Basketball  
Gr. 3-4 (Class 3)

See the Video of this lesson on PE Central:  
http://www.pecentral.org/mediacenter/video_basketballdribblinglesson.html

Equipment needed:
- Cones (5)
- Scrap paper
- Pencils
- Mini basketballs (25)
- Pulse monitor (1)
- Stop watch (1)
- Rims (4) to hang in brackets in the gym

Warm-up:
- “Team marathon”
  - Explain marathon: 26 mile running race that takes Olympic runners about 2 hours to run
  - About from school to the Carrier Dome and back
  - We will be running a marathon in class (not all in one day!)
  - We will be doing it in a team
    - All will run around the jogging course and count your own laps
    - When time is up, you will add up your laps with the members of your team to get a “team total”
    - That total is marked on the chart each day you have class
    - When your team gets to the finish line, you are not done
      - You will continue to run laps each day in an attempt to get the other teams to the finish line by Spring Break.
      - We “win” the race if all of the teams from all of the classes reach the finish line by Spring Break
    - Teacher will stand by the door and count the laps of the leader
    - Teacher won’t say who the leader is or how many laps they have
    - Anyone that tells an incorrect number of laps run costs their team a “double penalty”
      - If they don’t tell the truth about their total laps, their team is penalized twice the mistake
      - If the leader ran 10 laps and someone says that they ran 12 laps, they only get credit for 6 laps (12-10=2 laps difference x 2 = 4, 10-4=6 laps total)
  - Teams will add up their totals on scrap paper
  - They are also responsible for their math
• Penalties are the same as above:
  • If the team members ran laps of 8, 8, 9, 7 their total would be 32
  • If they said that they ran 35 laps, they would be penalized 6 laps (35-32=3. 3x2=6 laps)
• Also, after the time is up each day, one student will be given a hand held pulse monitor
• If their heart rate is in the target zone (150-180) they will earn the entire class a free mile/team!
• If they don’t hit the “target,” they will not lose any laps they ran, they just won’t get the free miles

**Skill Development:**
• Review Dribbling
  • “What does a good dribbler do?”
  • turn and talk with neighbor
  • Watch for others that dribble with their heads up and use their fingerprints, while you are dribbling yourself
  • Remember while you are watching them, they are watching you!
• Use spelling lists
  • Dribble in place while you read off your spelling list
  • Each bounce is a letter
  • If finish list, use other hand/alternate hands
  • Review shooting a lay-up
• Review follow through from last class
  • Turn and talk: what was high follow through called?/where does it fit in?
• Review “1-2 step”
  • All with own ball at a basket
  • As you run (or dribble) in toward the basket jump off your inside foot at release of the ball
  • If they have trouble with this, have them **skip** into the hoop
  • Make their last skipping step with their inside foot
  • Divide into groups of 3-4 at a hoop and practice lay ups
  • Teacher check for proper technique

• Intro passing
  • Have kids come up with list of passes for basketball
  • Chest
  • Bounce
• All with a partner with a ball to share
  • Practice the passes that the class came up with
  • Give them :30 to get as many passes as they can
  • Have them compare which passes gives them the higher scores
• All with partner and 2 balls to share
• Pass both balls at the same time
• One throw a bounce pass and one throw a chest pass
• Put one ball away and keep partner
  • On signal, partner with ball dribbles away from the other partner
  • Other partner runs after them (do not tag them, just chase them)
  • On whistle, face each other and pass the ball back and forth as quickly as possible
  • On signal, whoever has the ball dribbles away while the other partner chases
  • Try to get more passes before you tell them to go again

**Application:**
• All with partner and one ball to share
  • Pass to partner who is running in to a basket to shoot
  • The partner who passes then goes to another basket while the first partner is shooting
  • Shooter gets own rebound then looks for their partner
  • Pass to partner at their new basket
  • Passer then runs to a different basket
  • Sequence repeats itself over and over