## Equipment
- 1 basketball per student
- Containers (barrels) or cart to hold basketballs
- 4 pinnies

## Lesson Outcomes:
Demonstrate basic dribble.

### BEFORE CLASS SET UP:
Place basketball containers in different corners of the play space.

<table>
<thead>
<tr>
<th>Activity (Time)</th>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
</table>
| Health-Related Physical Activity: Dribble Tag (5-10 minutes) | - Play space is a basketball court (add a second court if too crowded).  
- Designate 4 students as “taggers;” they wear pinnies.  
- Each student (including taggers) has a basketball and is dribbling.  
- On your signal, taggers attempt to tag as many students as possible without losing control of their basketballs. If a tagger tags without control of the basketball, the tag doesn’t count.  
- If dribbler is tagged, student must dribble around outside of the court one time.  
- If dribbler loses control of the basketball, student must dribble around outside of court one time.  
- Continue for 2 minutes then change taggers.  
- Add taggers if the students are not active enough. | Assist with equipment.  
- Give positive specific feedback.  
- Keep students on task. |

<table>
<thead>
<tr>
<th>Activity #1</th>
<th>Dribbling</th>
<th></th>
</tr>
</thead>
</table>
| - Students stand in horseshoe arrangement with basketball on the ground between their feet.  
- Dribbling: Push basketball with pads of fingers; basketball should back spin, non-dribbling arm is up to protect basketball.  
- Demonstrate skill.  
- All students practice stationary dribbling with dominate hand and protecting with non-dominant hand.  
- All students practice stationary dribbling with non-dominate hand and protect with dominant hand. | Assist with demonstration.  
- Give positive specific feedback.  
- Challenge students to dribble with head up. |
**BASKETBALL**

**LESSON 1**

**2nd-3rd GRADE**

<table>
<thead>
<tr>
<th>ACTIVITY #2</th>
<th>Dribble and Move</th>
<th>COOL DOWN/ CLOSURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students begin dribbling and moving inside the court area.</td>
<td>• Review Skill/Activity</td>
</tr>
<tr>
<td></td>
<td>Each student must maintain personal space by keeping his or her head up.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Start with dominant hand dribble.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change to non-dominant hand dribble.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Give students signal to increase speed (about 1 minute) and then return to walk.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assist students with maintaining personal space.</td>
<td>• Assist with equipment collection.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate skill when needed.</td>
<td>• Assist with stretching and questions.</td>
</tr>
<tr>
<td></td>
<td>• Assist students with maintaining personal space.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrate skill when needed.</td>
<td></td>
</tr>
</tbody>
</table>

**L1 TEKS Introduction**

1.2 1.ABDN 2.2 B 2.3 B 2.5 A 2.6 AB 2.7 AB

**NASPE NATL STD P.E.**

1, 2, 3, 4, 5, 6
**LESSON OUTCOMES:**
Demonstrate basic dribble.
Protect the basketball with non-dribbling arm.
Develop cardiovascular endurance, agility, and eye-hand coordination.

**EQUIPMENT**
- 1 basketball per student
- Containers (barrels) or cart to hold basketballs

**BEFORE CLASS SET UP:**
- Place basketball containers in different corners of the play space.

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH-RELATED PHYSICAL ACTIVITY:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Dribble Tag (10 minutes) | • Play space is a basketball court (add a second court if too crowded).  
• Designate 4 students as “taggers;” they wear pinnies.  
• Each student (including taggers) has a basketball and is dribbling.  
• On your signal, taggers attempt to tag as many students as possible without losing control of their basketballs. If a tagger tags without control of the basketball, the tag doesn’t count.  
• If dribbler is tagged, student must dribble around outside of the court one time.  
• If dribbler loses control of the basketball, student must dribble around outside of court one time.  
• Continue for 2 minutes then change taggers. Add taggers if the students are not active enough. | ✨ Assist with equipment.  
• Give positive specific feedback.  
• Keep students on task. |

| ACTIVITY #1 | | |
| Direction Challenge | • Students are to follow your directional movements while dribbling basketballs.  
• Move forward, backward, left, right, zigzag, etc.  
• No verbal directional commands are given. They should watch your movements.  
• As skills improve, make movements faster and more difficult. | • Give positive specific feedback.  
• Assist with directional movements. |

| ACTIVITY #2 | | |
| | • Either half-court, full court, or multiple courts are utilized according to class size.  
• Each student has basketball. | • Help students understand rules.  
• Give positive specific feedback. |
### Knock-Out
- On your signal, students dribble with dominant hand, moving within the court and trying to knock the basketballs away from other students.
- Students protect their basketballs with movement and with non-dribbling arm.
- If basketball is knocked away, or student loses control of basketball, student must exit area, and dribble the basketball once around the outside of the court before re-entering the game.

