average level 4th graders; it is not intended for younger students. It is too difficult.

Why are we playing the Fast Break Drill?

- ✓ to challenge our Lay-Up skills
- ✓ to develop higher speed of movement
- ✓ to offer student an additional fitness challenge
- ✓ to provide an exciting activity that fosters class spirit

Equipment:

- Class set of Jr size basketballs.
- Several hoops, adjusted for age/grade/experience of students.
- Several cones to create “**starting gates**”.

Organization: (see diagram below)

Set-up is key. We are creating two starting gates / lines for the students to enter and then a shooting area.

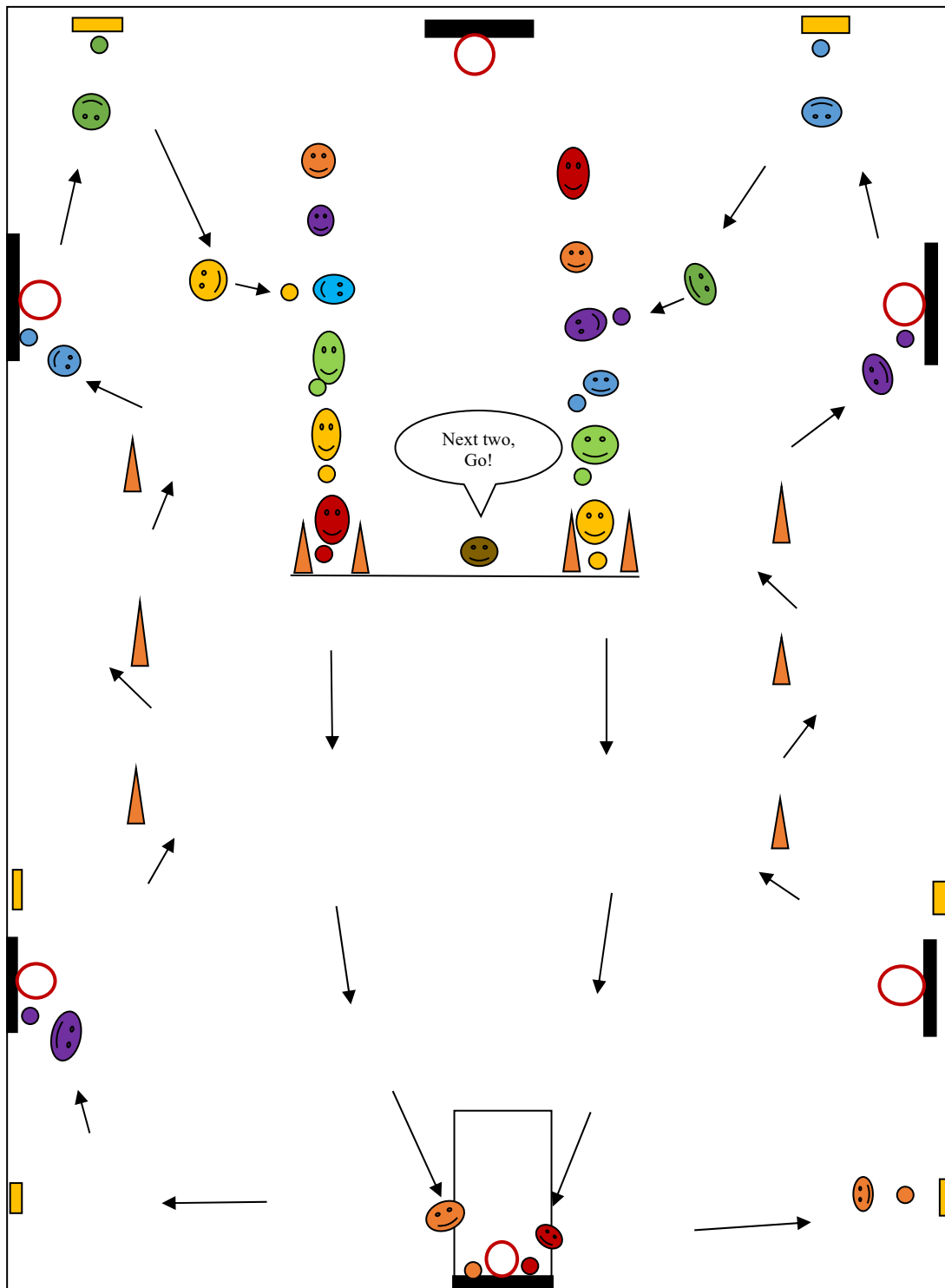
How we play the Fast Break Drill: (see diagram below)

- Create two lines and about ½ of each line possess a BB.
- On the start signal, (*“Next two, go!!”*) both players race out of the starting gate and down and shoot **one** lay-up attempt. (Inside the BB lane) The first in wins! Remember, they only get one shot attempt, so it needs to be a quality shot, not wild... The “contest” is over after the lay-up attempt, no need to rush/race anymore.
- Both players retrieve/rebound their ball and come back the same side/way. There is a no crossover coming back.
- Players perform wall passes, and bonus lay-up shots and zig zag on the return trip. (Just like the Lay-Up Drill from above)
- Players bounce pass to the next player in line without a ball.
- They get in the same line in which just started.
- Continue drill for additional practice and excitement!
- Hold your ears, the students get very loud and excited watching the mini competitions!

Variation/progression:

- **Both sides:** Once students learn and perform on a one side traffic pattern, they then perform the drill / challenge from the other line. Rebound at the far end basket and a **cross over** coming back. Players get the opportunity to play from both sides and challenge/duel different players.
- **Stop and Pop!** Player duel down, stop outside the lane, and shoot a **jump shot**, not a lay-up. Players are permitted to shoot at the foul line or to the sides of the lane. Readies the players for **Challenge Ball** and **Sharp Shooter Game**. (See below)

Fast Break Drill



Fast Break Drill

Challenge Ball: (Grade 2-5) (Sarratt & et at.)

Challenge Ball is an appropriate game due to the fact that it requires players to perform under **time pressure**. The beauty to the lead-up game, there is no defense, therefore players can work and concentrate on their offensive skills. The main skills are shooting, rebounding, dribbling and, as you will see, passing, catching and teamwork. Younger students as well as older/upper level elementary students enjoy the challenge! **Challenge Ball** is also known as **Captain Ball**, as well as a few other names. I did not invent the game, but made up several modifications/progressions that has served us well. Needless to say, it is one of the most enjoyable BB lead-up games.

