

Basketball Unit using Game Sense

Level 4 : Health and Physical Education Interpersonal Development Personal Learning

This unit of work for Year 5/6 students use Learning focus statements from the Physical, Personal and Social Learning strand. Basketball is the activity area through which students work towards meeting the relevant standards.

Objectives:

The objectives of this unit are for students to:

- To work in a team to improve tactical thinking in basketball.
- To take on a role of responsibility in a group situation.
- To develop persistence when experiencing difficult tasks.
- To develop basketball skills.
- To start to understand the purpose of Invasion games.

Unit Outline:

Students participate in a range of modified basketball activities with a focus on developing attack and defensive tactics. In teams they participate in these activities and experience team responsibilities, competition, tactical discussions and tactical skill development.

PE Teaching Modes:

TGFU – Teaching Games for Understanding/Game Sense
SEPEP – Sport Education in the Physical Education Program
TPSR – Teaching for Personal and Social Responsibility

Assessment Tasks:

Game Performance Assessment Instrument: Invasion Games
Team Contract
Invasion Game rubric
Student reflections based on TPSR levels

Resources:

Mitchell, Stephen., Oslin, Judith., Griffin, Linda., Teaching Sport Concepts and Skills – A Tactical Games Approach Human Kinetics 2006

Hellison, D. Teaching Responsibility Through Physical Activity Human Kinetics 2003

Pill, Shane, Play with Purpose ACHPER 2007

VICTORIAN ESSENTIAL LEARNING STANDARDS

Student participation in the unit **Basketball using Game Sense** makes a contribution to students achieving a range of VELs.

| Strand | Domain | Dimension | Key Elements of Standards Students: | Evidence of Learning | Assessment |
|--|-------------------------------|--------------------------------|--|--|---|
| Physical, Personal and Social Learning | Health and Physical Education | Movement and Physical Activity | <p>Students refine basic and complex motor skills and apply these skills in increasingly complex games and activities.</p> <p>Students effectively use strategic thinking and work with more and less skilled peers to improve game performance.</p> <p>Students describe and analyse the various roles required in competitive sports</p> | <p>Participate in various modified basketball activities.</p> <p>Know and understand the purpose of Invasion games.</p> <p>Encourage team mates, work together to achieve team goals, adhere to team rules, assist less skilled peers with skill development and accept feedback from more skilled peers.</p> <p>Participate in competitive activities as various roles.</p> | <p>Teacher observation</p> <p>GPAI: Invasion games</p> <p>Invasion Game rubric</p> <p>Sign and agree to team contract</p> |
| | Interpersonal Development | Working in Teams | <p>Students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity.</p> <p>Students provide feedback to others and evaluate their own and the teams performance.</p> | <p>Identify the characteristics of peers and assign roles for an effective team.</p> <p>Participate in teams working co-operatively to achieve a common goal.</p> <p>Students describe own and others behaviour using the TPSR levels.</p> | <p>Teacher observation</p> <p>Peer assessment using GPAI</p> <p>Self assess TPSR levels after each lesson</p> |
| | Personal Learning | Managing Personal Learning | <p>Students persist when experiencing difficulty with learning tasks.</p> | <p>Maintain a level of effort and persistence with all activities and games.</p> | <p>Self assess TPSR levels after each lesson</p> |

Tactical Problems – Movement – Skills in Basketball

| Tactical problems | Off-the-ball movements | On-the-ball skills |
|---|--|--|
| SCORING | | |
| Maintaining possession of the ball | <ul style="list-style-type: none"> • Supporting the ball carrier | <ul style="list-style-type: none"> • Passing – chest, bounce, overhead • Catching – target hand, jump stop • Pivot, step, dribble |
| Attacking the basket | <ul style="list-style-type: none"> • Post player | <ul style="list-style-type: none"> • Jump shot, set shot • Follow the shot |
| Creating space in attack | <ul style="list-style-type: none"> • Clear-out • Fast break | <ul style="list-style-type: none"> • Pass |
| Using space in attack | <ul style="list-style-type: none"> • Give and go | <ul style="list-style-type: none"> • Give and go |
| PREVENTING SCORING | | |
| Defending space | <ul style="list-style-type: none"> • Player to player | <ul style="list-style-type: none"> • Player to player |
| Defending the basket area (key) | <ul style="list-style-type: none"> • Player to player • Zone defence | <ul style="list-style-type: none"> • Rebound |
| Winning the ball | <ul style="list-style-type: none"> • Defence off the ball | <ul style="list-style-type: none"> • Defence on the ball |
| RESTARTING PLAY | | |
| Sideline throw in – offensive and defensive | | |