### COOL DOWN/CLOSURE
- **Review Skill/Activity**

| L2 TEKS | Introduction | 1,2 | 2.1 | ABDN | 2.2 | B | 2.3 | B | 2.5 | A | 2.6 | AB | 2.7 | AB |
| L2 TEKS | Introduction | 1,2 | 3.1 | ABC | 3.2 | B | 3.3 | B | 3.5 | A | 3.6 | AB | 3.7 | ABC |

NASPE NATL STD P.E. 1,2,3,4,5,6
EQUIPMENT
- 1 basketball for every 2 students
- Containers or basketball cart
- 2-4 noodles
- 5 cones per court to set up grids (24 students per court)

LESSON OUTCOMES:
- Demonstrate a chest pass.
- Execute a fake chest pass.
- Move to an open area without the basketball.

BEFORE CLASS SET UP:
- Set up grid area for every 6 students, about a quarter of a basketball court.
- Place basketball containers in different corners of the play space.

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| HEALTH-RELATED PHYSICAL ACTIVITY: French Fry Tag (10 minutes) | - Object of game: the French Fries try to tag and freeze the entire class inside boundaries of the full basketball court, or half-court for a small class.  
  - Quickly discuss the negatives of fatty foods. Then 2-4 students are given a noodle; these students are the French Fries.  
  - Once tagged, student must sit or kneel down.  
  - To be freed, another student must come up to the tagged student, touch him or her and both students do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together.  
  - While exercising together neither person can be tagged. Students can keep exercising if a tagger is too close.  
  - Switch taggers after 1-2 minutes. | ♦ Assist with equipment.  
  - Keep students on task. |
| ACTIVITY #1 Chest Pass | - Chest Pass: Both hands on side of basketball, Push basketball from chest towards target, Follow through with hands pointing out and thumbs down.  
  - Demonstrate skill.  
  - Students shadow practice chest pass without a basketball.  
  - Shadow practice faking a pass both to left and right. Students need to step when making a fake. | ♦ Assist with demonstration if needed.  
  - Give positive specific feedback. |
### Transition
- Pairs should form groups of 6, 2 basketballs per group.
  - Assist with groupings and equipment.

### Activity #2: Keep Away
- Within their groups of 6, students should form 2 groups of 3.
- Assign two groups of 3 to each quarter of the basketball court.
- Demonstrate the game with 2 students or with a student and the assistant.
- Designate one student to be in the middle (interceptor).
- On your signal, the 2 outside students pass the basketball to each other without the interceptor intercepting it or knocking it down.
- The student stays in the middle until you signal to rotate (45 sec. to 1 min.).
- All passes must be around the interceptor and not over his or her head.
- Interceptor must guard only the thrower and be 3 feet away from thrower.
- Receiver practices making sharp cuts to get open.
  - Assist with demo if needed.
  - Direct students to area.
  - Explain activity as needed.
  - Give positive specific feedback.
  - Congratulate on improvement.

### Cool Down/Closure
- Review Skill/Activity
  - Assist with collecting equipment.
  - Lead stretches if authorized by teacher.

---

L3 TEKS Introduction 1,2,1 ABDN 2.2 B 2.3 C 2.4 B 2.5 A 2.6 AB 2.7 AB
L3 TEKS Introduction 1,2 3.1 ABCJ 3.2 B 3.3 C 3.4 BC 3.5 A 3.6 AB 3.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6
LESSON 4

2nd-3rd GRADE

EQUIPMENT
- 1 basketball for every 2 students
- Containers or basketball cart
- 2-4 noodles
- 5 cones per court to set up grids (24 students per court)

LESSON OUTCOMES:
Demonstrate a chest pass.
Execute a fake chest pass.
Move to an open area without the basketball.

BEFORE CLASS SET UP:
🔍 Set up grid area for every 6 students, about a quarter of a basketball court.
🔍 Place basketball containers in different corners of the play space.