Why are we playing Challenge Ball?

- ✓ to provide students a safe lead-up game to practice basic skills
- ✓ to have students play/perform under time pressure-further challenge them!
- ✓ to foster positive good sporting behavior
- ✓ to provide simple, yet challenging structure for partner/team play

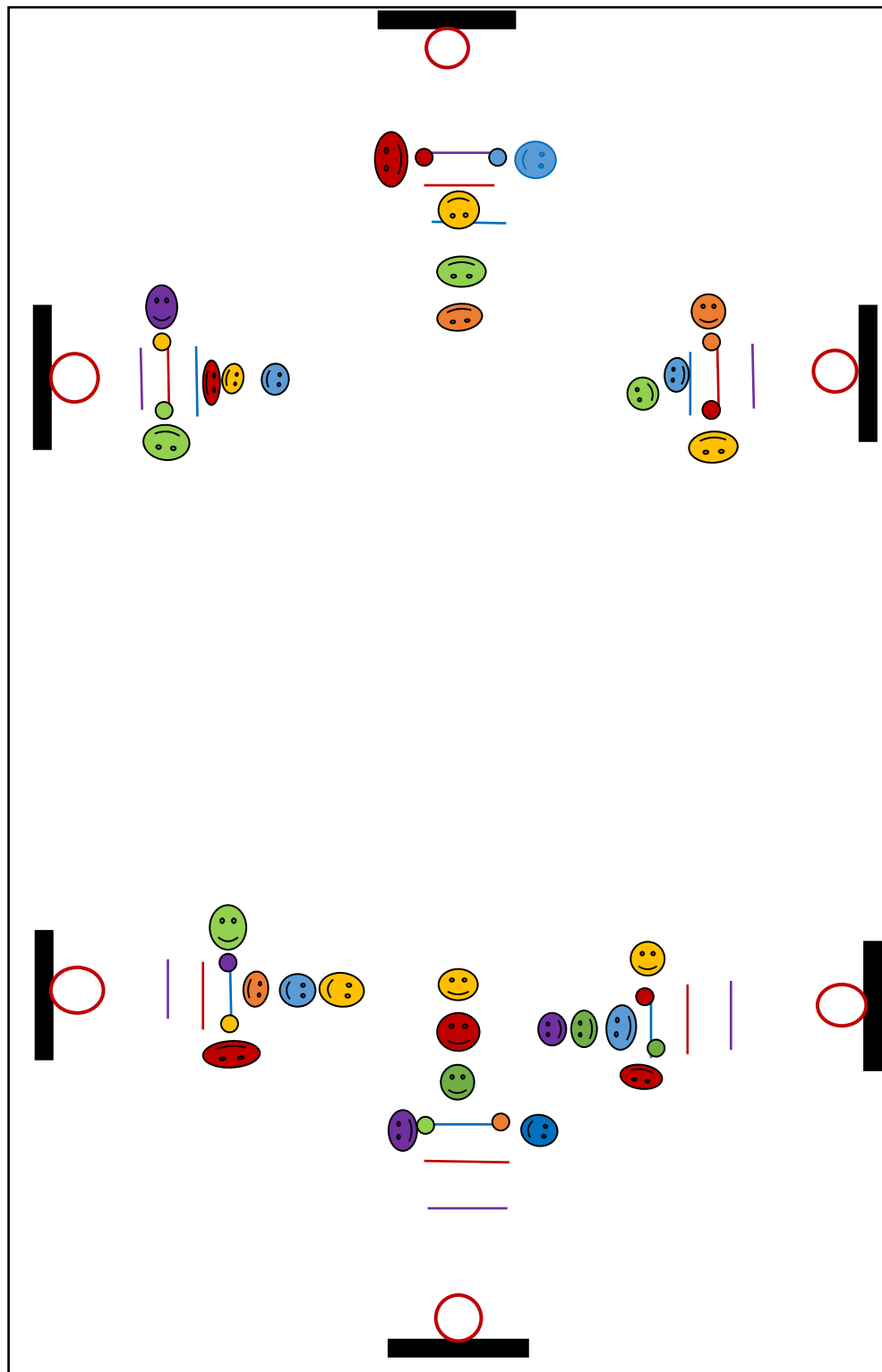
Equipment:

- Several BB standards
- 2 balls per mini game-different colors
- Floor tape-different colors/age/ability
- Large cones
- Wall passing posters for each game

Organization: (See diagram below)

Challenge Ball offers the physical educator to set-up options for the various mini games structures. For the youngest players, most sets-ups are very similar, for older students we can use ability / DI grouping. Some nets/rims should be higher and the starting line further away. Several nets/rims should be lower and the starting line in a tad closer. This gives the pupils choice and challenge “where to play.”

Challenge Ball- set-up



Challenge Ball- set-up

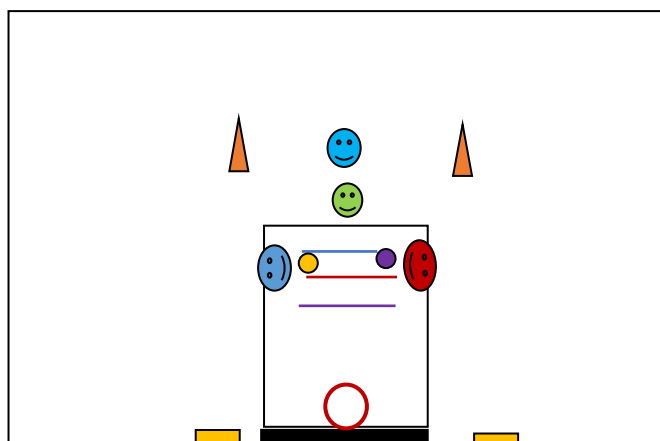
How we play Challenge Ball:

- Set-up a bunch of mini games at the baskets.
- Taping various challenge/starting lines are required. Closer for younger/less experienced player, further away for better/bigger students.
- Two players at each basket start the mini game/each with a ball.
- They look at each other, say “*ready go,*” and bounce the ball 3 times and then gently touch the BB/PG balls together.
- Once they touch, the game is on!
- First player to dribble in, or shoot two shots wins the game. Shots do not need to be consecutive. First to make two, wins!
- After the mini game, players say something positive to each other. “*Good game.*” Handshakes are welcome too, but not required.
- Players are not allowed to complain or gripe about losing. In addition, the winner is not permitted to brag or any type of celebration of the win. Humble winner.
- **Winner stays, loser leaves:** the loser gives the ball to the next in line, goes to the back of the line. Quick wait and watch the matches.
- **Pro Tip:** make it clear to the students, the term **loser**, is the result of the game, not a person. It is not directed at a person. I explain it very matter of fact, no emotion. Also, I demo/role model the match to the entire class, and always lose, allowing the child to win. And how to handle losing. Positive sporting behavior.
- **Lucky loser, willing winner rule:** If a player wins three matches in a row, he/she leaves, **willing winner**, and the **lucky loser** stays and plays. He or she got lucky!