Lesson 1

1. Explain objectives of the Unit to students:
 - To work in a team to improve tactical thinking in basketball.
 - To take on a role of responsibility in a group situation.
 - To develop persistence when experiencing difficult tasks.
 - To develop basketball skills.
 - To start to understand the purpose of Invasion games.
2. Introduce TPSR (Teaching for Personal and Social Responsibility) levels.
3. Divide into 4 teams.
4. Assign roles:
coach – captain – trainer – scorer – equipment - first aid - umpire.
5. Sign contract (See Appendix 1)
6. Discuss main intention of Invasion games.
 - To invade the opponents defending area to score a goal while at the same time defend own goal area.

Activity 1 – Keeping Off

Setup

2V1 played in small squares.

Aim

To keep the ball off the defender for 2mins.

Conditions

No contact allowed.

Questions

Q: Who should you pass the ball to?

A: *To a free player.*

Q: When should you pass the ball?

A: *When a player runs into a free space.*

Q: How can the player without the ball support the partner with the ball?

| | | | |
|-------------|-------------|-------------|-------------|
| X O X | X X O | O X X | O X X |
| X O X | X O X | X X O | O X X |

Activity 2 – Tag Ball

Setup

4V2 in ½ court area.

Aim

4 attackers and 2 defenders (taggers).

Taggers try to tag an attacker whilst they have the ball. A point is rewarded to the pair each time a tag is made.

Conditions

Each pair gets 1min to get as many tags as they can.

Questions

Q: What is the best way to pass the ball to each other?

A: *Short pass.*

Q: What is the best method to get as many tags as possible?

A: *Short accurate passes to each player.*

Q: How can the interceptor position their body to pressure a passer and receiver into error so that the interceptor can touch the ball?

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| O X X | X O X |
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| OX XO | X X |
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Lesson 2

Discuss TPSR levels. Focus on level 2 characteristics.

Activity 1 – Corner Spray

Setup

3V2 played in squares.

Aim

3 players attempt to keep possession of the ball by moving between the corners of a square for 2mins.

Conditions

Only 1 player allowed at each corner.

Questions

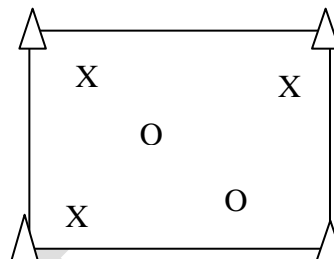
Q: Who should you pass the ball to?

A: *To a free player.*

Q: When should you pass the ball?

A: *When a player runs into a free space.*

Q: How can the player without the ball support the player with the ball?



Activity 2 – Team Tag Ball

Setup

6V6 in ½ court area.

Aim

1 team passes ball between them until they can tag an opposition player with the ball (not throw it at them!).

Conditions

No contact

No running with ball

Cannot tag same person twice in a row.

Play for 2mins then swap tagging team.

Questions

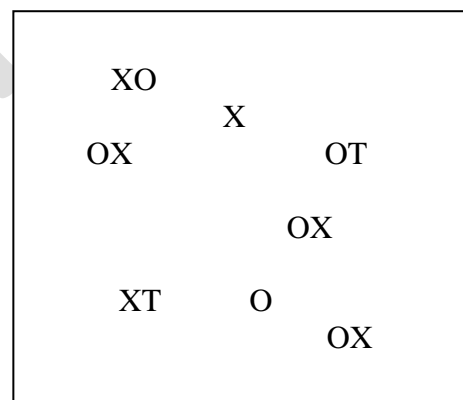
Q: Where is the best place to force a tag?