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| HEALTH-RELATED PHYSICAL ACTIVITY: Knock Out (10 minutes) | On your signal, students dribble with dominant hand, moving within the court and trying to knock the basketballs away from other students. Students protect their basketballs with movement and with non-dribbling arm. If basketball is knocked away, or student loses control of basketball, student must exit area, and dribble the basketball once around the outside of the court before re-entering the game. | 🔐 Assist with equipment.  
- Keep students on task. |
| ACTIVITY #1 Partner Chest Pass | Students find a partner and perform chest passes with one basketball. Students should include faking a pass either left or right. After a minute of chest passes, students begin bounce chest passes. | • Assist with equipment.  
- Give positive specific feedback. |
| TRANSITION | • Pairs should form groups of 6, 2 basketballs per group. |  
| ACTIVITY #2 |  
| 3 Catch Game | • Object of game: complete 3 passes to your own team.  
• Demonstrate game with students.  
• Assign 2 teams of 3 to each quarter of the basketball court.  
• One point for every 3 consecutive passes is awarded.  
• After 3 consecutive passes, the basketball is placed on the ground for the opposing team to begin.  
• If a pass is incomplete, the basketball goes to the other team.  
• Principle of 3's is in effect:  
  – Must defend from 3 feet away.  
  – 3 catches by 3 different people to score a point. |  
| COOL DOWN/ CLOSURE | • Review Skill/Activity |  
|  

L4 TEKS Introduction 1,2 2.1 ABDN 2.2 B 2.3 B 2.5 A 2.6 AB 2.7 AB  
L4 TEKS Introduction 1,2,3 3.1 ABCJ 3.2 B 3.3 AB 3.5 D 3.6 AB 3.7 ABC  

NASPE NATL STD P.E. 1,2,3,4,5,6
### EQUIPMENT
- 1 basketball for every 3 students
- Containers or basketball cart
- One foam ball per 6 students
- Cones for boundary markings (4 per court)

### LESSON OUTCOMES:
- Demonstrate a basketball pivot.
- Apply pivoting in a directional game.
- Move to an open space without the basketball.

### BEFORE CLASS SET UP:
- Place basketball containers in different corners of the play space.

### ACTIVITY  
(Time)  

**HEALTH-RELATED PHYSICAL ACTIVITY:**

**Buzzerk (15 Minutes)**

- Use entire gym/playing area; Students form in groups of 5.
- 2 groups play each other with 1 team batting first.
- Each student on each team has a number from 1-5.
- Batting team starts out in a line (1-5), fielding team spreads out in the playing area.
- Batter #1 throws the ball anywhere in the playing area, there are no foul balls. After completing the throw, the batter runs around his/her team until the fielding team completes the task below.
- Batting team must yell out the number of times the batter runs around their team.
- The fielding team retrieves the ball; everyone gets in a line and passes the ball down the entire line. The last student on the team that receives the ball, throws the ball to the new ‘batter’ (the next number). When the batter receives the ball, he or she yells, stops the teams, and play begins with new batter.
- After all 5 persons on batting team have batted, the teams switch roles.

**ROLE OF ASSISTANT**

- Assist with equipment.
- Clarify rules.
- Encourage participation.

**Variation:** Keep score. After 4 minutes switch teams so that they play other teams.
### ACTIVITY #1

**Dizzy Pivot**
- Students form teams of 8
- Two teams play each other at once.
- Teams must work together to advance the basketball to the opposite side of their court/field.
- Every time a pass is made the receiver must pivot 180 degrees before passing the ball to another teammate.
- One point is given for every time a team advances the ball to the opposite end of the court/field.
- The team with the most points wins.
- A bunch of small sided games may be played as well to keep all students active at once.
- Winner can rotate one court over after every three minute game.
- Paper, Rock, Scissors is used to determine tie breakers.