Variation/Progressions:

- Students are permitted to travel to other mini games/baskets. There is constant flow/change among players/mini games. Students discover the best level/challenge at each basket.
- For younger grades like 2nd grade or so, starting out with one shot works better.
- For the youngest students/lowest grades, it may be necessary to teach/role model each group through the process, step by step. Set-up/organize all groups. Two players are ready to start match at each basket.
 - *Turn and face your opponent.*
 - *Bounce the ball three times.*
 - *Touch together.*
 - *Game on, shoot to make one shot!* (All groups are now playing the match.)
 - Wait for the matches to end, *whoever wins gets to stay, whoever lost, hand off the ball to the next in line.*
 - Repeat process for several minutes until the youngsters comprehend it. It will not take long.
- Young students can play **Challenge Ball** if made very simple and taught step by step. (Part, part whole method.)
- **Additional challenges to Challenge Ball:** The following few progressions, add a little more challenge to Challenge Ball while making the game more fun. Just what we want!
 - **Two wall passes:** after the 1st shot, the player is required to perform two wall passes before shooting the final shot.

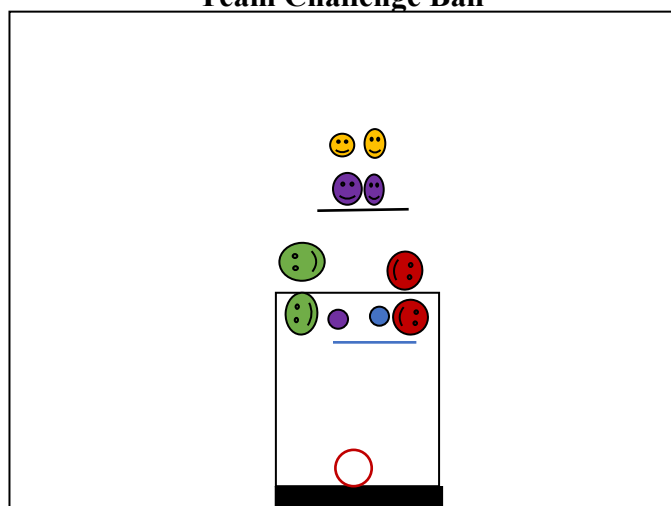
- **Dribble around the cone:** after the 1st shot and **two wall passes**, the player is required to dribble around the extra tall cone and then shoot the final shot. Just one cone.



Add two wall passes and dribble around a big cone!

- **Team Challenge Ball:** (grades 3-5) play two against two. Each team must make three shots, (not consecutive), each partner takes turns shooting and making a shot. Each partner must make one shot. The third and final shot completes the match; either partner can make the final shot. Partners are allowed to rebound for each other. They do not play defense.

Team Challenge Ball



Team Challenge Ball

- Next team in line plays the winning team.

Class Cooperative Shooting Challenge—Collective Score (grade 3) (Sarratt)

Introduction:

Class Cooperative Shooting Challenge using Collective Score theory is a unique game and class experience for basketball. There really isn't anything like it. I learned of this structure while taking a course in **Cooperative Learning** and reading *Steve Grineski's* book *Cooperative Learning in Physical Education (1996)*. Our goal is to use a cooperative structure learning which produces positive interdependence and takes place with group mates and entire classmates. We are flipping from the typical individual and competition mode to students *"being on the same side."* (Grineski, 1996)

Why are we playing Class Cooperative Shooting Challenge?

- ✓ to provide a unique cooperative structure while challenging BB skills
- ✓ to provide a unique structure to motivate the students

Equipment:

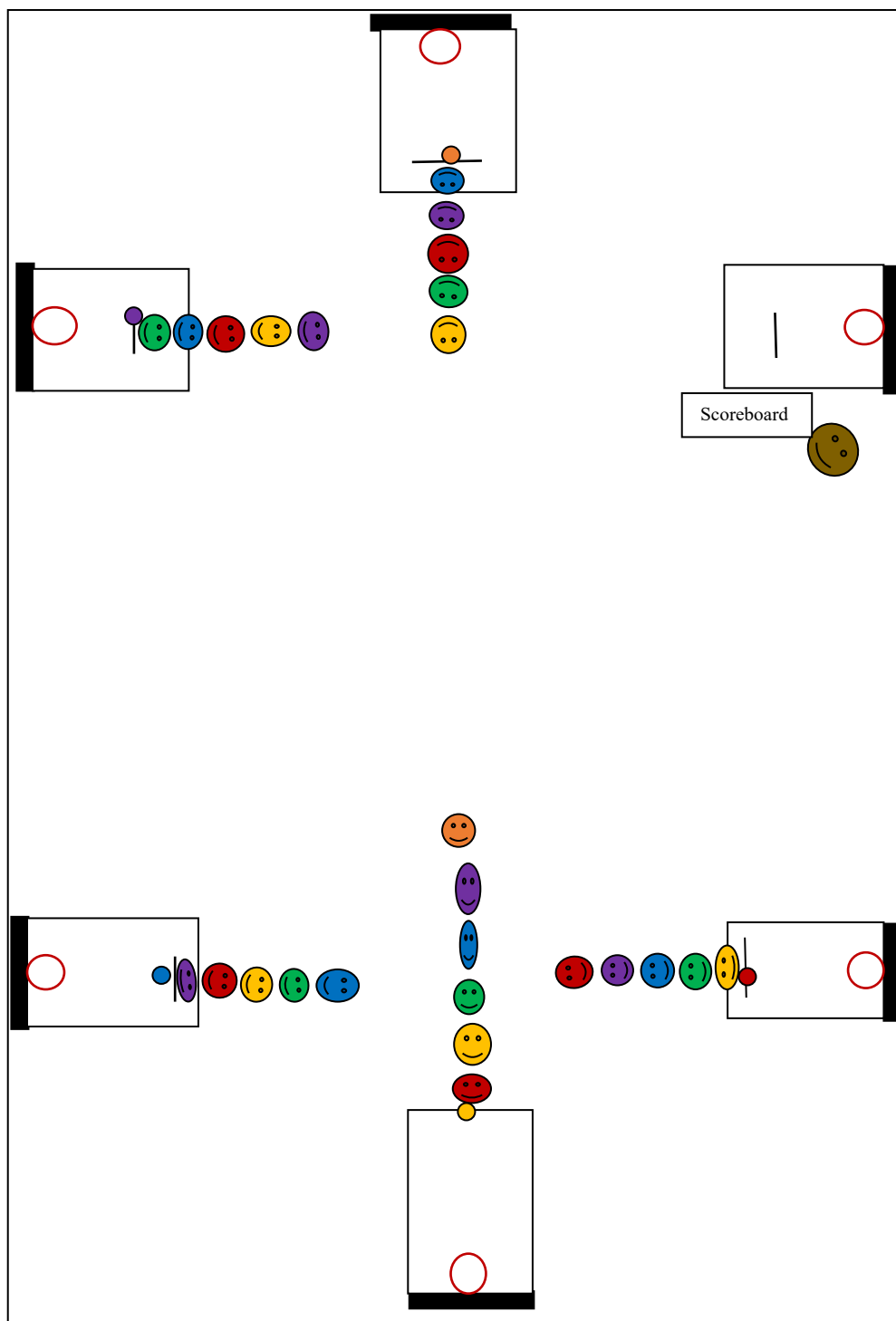
- Several basketball standards/courts 3-5 depending on class size.
- Height adjustable according to student size/age/ability.
- Jr. sized basketballs, one or two per group depending on task.
- Large dry wipe board for scoring.
- Timer/cell phone.

Organization: (see diagram below)

Set-up the class into small groups of students, 5-6 per group. Each group starts with one ball, then quickly progresses to two which increases ALT/ higher time on task.

Grouping: if you wish, groups can use ability grouping and task analysis. With this system, your less experienced smaller players can be set-up on a lower rim and shoot from closer. For your advanced/highly experienced pupils, they are set-up on a higher rim, and shoot from further away. Use your best judgement.

Class Cooperative Shooting Challenge—Collective Score



Class Cooperative Shooting Challenge—Collective Score

How we play Class Cooperative Shooting Challenge:

- Student's set-up in their groups.
- One ball per group to start.
- Review safety procedures.
- Students practice/review shooting drills from previous activities. (See above)
However, while they practice, perform a drill and the skill, each group member calls out loud, very loud, each shot made. *1, 2, 3, 4!!* etc.
- Once ready, introduce **game goal**: this is not competition, each group is working together, on the same side/team, and trying to score as many points as possible during the play session. Each mini challenge session is only 1-2 minutes or so.
Ultimate goal: to see how many total points the class is able to gain!
- Assign a student recorder, she/he will give you the score after each session.
- **Rules and Procedure:**
 - Perform the challenges as best as possible.
 - Students bounce pass the ball to next person in line.
 - Why do we play games? To practice being honest! Each group reports an honest score after each challenge session. Even one point helps the total score.
 - After each round, on timer signal, students hear signal, stop and drop. Ball(s) go to the front players in line. Teacher asks each reporter and gives a group score after the challenge session. *"How many Becky? 7!"*
 - Teacher records the points on the scoreboard. Don't show the scores to the students yet.

Class Score Board

Becky	Travis	Sami
5	7	3
4	8	4
7	9	6
<u>8</u>	<u>8</u>	<u>4</u>
24	32	17
	Jon	Tracy
	5	5
	6	8
	5	6
	<u>5</u>	<u>4</u>
	21	23
<u>Grand Total of Class</u>		
117		

- **Example of challenges:**
 - Shoot one lay-up attempt. One shot only.
 - Shoot one lay-up attempt, if miss it, one bonus attempt. (Can only score one shot/point per turn.)
 - One long shot, if miss it, one short/lay-up attempt. (Can only score one shot/point per turn.)
- At the completions of the game, teacher announces and shows the class the **Grand Total** of the class. Students will cheer loudly! They did it!!

Variation and progressions:

- Create unique shooting challenges.

Teaching Tips:

- The key to getting honest and accurate scores is having each team cooperatively calling out each made basket as the group scores points. It also aids in motivation.

Knock-Out: (Grades 4 & 5)

Introduction:

Okay, let's be upfront with this game. The elephant in the gym. There is no other game in PE that is so confusing to explain and for students to learn. I barely "got it" when, as an adult, I first played it during my middle school basketball club. 30 years later it is still difficult to explain and teach so children learn it. "Get it"

Note: this is an **elimination game**, (just a couple in my entire program), therefore, those of you opposed to it, should skip ahead.

However, even though Knock-Out is confusing and an elimination game, it is so exciting/motivating and students learn to perform BB skills under pressure.

It is unique game, there may not be another game I know of where players must work *cooperatively* with each other, while trying *simultaneously* to *compete* against each other. This puzzle greatly improve skills while playing it. I will show you a program modification that deal with the elimination issues.

Why are we playing Knock-Out?

