

3 V 3 BOUNCE BALL

STUDENT TARGETS

- ✔ **Skill:** I will move into open space in order to get open for a pass from my teammate.
- ✔ **Cognitive:** I will discuss which game strategies worked and which did not work.
- ✔ **Fitness:** I will increase my heart rate by actively engaging in 3 v 3 Bounce Ball.
- ✔ **Personal & Social Responsibility:** I will follow all rules and etiquette of recreational basketball without teacher prompting.

TEACHING CUES

- ✔ Ball Fake to Freeze Defense
- ✔ V-Cut to Get Open

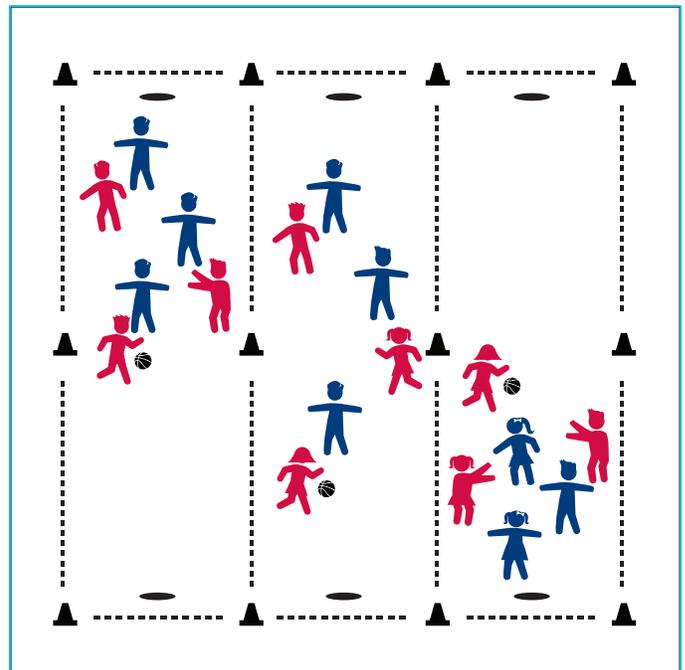
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 basketball per 6 students
- ✔ 1 colored wristband per student, enough colors for several teams of 3.
- ✔ 1 poly spot per 3 students
- ✔ Cones to create grids with large activity areas

Set-Up:

1. Create 1 large grid per 6 students with 1 poly spot positioned at each end of the grid to act as baskets.
2. Group students into teams of 3, each team with its own color and each student with a wristband.
3. Teams play Rock, Paper, Scissors to see who starts with the ball.



Activity Procedures:

1. It's time to have some fun with our basketball skills and play 3 v 3 Bounce Ball.
2. Each team will try to score a point by bouncing the ball on their team's spot. Points are also scored by making complete passes to each member of your team in a single possession.
3. Defense must play 3 full arm-lengths away from offensive players and can only intercept passes. They cannot touch offensive players. If a foul is made, the offense scores a point.
4. When a team successfully bounces the ball on their spot, change possession with play going in the other direction.

Grade Level Progression:

3rd: Third graders may require a slower-paced game. Play 3 offense v 2 defense with one team remaining offense for 2 minutes before switching roles. How many points can each offense score in 2 minutes?

4th & 5th: Play the activity as it is written above.

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CHALLENGE PROGRESSIONS

- ✔ Play this game on real basketball hoops (8 foot if possible).

MODIFICATIONS

- ✔ Play the 3rd grade version of this activity with 2 offense v 1 defense.

ACADEMIC LANGUAGE

Defense, Offense, Strategy, Target, Teamwork

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E16.3-5c]** Catches with accuracy, both partners moving (5b); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).
- ✔ **Standard 1 [E20.4-5]** Dribbles with hand in combination with other skills (e.g., passing, receiving, shooting) (4); Hand-dribbles with mature patterns in a variety of small-sided game forms (5).
- ✔ **Standard 2 [E3.3&5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies movement concepts to strategy in game situations (5a); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments (5c).
- ✔ **Standard 2 [E5.3a-5c]** Applies basic offensive and defensive strategies/tactics in invasion small-sided practice tasks (5a); Applies basic offensive and defensive strategies/tactics in net/wall small-sided practice tasks (5b); Recognizes the type of throw for different game/sport situations (5c).
- ✔ **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is a strategy?
- ✔ **DOK 2:** Can you summarize the offensive strategies you tried to use in 3 v 3 Bounce Ball? What about the defensive strategies?
- ✔ **DOK 3:** How is teamwork related to executing a strategy? Give examples.

TEACHING STRATEGY FOCUS

Help students process content: Oftentimes young students will be impatient with skill development and want to rush into playing full games of basketball. Just as often, students are disappointed with their experience and performance and have difficulty truly understanding why they weren't successful. Small-sided lead-up games provide a developmental step toward sport participation in an environment designed to increase feelings of success. With that said, it's important to monitor game play and look for teachable moments. Stop and highlight good performances so that all students can process and learn from them. This is especially important when introducing basic offensive and defensive strategy or reinforcing the application of movement concepts.