### ACTIVITY #2

**3 Pass End Line**
- Students form groups of 6 and divide into two groups of 3.
- Object of game: to score a point by passing the basketball to a teammate across the end line.
- Demonstrate the game utilizing student volunteers.
- Game is played with two teams on a full court. If space is limited divide each court with cones down the middle, lengthwise.
- Basketball may only be advanced by passing. Student with basketball may not dribble or walk, he or she may ONLY pivot, then pass.
- Students without the basketball move to open areas.
- Game starts with an in-bound pass.
- A goal is scored if basketball is passed successfully to a student beyond the end line.
- If pass is incomplete or dropped, basketball is in-bounded from closest sideline.
- If traveling occurs, other team gets basketball. Use in-bound pass from closest sideline.
- After goal, basketball is put into play at the end line by in-bound pass.
- Principle of 3’s in effect:
  - 3 passes to 3 teammates before a team can score.
  - Defender on the basketball must be 3 feet away and cannot hit the
### BASKETBALL

#### LESSON 5

##### 2nd-3rd GRADE

**basketball out of passers' hands.**
- Defender on the basketball can count to 3 alligators to force a pass. Turnover if basketball is not passed in 3 alligators.

#### COOL DOWN/CLOSURE
- Collect equipment; *Review Skill/Activity*

Assist with equipment.

---

L5  TEKS Introduction  1,2  2.1  ADF  2.2  B  2.3  B  2.5  A  2.6  AB  2.7  AB  
L5  TEKS Introduction  1,2,3  3.1  ABCIj  3.2  AB  3.3  B  3.5  A  3.6  AB  3.7  ABC

NASPE NATL STD P.E.  1,2,3,4,5,6
**EQUIPMENT**
- 1 basketball per student
- Containers or basketball cart
- 16-20 cones
- 1 football per 10 students

**LESSON OUTCOMES:**
- Demonstrate a lay-up
- Move without the basketball.

**BEFORE CLASS SET UP:**
- Place basketball containers in different corners of the play space.

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| KEEP AWAY       | - Students form groups of 3.  
                 - Demonstrate game with 2 students or with a student and the assistant.  
                 - Designate one student to be in the middle (interceptor).  
                 - On your signal, the 2 outside students pass basketball to each other without interceptor intercepting it or knocking it down.  
                 - Student stays in the middle until you blow whistle (after 1 minute) to rotate. | - Assist with demo if needed.  
                 - Direct students and explain activity as needed.  
                 - Give positive specific feedback.  
                 - Congratulate improvement. |
| (10 minutes) | • All passes must be around interceptor and not over his or her head.  
• Interceptor must guard only the thrower and be 3 feet away from thrower.  
• Thrower can pivot but cannot move.  
• Receiver practices making sharp cuts to get open. |
| --- | --- |
| ACTIVITY #1 | • Student has own ball.  
• Alternate hands while dribbling. |
| Alternating Dribble | • Assist with demonstration if needed.  
• Give positive specific feedback. |
| ACTIVITY #2 | • Walk around gym while alternating dribble.  
• Practice alternating. |
| Alternating Dribble on the Move | • Assist with court set-up if needed.  
• Help with demonstration.  
• Give positive specific feedback.  
• Clarify activity. |
| ACTIVITY #3 | • Students assemble in groups of 4.  
• Object of game: to score the most baskets.  
• Two teams of 4 on each half-court (more students per team if courts are limited).  
• No dribbling in the game. Student with basketball must keep at least one foot in place by pivoting.  
• Game begins with Rock, Paper, Scissors. Ball is in-bounded from half-court.  
• Whenever the basketball returns to play it is in-bounded from half-court.  
• Teams play man to man (or person to person) defense.  
• Principle of 3’s in effect:  
  − No shot until 3 passes to 3 different players.  
  − Defender on the basketball must be 3 feet away and cannot steal the basketball.  
• Play games for 3-4 minutes. Teams leading move up a court and those behind move down a court.  
• Ties settled by Rock, Paper, Scissors.  
• Use 1 step lay-up whenever close to the basket. |
| 4-on-4 Basketball 3 Pass | • Assist with equipment.  
• Help group students.  
• Give positive specific feedback.  
• Encourage participation. |
| COOL DOWN/ | • Collect equipment; *Review Skill/Activity*  
• Assist with equipment. |
CLOSURE

- Help with stretching.