- ✓ to provide students a safe lead-up game to practice basic skills
- ✓ to have students play/perform under time pressure-further challenging them!
- ✓ to foster positive good sporting behavior
- ✓ to provide simple, yet challenging structure for small group team play

Equipment:

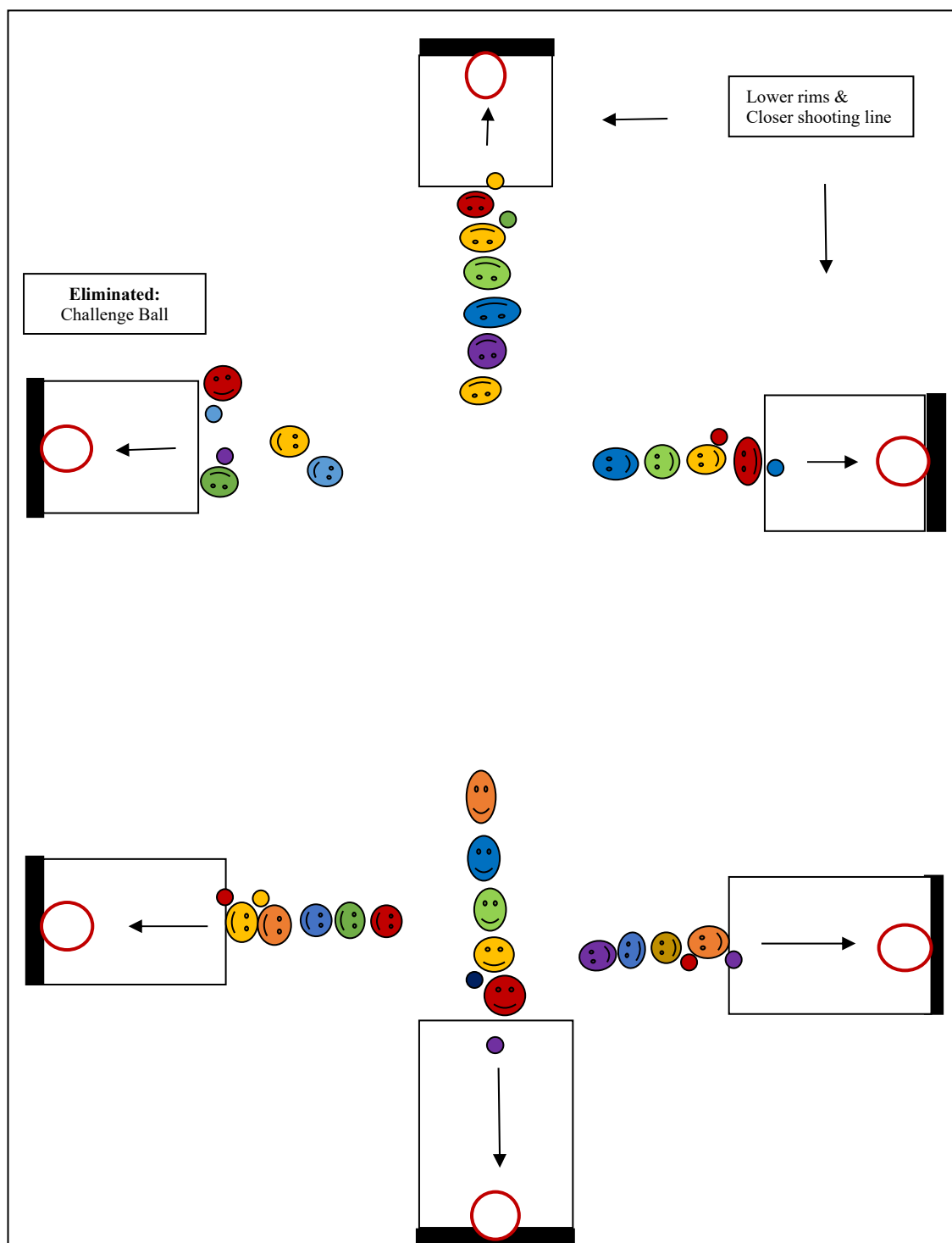
- Several BB standards
- 2 balls per mini game-different colors
- Floor tape-different colors/age/ability

Organization: (See diagram below)

Knock-Out offers the physical educator set-up options for the various mini games structures. For the classes we can use ability / DI grouping. Some nets/rims should higher and the starting line further away. Several nets/rims should be lower and the starting line is a tad closer. This gives the pupils choice and challenge "where to play."

Divide into small groups/students of about 5-7; they choose the group/area where best fits abilities as with Challenge Ball.

Knock-Out



Knock-Out

How we play Knock-Out:

- **Practice playing the game.** This is the secret to success for the confusing Knock-Out game. Good practice skills become good game skills. Through practice drills the students are almost playing the game. Then, when we demo and explain the rules, then students learn it clearly, with less confusion.
- **Take turns:** Each group lines up single file, and shoots one shot from the foul line, then gets the rebound and quickly passes the ball to the next in line. Encourage speed and quality passes. *Are they doing well with one ball? Great, time for two!*
- **Second ball,** now we add second ball, the students shoots one shot, after the player in front shoots. Again, encourage and motivate the group/student to increase speed, quality shots and bounce passes.
- **One bonus lay-up.** Each player shoots one shot from the foul line. If they make it, great, retrieve the ball and bounce pass to the next in line, without a ball. If the player misses the foul shot, **one bonus** lay-up/short shot, and then bounce pass to the next in line. The goal is to try to make a shot each time through; either the foul shot, or the bonus lay-up.
- There is beauty, rhythm and excellent timing to this drill. They are almost playing Knock-out.
- Encourage speed and quality shots and crisp passing.
- **Knock-out demo then do!** I find it effective to choose one group, have all the other groups come and sit around the demonstrating area. I play with this group. I explain the game to the playing players and class. As the demonstration group and I play the game, I call out/coach the players through it. This way, the playing and watching students are offered additional and helpful information.
 - Once the players are lined up, I walk and explain that the behind player is trying to knock them out of the game/eliminate them. They have to shoot the ball in first to do it. It is like a game of **Follow the Leader**. The follower is trying to knock-out the leader/the person in front of them.
 - The player in front is allowed he/her shot at the foul line, if she/he makes it, they are safe and then bounce pass the ball to the next player in line without a ball.
 - If the front player misses the foul shot, he/she quickly tries to make a short/lay-up shot. If she/he does it before the player behind does, they are safe, and bounce pass to next player in line. However, if the behind player makes the shot first, the front player is out.
 - Often times both players are shooting short/lay-up type shots, the rule is still the same, the front player is safe if makes it first, however, if the behind player makes it, the front player has been Knocked Out. Both bounce pass the ball to the next in line.
 - Any player knock-out is to step aside, and watch the game complete.
 - All groups play Knock-Out and enjoy the game!

Variation/progressions:

- Go around to each group, check on game status. Especially 4th grade, some groups are confused on the game. They mix up Challenge Ball and the new Knock-out procedure. A little coaching/motivation gets them going.
- Years ago, my program we changed the ending of Knock-Out, to the Challenge Ball ending. The last two players must bounce three times, touch the balls, then shoot first shot from the foul line. They are required to make two baskets to win.

