

PELT Conference 2019 Notes

Basketball Unit Skill Development

Ball Handling/Dribbling - How many different ways can you develop.

K - 1st

Drop/Catch Series - designed to give students an easy way to begin practicing their dribbling skills.

Drop Catch - Catch with fingerpads

Intratask development - different ways to practice striking with control

- Drop Catch
- Levels - High, Medium, Low
- Spin Catch
- Drop Clap Catch
- Speeds - fast medium slow
- Moving - locomotor/speeds

Drop Dribble Catch

Dribble with Fingerpads - Control with a push/wrist action

Same Intratask development - different ways to practice striking with control

- Drop Catch
- Levels - High, Medium, Low
- Spin Catch
- Drop Clap Catch
- Speeds - fast medium slow
- Moving - locomotor/speeds
- Number of Strikes

Drop Dribble and Move

Fingerpads/Waist Levels/Eyes Up

Intratask development - different ways to practice striking with control

- Speeds
- Directions
- Force
- Levels - Medium to low, Low to medium

Dot Dribble Game Pre Activity Set-Up - As students are dribbling around the room place dots down on the ground. When the music starts students dribble around the room trying to dribble on as many dots as they can. When the music stops sit down on the ground and do not touch the ball.

1. Level 1 - Dribble around dribble one bounce on each dot.
2. Level 2 - Three bounces on each dot. Forward and Reverse.
3. Level 3 - Partner up, this time each student will dribble one time on each dot and their partner will count how many dots they get to in 1:00. After the time is up, switch partners. (Can go a second round to see if they can improve)
4. Level 4 - Same as level 3, but they must bounce the ball three times on each dot.

2nd - 5th (2nd grade could do the K-1 lesson depending on skill level)

Ball Handling and Dribble - Ball handling is important. In order to score, you must have the ball so handling the ball is an important skill to learn to help your team be successful. Procedure - Go get a ball, bounce once or twice to see if you like it, carry it (don't dribble), and place it between your feet on the big white square.

Once all the students are on the line, go over the procedures for ball handling. Music is on, practice the skills. When the music stops, put the ball between your feet. If it rolls away, just let it roll.

1. Slaps - Ball lays on the palm of one hand, the other hand slaps the ball on top.
2. Taps - using finger pads, move the ball back and forth on fingerpads
3. Wraps - move the ball around your body, working on controlling the ball when it's out of sight
 - Around the waist
 - Around the head
 - Around knees
 - One Knee
 - Figure 8
 - Combination of skills
4. Flips - One hand in front, one hand behind. Allow the ball to drop and switch hands. Try to do it without letting the ball drop on the ground.
5. Flops - Ball is in front, drop the ball and let it bounce one time. Catch the ball behind the body.

Dribbling - Finger Pads, Waist Level, Eyes Up. Make sure students are dribbling the ball with their side to the target this helps to protect the ball against defenders. First practice stationary dribbling then dribbling and moving.

Stationary Intratask Development

- Levels
- Speeds
- Combination
- Protect

Moving Intratask Development

- Direction
- Speed
- Switching hands

Dribble Knockout - Try to knock others ball out of bounds while dribbling your own, if your ball goes out to do 10 jumping jacks before coming back in (Double Dribble/Travelling) Control Focus: If they can not control their own dribble, they must slow down. 5 slower dribbles they can speed back up.

Passing

Chest Pass (Cues: Step and Push)

1. Hands-on outside of the ball.
2. Extend arms out as you step.
3. Push the ball in straight line thumbs lead the way.

Bounce Pass (Same Cues)

1. Hands-on outside of the ball.
2. Extend arms down as you step.
3. Push the ball down to the ground thumbs still lead.

Wall Practice - Have students find a spot on the wall and practice the Chest and Bounce pass. Refine where needed.

Partner Practice - Bring students to the middle and have them partner up. Remind students it is important to make a pass your partner can catch. Have them practice passing with each other. (Challenge or refine by changing speed, direction, levels)

Ghostbusters Passing (Basketball) - In Ghostbuster passing, student's practice passing using the Chest and Bounce pass (step and push). While playing Ghostbusters, one student who has the ball will practice ball handling in personal space (taps, wraps, flips, dribbling). The other partner will perform an exercise (jumping jacks, squats). Whenever you hear "Ghostbusters or Ghost" then the student with the ball will pass it to the student without the ball and the job will switch until the next "Ghostbusters or Ghost" is heard.