A: *Side lines and corners.*

Q: How could players in the team being tagged help each other?

A: *Call out space and spread out.*

Q: When defending is it better to watch the player with the ball or the player without the ball?



Game – Hoop Ball

Setup

6V6 in ½ court with 4 hoops.

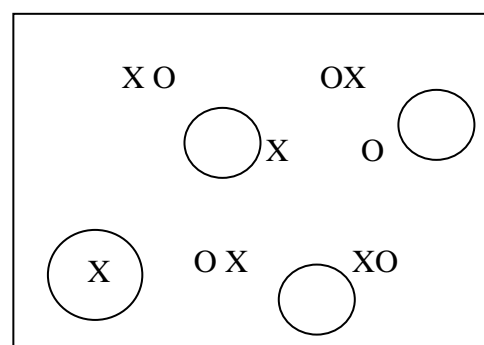
Aim

Teams attempt to pass the ball to a team mate when in a scoring hoop.

Conditions

Players are only allowed in hoop for 3 seconds.

If ball is intercepted then swap attacking team.



Lesson 3

Discuss Game Performance Assessment Instrument for Invasion games (see Appendix 2) ensuring players know the assessment criteria.

Teacher/students start to assess using the GPAI.

Activity 1 – Circle Ball

Setup

3V3 in large circle with a small centre circle.

Aim

Player in the centre circle attempts to pass the ball to team mate in between circles.

Conditions

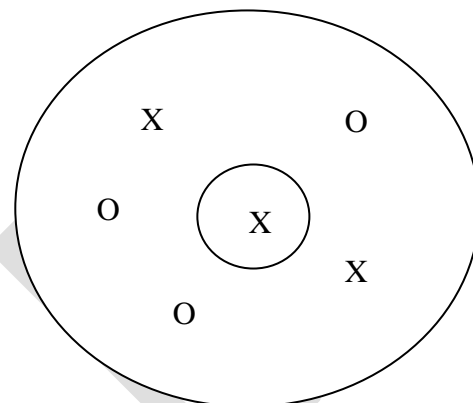
When player catches the ball give back to centre.

Change centre player after 1min.

Questions

Q: How can defenders combine to prevent a successful pass?

Q: Where is the best place for interceptors to position themselves inside the circle?



Activity 2 – Defend the End

Setup

6V6 in 1/2 court with End Zones.

Aim

Teams aim to pass ball to a player standing in their end zone to score a goal.

Conditions

Rotate end zone player.

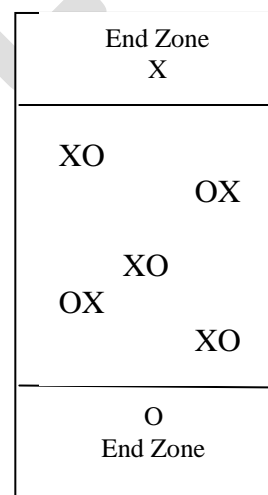
If end zone player drops ball – no goal.

No dribbling

Questions

Q: When is it best for defenders to defend space or opposition player?

Q: What are the roles of the players without the ball?



Game – Top Ball

Setup

6V6 in 1/2 court with 1 player 'top' in key.

Aim

4 consecutive passes before passing to the 'top' player who then gets a free shot on goal.

Conditions

Rotate 'top' player.

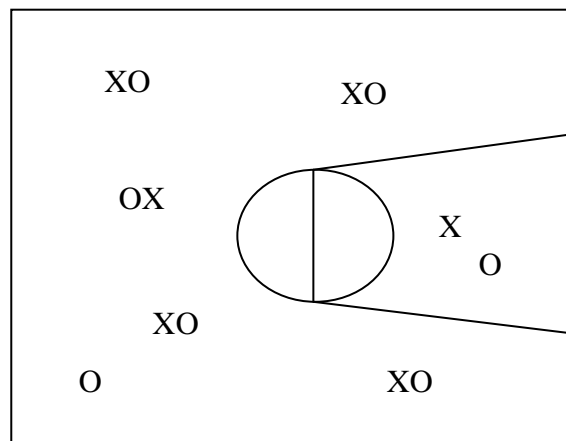
Dribble for 3 steps then pass.