Teaching Tips:

- Any player that gets knocked-out is not to show anger. Slam the ball down, throw it at someone. We all get out, and handling a little loss is part of sports and life. Proactively discuss and demonstrate positive ways to handle a loss. Role model losing-the student wins.



- Also, don't allow whining; promote positive language, even after being knocked-out. **LPE**, **listen** others, **praise** them for their idea and **encourage** their efforts. (Glover/Midura, 1992) A compliment is a better way to handle loss. *"Nice shot Scott!"*
- Players can switch and join new games. They will need to wait until a new game is started.
- **Challenge ball court.** If you have enough baskets/courts, eliminated players can play Challenge Ball while waiting for a new Knock-Out game to start, increasing inclusion and higher ALT.

Sharp Shooter (Grades 4 & 5) (Sarratt)**Introduction:**

I invented **Sharp Shooter** when the need for a super fun and challenging class basketball game was desired. It is a game in which students can shoot shots at various baskets/against other teams. It also a safer way to play, not all the typical fouling. It is based on my **Four Court Soccer** game. For the last 3 decades it has proven one of hallmarks of the BB unit and my entire PE program. So let's see how well your players are able to *sharply shoot!*

Why are we playing Sharp Shooter?

- ✓ to provide students a safe lead-up game to practice basic skills
- ✓ to have students play/performance under time pressure-further challenge them!
- ✓ to foster positive good sporting behavior
- ✓ to provide a simple, yet challenging structure for small group team play while in a fun class game

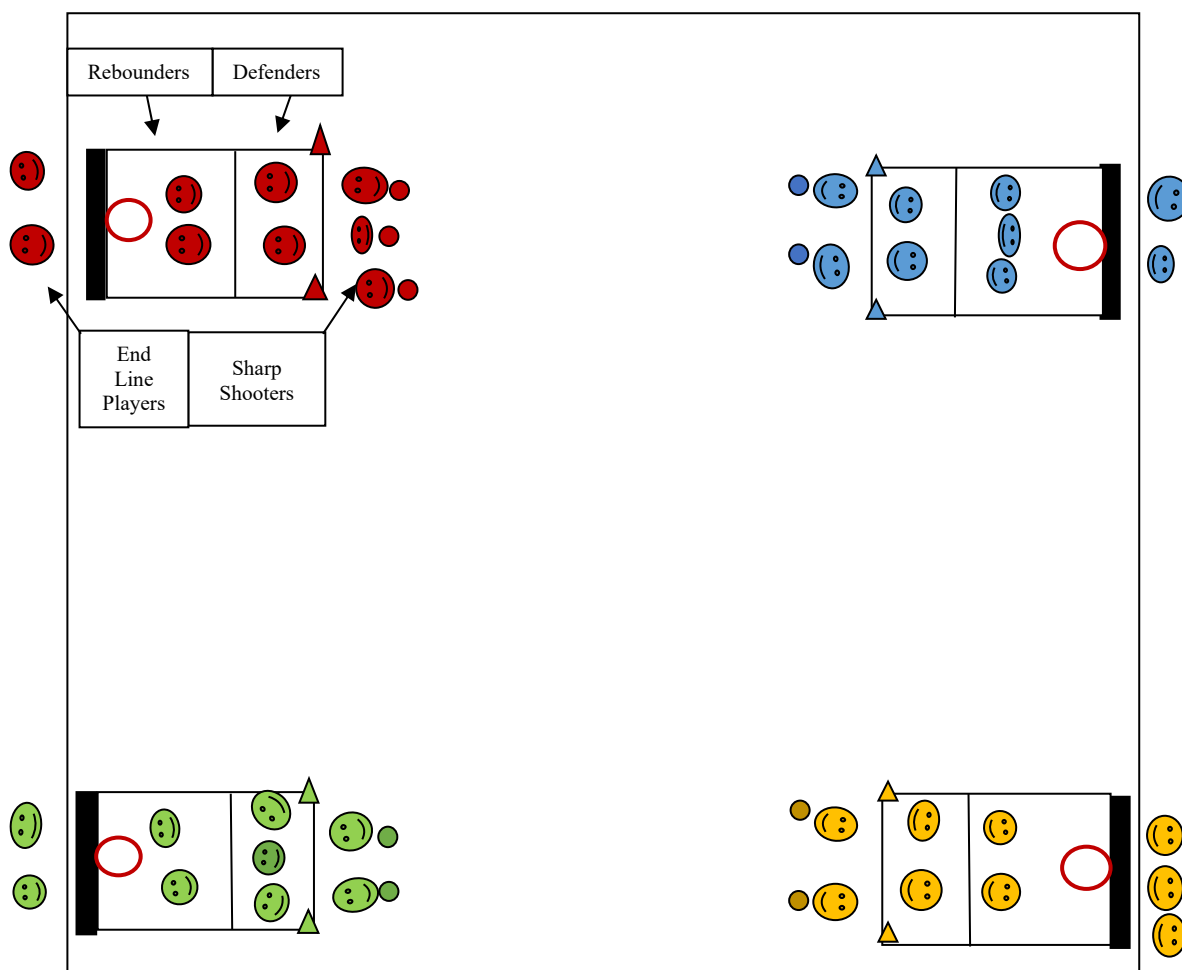
Equipment:

- Set of 8 ½ inch PG balls, two/three each for each court/team. PG balls are safer than regular BB. (There is a lot of shooting and goals made.)
- Pinnies/scrimmage vests for each team.
- Teacher made, or hand held dry wipe board for scoring. (See below)
- Cones/and tape lines.
- Rules and diagram mini posters.

Organization: (See diagram below)

- Class is divided into 4 teams.
- Each team has 3 core positions:
 1. **Sharp Shooter**
 2. **Defender**
 3. **Rebounder**
 - **End Line Player:** bonus position, only for extra-large classes.
- Each player wears a pinnie/scrimmage vest.
- All team equipment should be color coordinated; example blue, green, red, and yellow with all equipment.