<table>
<thead>
<tr>
<th>L6 TEKS Introduction 1,2,3</th>
<th>ABDFGN 2.2 AB 2.3 B 2.5 A 2.6 AB 2.7 AB</th>
</tr>
</thead>
<tbody>
<tr>
<td>L6 TEKS Introduction 1,2,3</td>
<td>ABCJ 3.2 AB 3.3 ABD 3.5 A 3.6 AB 3.7 ABC</td>
</tr>
</tbody>
</table>

NASPE NATL STD P.E. 1,2,3,4,5,6
### Equipment
- 1 basketball per 2 students
- Containers or basketball cart
- 2-4 trash cans or tubs

### Lesson Outcomes:
- Demonstrate a basic lay-up.
- Demonstrate dribbling skills

### Before Class Set Up:
- Place basketball containers in different corners of play space.

<table>
<thead>
<tr>
<th>Activity (Time)</th>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health-Related Physical Activity:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| French Fry tag (10 minutes) | - Object of game: French Fries try to tag and freeze entire class inside boundaries of full basketball court, or half-court for a small class.  
- Quickly discuss negatives of fatty foods. Then 2-4 students are given a noodle; these students are French Fries.  
- Once tagged, a student must sit or kneel down.  
- To be freed, another student must come up to a tagged student and both students do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together.  
- While exercising together, neither student can be tagged. Students can keep exercising if a tagger is too close.  
- Switch taggers after 1-2 minutes. | - Assist with set-up.  
- Encourage participation. |

| Activity #1 | Trash Can Lay-up | Have students sit on floor while you demonstrate a basic lay-up.  
Right handed students push off left foot, drive right knee up and shoot the ball.  
Left handed students push off right foot, drive left knee up and shoot the ball  
Have students line up at trash cans and shoot from about four feet away. | - Assist with demonstration.  
- Give positive specific feedback.  
- Set up trash cans or tubs |

| Activity #2 | Knock Out | Either half-court, full court, or multiple courts are utilized according to class size.  
Each student has basketball.  
On your signal, students dribble with dominant hand, moving within the court and trying to knock the basketballs away from other students. | - Assist with court set-up if needed.  
- Help with demonstration.  
- Give positive specific feedback.  
- Clarify activity. |
## LESSON 7

**2nd-3rd GRADE**

### Students
- Students protect their basketballs with movement and with non-dribbling arm.
- If basketball is knocked away, or student loses control of basketball, student must exit area, and dribble the basketball once around the outside of the court before re-entering the game.

### COOL DOWN/ CLOSURE
- Collect equipment; Review Skill/Activity

### L7 TEKS Introduction
- 1,2,2.1 ABDGN 2.2 AB 2.3 B 2.4 C
- 2.5 A 2.6 AB 2.7 AB

### NASPE NATL STD P.E.
- 1,2,3,4,5,6
## LESSON 8

### EQUIPMENT
- Containers or football cart
- 1 football per 10 students
- Basketballs for 1/3 of the class

### LESSON OUTCOMES:
- Demonstrate a basic lay-up.
- Execute a lay-up during game situation.

### BEFORE CLASS SET UP:
- Place basketball containers in different corners of play space.
- High Ten: 25 x 25 yard square for 35 students.

<table>
<thead>
<tr>
<th>Activity (Time)</th>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
</table>
| HEALTH-RELATED PHYSICAL ACTIVITY: Dribble Take Away (10 minutes) | • Either half-court, full court, or multiple courts are utilized according to class size.  
• One third of the class has a basketball.  
• On your signal, students dribble with dominant hand, moving within the court.  
• The rest of the class tries to steal the ball away from other students.  
• Students with basketballs try to protect by turning their bodies away from attackers and defending with other hand.  
• Students are not allowed to pick the basketball up at any time.  
• Students who have their basketballs stolen must perform 5 repetitions of some exercise before rejoining the game. | ◇ Assist with set-up.  
• Encourage participation. |
| ACTIVITY #1 Pig Skin Basketball | • Pairs form groups of 10 for a full court 5-on-5 game.  
• Object of game: to make as many baskets as possible using a football on a basketball court by only passing, catching, and shooting.  
• Use Rock, Paper, Scissors to determine who starts game with control of the football.  
• Game starts with a throw-in from end line. Team in possession tries to pass and catch the football and advance toward their basket.  
• Once a student catches a ball, he or she must stop and can only pivot, pass or shoot. | ◇ Help with equipment.  
• Assist with grouping.  
• Clarify rules and encourage participation.  
• Give positive specific feedback. |
| **COOL DOWN/ CLOSURE** | **Defender guards the passer, but cannot knock the football out of the passer’s hands.**  
- All dropped footballs, bad throws or balls thrown out-of-bounds go to defending team. Free toss from that point.  
- Principle of 3’s in effect:  
  - Passer has 3 seconds to throw football (3 alligators counted by closest defender).  
  - Defenders must be 3 feet away from passer.  
- After a score, other team takes the football out from end line.  
- Play 4-minute games and have leading teams move up and teams behind move down.  
- When students are close to basket they should try to do a lay-up with football. |

| **L8 TEKS Introduction** | 1,2  
L8 TEKS Introduction | 1,2  
L8 TEKS Introduction | 1,2  
| **NASPE NATL STD P.E.** | 1,2,3,4,5,6 |
## Equipment
- 1 basketball per 3 students