All infringements result in free pass from sideline.

Questions

Q: What can you do to ensure that you maintain possession for 4 passes?

Q: What can you do to deny space when in defence?



Lesson 4

Introduce Invasion Game rubric. Discuss issues raised in the rubric and how they apply to the Invasion game unit. Students indicate where they believe they are. (See Appendix 3)
Teacher/students continue to assess using the GPAI.

Activity 1 – Tally Ball

Setup

6V6 in ½ court.

Aim

To make 5 consecutive passes and call the tally as they go.

Conditions

5 passes = 1 point

Questions

Q: Is it best to defend space or a player to prevent scoring?

Q: How can the team in possession work together to get 5 passes?

Game – 5 passes

Setup

6V6 in ½ court.

Aim

5 passes then shot on goal.

Conditions

Dribble for 3 steps then pass.

All infringements result in free pass from sideline.

Round Robin Competition – 6V6

Students organise the competition according to their roles and responsibilities.

Team Contract

Grade _____

Sport _____

Team name _____

The team members should demonstrate the following:

1. Good sporting behaviour.
2. Fair play – Know and play by class and game rules.
3. Hard work – Practice and work your hardest to be a good team player.
4. Co-operation – Whenever possible team decisions should be made by all team members together.
5. Respect – For classmates, teachers and equipment.
6. Positive attitude – Work hard to encourage team members to be positive.
7. Responsibility – Help with lesson organisation by carrying out your role.

We will do our best to carry out our roles and to co-operate and work as a team

Team members' signatures:

Coach – Organises team _____

Captain – Helps make team decisions _____

Trainer – Organises warm-up and stretching _____

Scorer – Remembers number of goals _____

Equipment – Sets up and packs away equipment _____

First Aid – Ensures safety rules are followed _____

Umpire – Ensures game rules are followed _____

Game Performance Assessment Instrument for Invasion Games

Grade _____

Team _____

Scoring Key

- 5 = Very effective performance (Always)
- 4 = Effective performance (Usually)
- 3 = Moderately effective performance (Sometimes)
- 2 = Weak performance (Rarely)
- 1 = Very weak performance (Never)

Components and Criteria

- **Skill execution** – Students pass the ball accurately, reaching the intended receiver.
- **Decision making** – Students make appropriate choices when passing i.e. Passing to unguarded team mates to set up a scoring opportunity.
- **Support** – Students attempt to move into position to receive a pass from team mates

| Name | Skill Execution | Decision making | Support |
|------|-----------------|-----------------|---------|
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Invasion Game rubric

Student Name _____

Grade _____

| | <i>Outstanding</i> | <i>Good</i> | <i>Needs more work</i> |
|-----------------------------|--|--|--|
| Problem Solving | I am confident about my ability to solve challenges. | Sometimes I can solve challenges. | I find it difficult to solve challenges. |
| Using Information | I have learned new ideas about playing Invasion games and I can use these ideas to help my team. | I am learning new ideas about playing Invasion games and I sometimes use these ideas to help my team. | I can understand some new ideas about playing Invasion games but I have trouble using these ideas to help my team. |
| My level of learning | I have a good understanding about how to attack and work in defence in Invasion games. | I am developing my understanding about how to attack and work in defence in Invasion games. | I am not sure about how to attack and work in defence in Invasion games. |
| Persistence | I can keep working on challenges even when they are not easy. | I am getting better at working on challenges when they are not easy. | I find it difficult to keep on working on challenges when they are not easy. |
| Team player | I enjoy working with my team and I like taking on a role of responsibility. | I usually enjoy working with my team and I mostly like taking on a role of responsibility. | I find it hard to work in teams and I found it difficult to take on a role of responsibility. |
| Conflict management | I keep my temper at all times and I can change my mind about what I want to help the team get along. | I usually keep my temper and I am learning to change my mind about what I want to help the team get along. | I find it hard to keep my temper and it is difficult when things don't go my way. |