Sharp Shooter



How we play Sharp Shooter:

- **Authentic Practice Time:** Practice before play. Teams create their own practice shooting drills around the lane. They should not practice shooting any shots inside the lane. Players can shoot from the foul line and down the sides of the lane. These activities assist the teams in positive relationships, teambuilding.
Pro Tip: This gives the players opportunity to use the PG balls prior to game time. I call this pre-game drill the **Sharp Shooter Team Basketball Drill**.
 - Each team receives a challenge card on a clipboard.
 - The challenge is for each team to create one or two dribbling and shooting type drills prior to the game.
 - The drill requires shooting outside the lane.
 - All players are required to participate/are included.
 - No long, wild shots are permitted.
 - 5-10 minutes or so to create and perform the drill(s).
 - Have fun!
- **Rules and procedure:** After the warm-up, the Sharp Shooter Team Drill, demo and explain the game. Cover the basic rules and procedure. It is an easy game for the youngsters to understand, and to get started quickly. Trust me, they are highly motivated and ready to roll!
- **Player Position:** Each player will rotate positions:
 Sharp shooter (SS)>> end liner, rebounder>>defender>>SS.
- **Two players per position:** There are usually 2 people per position. However, in small classes there could be one in a position, or up to three players in a position for your larger classes. If you have unusually large classes, create **End Line** players. (see diagram above)
- **Dribble and shoot to score:** The SS dribbles the ball and shoots baskets at the other three teams. They do not shoot on their own team. They do not dribble in the lane of the other 3 teams.
- **Got one on...**When a player makes a shot, he/she calls out, *“got one on red!!”* Teacher usually sees it, and will hear the outcall and records the score on the scoreboard. (see diagram below)
- **Auto ball return:** made or missed a shot, no big deal, the ball is bounce passed back to the SS. He/she can shoot again, or go to another team area to shoot.
- **Reverse scoring theory:** the lowest score wins, highest score loses. Penalty points are added to the score.
- **Rotate and play:** After a brief play session, rotate players. (1-2 minutes)
 - Players all rotate SS>>rebounder>>defender>>SS.
- **Defenders:** play inside the front box, and defend by blocking shots and rebounding/returning the ball to the SS. Bounce pass is safer.
- **Rebounders:** play inside the back box, under the rim/basket area. They block shots from the sides of the lanes, and rebound/return the balls back to the SS.
- **Feet inside:** Both defenders and rebounder keep their feet inside the box, they are permitted to reach out and block shots with hands. No slapping/hitting other players. **Soft defense** rule.
- **Line control=safety:** By using demarcation lines, it creates a much safer game/controlled game. Players do not foul each other.

Rules and Procedure of Sharp Shooter Basketball:

1. Sharp Shooters are not permitted to enter the defensive area of the other 3 teams. The lane.
2. Defenders and Rebounder are not allowed outside of the defensive area/lane.
3. Defenders and Rebounders do not slap, push or hit Sharp Shooters. Soft defense rule.
4. Sharp Shooter shoot shots at the other 3 teams, around the lane. They do not shoot from far out. No 3 point/wild long shots.
5. Sharp Shooters call out, "got one on ____!" Teacher quickly records score on the scoreboard. (See below)
6. Sharp Shooters use proper dribbling skills.
7. End Liners play and stay out of the court. They retrieve/return any balls going out of bounds.
8. All defensive players **bounce pass** the ball back to the Sharp Shooter in a good positive manner.
9. Players do not call out inappropriate words to the Sharp Shooters. Words like, "brick, miss, suckers" etc. Also, they do not show the loser sign.
10. About 1 minute or so is a good time session, then rotate players.

Penalty Points:

- As discussed on this website, using Penalty Points (PP-see below), if ever needed, added to each team, assists the students on good sporting behavior. Youngsters are motivated to make positive choices on behavior, following rules and most importantly being creative players. Students are more honest, responsible, and self-controlled. It is just another tool in our teaching technique box.
- For each rule broken, one point **penalty point** (PP) is automatically added to the team score.

Sharp Shooter Scoreboard

Sharp Shooter	
Red Team	Blue Team
1 1 1 1 1 1 1 1	1 1 1 1 1 1
1 1 1 1 1	1 1 1 1 1 1
PP 1 1	PP 1 1 1
15	15
Green Team	Yellow Team
1 1 1 1 1 1 1	1 1 1 1 1 1
1 1 1 1	1 1 1 1
PP 1	PP 0
12	10

Variation/progressions:

- The game is simple, yet challenging.
- Play several games and switch players to other teams if needed.

Teaching Tips:

- **Rotate:** Once played for a tad, rotating the players can and do happen fast. All we need to do is call, “*stop, rotate...go!*” Each team rotates positions quickly.
- **The score is!** Announce the score occasionally; this helps the players/teams know which team they need to shoot on. Allows for creative play.
- **SPP:** secret play plan. Stop the game, and each team is able to huddle up and make a mini plan of play. Students may rearrange the play positions. This gives students agency and creative voice.
- **The final score is!** For each class, it is appropriate to announce the final game score. Students clap and share positive comment to the other teams as example of good sporting behavior. It help to build positive relationships, game and class spirit when competition is combined with cooperation and proactive social systems.

Basketball Skill Tests Stations-Assessment: (Grades 4 & 5) (Sarratt)**Introduction:**

We can introduce a fun and simple method to test learning and growth. Assessment is the hallmark for some PE teachers. In fact, over the years I have discovered some PE teachers are far better at assessment than in providing quality activities. The following may assist those of us not as well schooled in assessment. It can be fun to do, and the kids like the challenges.

I foster on making assessment as enjoyable as possible, focusing on creating a game like experience as opposed to a pressure filled and stale end product. I’ve included 6 possible Test Stations that have proven effective over the years. Sharpen those pencils!

Why are we performing basketball assessments?

- ✓ to gather raw data on the basic basketball skills
- ✓ to challenge students to work and perform at a higher level
- ✓ to use the information to assist the students on areas of needed growth
- ✓ to use the information for grading/SLO

Equipment:

- Various equipment is needed at each station. (See each station/diagrams)

Organization:

Pro Tip: use parent volunteers to run each station. Parents are constantly looking for ways to assist the school, we just forget to invite and include them. Like **Field Day**, the parents will run the testing stations and document the information.

- Create a student profile/skills card with each station that the pupil carries to each station. Print on card stock paper. And place the cardstock paper on a clipboard. (See below) Each child can carry the clipboard to the stations.