## Lesson Outcomes:
Demonstrate passing, pivoting, and shooting skills in a game situation.

## Before Class Set Up:
- Have basketballs equipment ready for distribution.

<table>
<thead>
<tr>
<th>Activity (Time)</th>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health-Related Physical Activity:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Basketball Memory Game (10 minutes) | - Each student has a handball.  
- Students dribble the ball around the area.  
- On teacher’s signal, students begin dribbling.  
- On the next signal students stop and perform a designated ball handling skill:  
  - Hold ball and pivot on one foot.  
  - Dribble and jog in place.  
  - Dribble changing hands.  
  - Dribble between legs.  
  - Bend down and move the ball in a figure-eight between the legs.  
  - Bend down and holding the ball with one hand in front of legs and one hand behind, quickly let go, switching the position of the hands and catching the ball before it hits the floor.  
- Add a new skill each time you signal students to stop. From memory, students must do all other skills in order, before adding the new skills. | 🔄 Assist with set-up if needed.  
- Encourage participation |
| **Activity #1** | | |
| 3-on-3 Half-Court Basketball | - Object of game: to score as many points as possible.  
- Same groups and courts as previous game.  
- Principle of 3’s in effect:  
  - Defender must be 3 feet away from basketball.  
  - 3 passes before a shot is taken.  
- All restarts begin at half-court (beginning of the game, out of bounds, fouls, etc.).  
- Play 4-minute games; leading teams move up a court and those behind move down. | 🔄 Assist with equipment.  
- Clarify rules.  
- Give positive specific feedback. |
| **Cool Down/Closure** | Collect equipment; Review Skill/Activity | 🔄 Assist with equipment.  
- Help with stretching. |
LESSON 9

L9 TEKS Introduction 1,2 2.1 ABDGN 2.2 AB 2.3 B 2.5 A 2.6 AB 2.7 AB
L9 TEKS Introduction 1,2, 3 3.1 ABCJ 3.2 B 3.3 AB 3.5 D 3.6 AB 3.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6
**LESSON OUTCOMES:**
Demonstrate passing, pivoting, and shooting skills in a game situation.
Develop cardiovascular endurance, agility, speed, and demonstrate fitness exercises.

**BEFORE CLASS SET UP:**
- Have basketballs equipment ready for distribution.

<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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</thead>
</table>
| HEALTH-RELATED PHYSICAL ACTIVITY: Fitness Tag (10 minutes) | - Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase, and dodge, such as grass etc.  
  - On the signal, 2 students will try to tag other students. The first time a student is tagged, they must demonstrate a “fitness exercise” to be able to continue to play. If the student cannot demonstrate a “fitness exercise” then they are “it” too.  
  - Continue to play this game until everyone has been tagged. | - Assist with set-up if needed.  
  - Encourage participation |
| ACTIVITY #1 3-on 3-Half-Court Basketball | - Object of game: to score as many points as possible.  
  - Same groups and courts as previous game.  
  - Principle of 3’s in effect:  
    - Defender must be 3 feet away from basketball.  
    - 3 passes must be performed before a shot is taken.  
  - All restarts begin at half-court (beginning of the game, out of bounds, fouls, etc.).  
  - Play 4-minute games; leading teams move up a court and those behind move down. | - Assist with equipment.  
  - Clarify rules.  
  - Give positive specific feedback. |
| COOL DOWN/ CLOSURE | - Collect equipment; Review Skill/Activity | - Assist with equipment.  
  - Help with stretching. |
L10 TEKS Introduction 1,2  2.1 ABDGN  2.2 B  2.3 B  2.5 A  2.6 AB  2.7 AB
L10 TEKS Introduction 1,2,3  3.1 ABCJ  3.2 B  3.3 AB  3.5 D  3.6 AB  3.7 ABC

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