Cardshark Basketball

In this activity, students will be practicing passing and catching with a partner to work on basketball passing skills in a game-like situation. The winner of each round is determined by the objective of the level. To play, students must be in groups of 2 or 3. When the music starts, one teammate will dribble to MWS, pick up a card, and dribble back to the team. Once they are back with their team, they perform passes based on the card.

Level 1 Collect Cards

In this level, team are learning how the game works. When the music start one player from the team dribbles to the pile of cards in the MWS, picks up a card, and dribbles the card back to their team. Once back to their team, they will read the card and make the appropriate pass.

Red Cards - Bounce Pass

Black Cards - Chest Pass

Number on the card corresponds to the number of passes, face cards equal 10

For Example: 2 of clubs = 2 chest passes

Level 2 Collect Sticks

In this level, students are now racing against the other teams to see which team can collect the most sticks. When the music starts, one player from the team will dribble, pick up a card, and dribble back to perform passes. After the passes are performed, the team can go over and grab a Popsicle stick from the bucket.

(Students can dribble or jog over to get a stick) The team with the most Popsicle sticks at the end of the round is the winner.

Level 3 Counting Cards

In this level, students are now counting to see how many points they can earn from the values on the card. When the music starts, students will perform the same activities as the previous levels, but when they get back to their team they count

the value of each card. At the end of the round, whichever team has the most points they will be the winner. Pro Tip: Teach students to reset the game by placing the cards face down for more randomness.

Level 4 Play As You Want

In this level, students can choose to play any of the three levels already played. Now they are racing against themselves. If they complete the challenge for each level they win. Level 1 is just for fun. Level 2 they must earn 5 or more Popsicle sticks. Level 3 they must earn 20 points or more. Teachers discretion on winning values for each round.

Hot Shotz

Before the game starts review the basketball basics. Dribbling - finger pads, waste level, eyes up. Passing - step and push. Shooting - B.E.E.F. Balance Eyes Elbow Follow Through and Flick.

Equipment	Number	Points
Polyspots	15	1
Small Cones	10	2
Large Cones	5	3
Rings (Add later)	5	-3

Groups teams behind the half court line. One basketball (gator skin) per team. When the music starts they take the ball to a marker and take a shot, if they make it they pick it up, retrieve their ball and go back to their line. Place any markers you win next to your team's line. If you miss the shot you retrieve the ball and go back to the line empty handed. Continue until all hot spotz are picked up or until the music stops. Add up your points and declare a winner.

Can play traditional (all dots and cones spread out before the game) or level up:
Level 1: Dots only (After Level 1, add a second ball to allow students more time to shoot)

Level 2: Dots and small cones

Level 3: Dots, small cones, large cones

Level 4: All dots and cones + rings

*Bonus Round - Place deck rings around the large cones. This rings are worth negative three points. If a student shoots and makes it from the large cone with a ring on it, they can retrieve the ring for their team. The ring could then be given to another team to give that team minus three points by placing the ring on the opposing teams' team cone. They must leave the large cone and only take the ring. Another shot must be made without a ring on the cone to retrieve the cone. Rings must be place opposing team's team cone before the round is up or cost nothing.

Rigor Activity - Have 1 point dots on the short rims and give students an option of shooting at the lower rims. This allows students to move to a lower rim for more success. They cannot shoot from the cones on the side baskets.

Have the students pass to the wall then dribble back to shoot.

Golf Basketball

In this activity, students will be playing mini golf basketball style. The object of the game is to make the least amount of shot possible around the course. Students will be grouped into teams of 2 or 3. The student with the least amount of shots will be the winner. When the music starts students will shot from the dot designated for the hole. Stagger the start so all students are not waiting at "hole 1". Each student gets a maximum of 3 - 5 shots per hole. If unable to make the shot in 3 to 5 turns then they leave with the maximum number. At the end of the round student add up their points and the student with the least amount of point is the winner.

Online Resources

[Teaching Basketball In PE, Passing and Shooting](#)

[Teaching Basketball, Ball Handling and Dribbling](#)