Basketball Skills Card-Assessment

Basketball Skills Card



Billy Bob - Mrs. Smith 5th

Student Name

Class/Grade

Wall Passing_____

Dribble Cones_____

Foul Shot %_____

Lay-up/cones_____

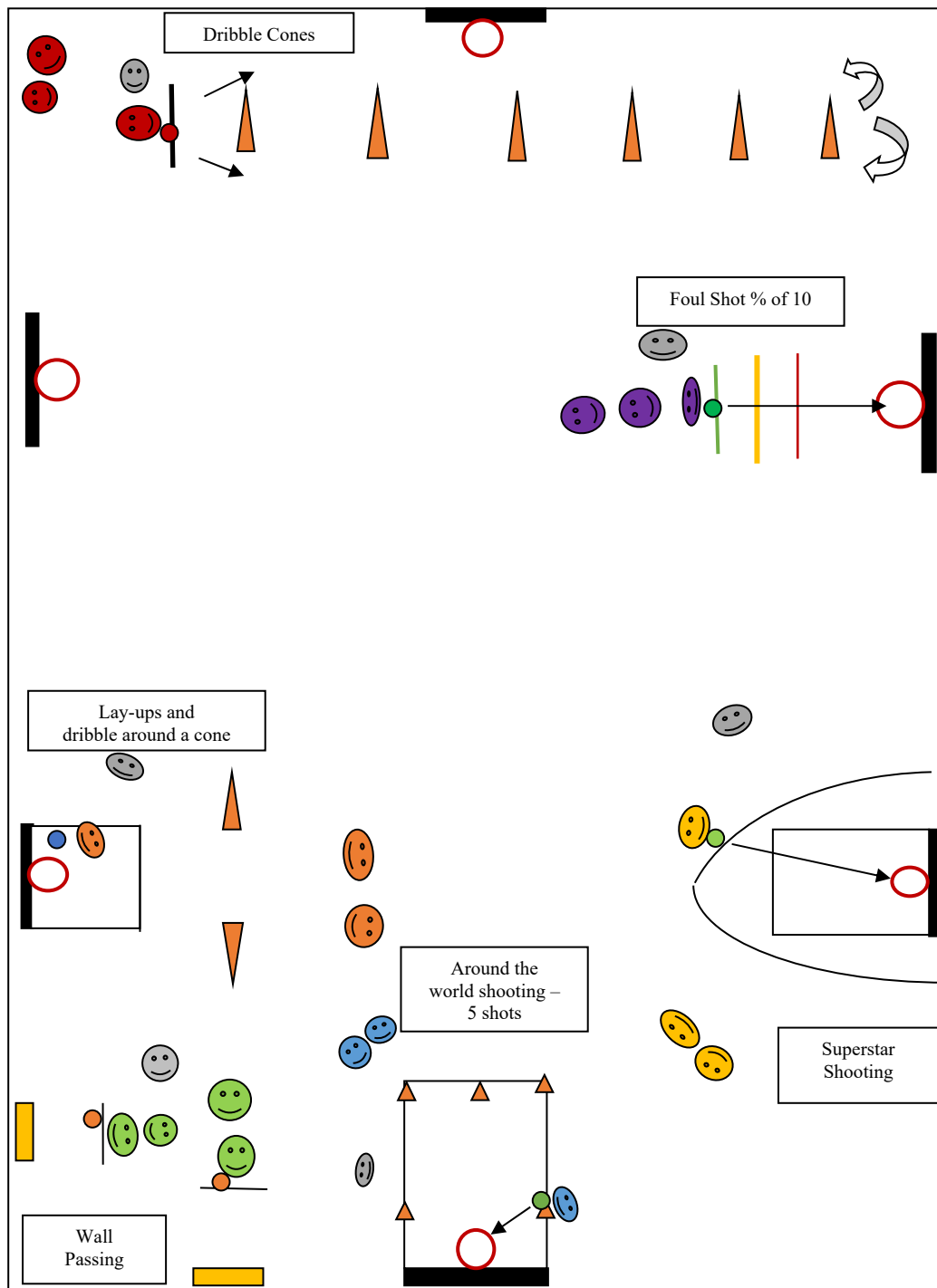
Around World Shooting_____

Superstar Shooting_____



Basketball Skills Card

Basketball Skill Test Stations-Assessment



Basketball Skill Test Stations-Assessment

How we perform Basketball assessments:

- Set-up BB Assessment Stations as best fits your gym. (This is only a sample/see above/below)
- Each parent runs the station with a small group. Review with parents prior to class. Printed rules and direction for each station is helpful. Stop watches/cell phone is needed for timed stations.
- Each player performs the Skill Test/challenge. Students take a turn at each station. Players are able to re-test if time permits.
- The group rotates to the next station. The teacher monitors all stations for optimum time/rotation. 5-10 minutes at each station depending on class size.
- Parent/student helpers records score on the student's scoreboard.
- All students rotate and perform at each station/may take 2 or more classes.

Sample BB Skill Stations:

- **Wall Passing and Catches in 30 Seconds:**
 - Pass and catch the ball as fast as possible. Must be a complete catch. Any type of pass is acceptable.
- **Dribble Through the Cones for the Fastest Time:**
 - Dribble zig-zag down around far turning cone zig zag back and across the start/stop line.
- **Foul Shot Percent-10 shots:**
 - Use various distance lines, (some students may need a closer line) shoots 10 foul shots for %.
- **Lay-Ups and dribble around the cone-1 Minute:**
 - Shoot lay-ups, after a completed shot, dribble around one of the cones, back to the mini box and shoot another lay-up. Player only circles the cone after a shot is made. 1-minute
- **Around the World Shooting for Points-5 shots:**
 - Shots at 5 various spots around the lane. Modify the distance(s) if needed.
- **Superstars Shooting Contest- 1 Minute:**
 - Shoot to gain points.
 - Lay-up in the mini box = **1 point**
 - Around the lane, outside of the lane = **3 points**
 - Around the arch, just behind the line = **5 points**
 - Player is only allowed to shoot 5 shots in row from one area. (Cannot just shoot lay-ups the whole time.)

Variation/progressions:

- Create your own unique Basketball Skill Test Stations.
- If you have time in your program, perform a pre/post to measure unit growth. May be a good option for your SLO.

Teaching Tips:

- Save the data to measure/show how students improve from previous year, 4th to 5th.



Closure the Big Ball/Basketball unit:

My hope is that the physical educator has been introduced to some new and different ways to present the unit. Maybe you have picked-up an idea or two that can benefit your program.

I wish you all the best. *Dale*