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A Coordinated Program of Basketball Instruction for Grades Five Through Eight

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A COORDINATED PROGRAM OF BASKETBALL INSTRUCTION

FOR GRADES FIVE THROUGH EIGHT

being

A Master's Report Presented to the Graduate Faculty

of the Fort Hays Kansas State College in

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the Degree of Master of Science

by

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ACKNOWLEDGMENT

CHAPTER 1

INTRODUCTION

Instruction in the various phases of physical education activities is often slighted. It appears in many cases that physical education activities amount to unorganized and unsupervised play periods. Instruction of any activity in physical education should have proper planning and organization if there is to be anything achieved from the program. The instructor should keep in mind the objectives of both education and physical education in addition to the immediate objectives of the unit being presented.

There is a great deal of material available for instructional purposes, but often instructors are not aware of these aids or have not taken time to use these materials. This study will be to gather basic materials that may be used by the instructor in presenting a unit on basketball. It is not the writer's belief that basketball should dominate any physical education program, but that there is a definite need for better instructional methods in the elementary and junior high school physical education classes. As a guide to a superior program of instructional basketball, the following are offered:

1. Give all boys opportunities to learn, practice, and play.

2. Allocate playing facilities and coaching time among all or most boys on an equal basis.

3. The program is preceded by and correlated with other activities for improvement of balance, flexibility, agility, and co-ordination.

4. Refrain from early specialization which leads boys who may potentially have high ability to become disinterested because of temporarily inferior playing ability.[1]

PURPOSE

This study is intended to establish a planned course of instruction for basketball in grades five through eight. The purpose is to present a progressive instruction plan that will offer to all the children of a physical education class the opportunity to acquire some knowledge and skills fundamental to playing the game of basketball. This plan will be based on learning processes and development of children that are normally found in the age groups included in grades five through eight. This study is to serve as an available, working guide for instruction that can be taken into the classroom as an instructional guide.

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[1]Clyde Knapp and Harry A. Combes, "Elementary Interscholastic Basketball, Does This Produce Superior High School Players," Journal of Health, Physical Education and Recreation, 24:37, November, 1953.

LIMITATION

This study will be limited to the instructional aspects of basketball and developed on the most practical plane possible. It shall not be concerned with the highly organized interscholastic competitive type of basketball activity. This study will serve as a foundation program in physical education instruction. By this it is not meant to eliminate the competitive element from the program, but this program will be designed to offer wholesome competition based on the physical, mental, social, and emotional development of the children. Instructional methods and techniques adaptable to the grade levels of five through eight will dominate the text of this study.

DEFINITION OF TERMS USED

Basketball. The term basketball will be used in relation to all the activities discussed in this writing. Any game, drill, or activity in which basketball fundamentals and techniques are used will be considered as basketball activities.

Instructor. The term instructor shall be synonymous with that of coach or teacher.

Student. The term student shall be synonymous with that of player.

CHAPTER II

GUIDES FOR INSTRUCTION

In planning the basis for a physical education instructional program the particular characteristics of the children involved must be carefully considered. A program for physical education adapted at one level will not meet the needs of those at another. Physical, emotional, social, and mental development will need to be considered in planning methods of instruction.

In a program in which most children are of the age group nine through fifteen, there will be considerable differences in the techniques of instruction. The most important factor should be that the program follow the development pattern of the children.

The characteristics of man should be considered in planning an educational program of any nature. Before considering the characteristics of a particular age group, the general characteristics of man should be considered.

CHARACTERISTICS OF MAN

1. Man is a gregarious animal.
2. Man is a competitive animal; the tendency to try to excel may be regarded as almost universal.
3. Play is spontaneous; play of children is a natural response to organic needs. Fundamentally all sports and athletics have this same natural basis.

4. Man tends to repeat and learn behavior--mental, emotional, social or physical--which brings him satisfaction.
5. Man does not inherit codes or standards of moral or ethical conduct. He must learn them.
6. Man is an imitative animal. He tends to adopt responses suggested by other persons.[2]

Upon close examination of the characteristic behavior of man there appears a definite need for some type of activity to meet these natural needs. This is a reason for placing physical education in the general education program. Some of these needs may be met by an activity such as basketball. The physical, social, moral, and mental values of education through physical activities such as basketball have such an impact on the growth of the individual, that a well organized instructional program is a must. The role of physical education is often overlooked, but it is physical satisfaction and comfort that is the first natural behavior characteristic of man. Physical discomfort leads to the mental, moral, and social problems in an attempt to satisfy these natural behavior needs. The writer feels that the proper opportunity must be offered to satisfy these natural needs.

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[2]Eugene W. Nixon and Frederick W. Cozens, An Introduction to Physical Education, Philadelphia; W. B. Saunders Company, 1952, p. 143.

CHARACTERISTICS OF CHILDREN

The general age of the children in grades five through eight will usually be from nine to fifteen. For the purposes of study this group will be divided into areas of ages: nine to twelve, and thirteen to fifteen. The prominent characteristics of the children age nine to twelve are:

1. Rapidly developing motor coordinations.
2. Period of slow growth.
3. Less individualistic and self-assertive.
4. Desire for adventure.
5. Interest in fighting and hunting activities.
6. Lack of perseverance.
7. Rivalry and gregariousness become prominent.
8. Cooperation more prominent.
9. Beginning of gangs and clubs.
10. Desire of boys and girls to be separated.

This is the period in which strong emphasis should be placed upon learning of fundamental skills and techniques. Skills should be developed which can be used now and later in team games such as baseball, football, and many others. The boy or girl who does not at least begin to learn these fundamental skills in this period is likely to become the "problem child" in high school physical education and the "motor moron" in college. Relay races, stunts, hunting games, and athletic games progressively more difficult belong to this period.[3]

The prominent characteristics of the children age thirteen to fifteen are:

1. Rapid growth.
2. Awkwardness.
3. Susceptibility to fatigue.

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[3]Ibid. p. 99.

4. Powers of abstract reasoning developing.
5. Increased power of attention.
6. Moodiness and day-dreaming quite common.
7. Emotions strong and not well under control.
8. Age of loyalty to clubs, gangs, team, etc.
9. Strong desire to belong.
10. Developing sense of honor.
11. Marked difference in maturity of boys and girls.
12. Girls more mature than boys.
13. Greater interest in social relationships.
14. Mutual sex attraction.
15. Lack of understanding of adult points of view.
16. Desire for excitement and adventure.
17. Hero worship and susceptibility to adult leadership.
18. Impatient with parental restraint.
19. Narrowing of interest to a few games rather than many.

The emotional stress engendered by overemphasis placed on interscholastic competition is a hazard at this stage of development.[4]

It is very important that a proper understanding of the need of each child be considered in planning any instructional guide. Where there is a large group of children, an understanding of the group's general characteristics will serve as a starting point for planning. The early program will consist of getting acquainted with the children's abilities. It will be at this point that instruction should be very basic. The instruction should satisfy two goals: that of teaching the children skills and understandings, and that of creating interests.

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[4]*Ibid*, p. 100.

To follow this plan, very simple activities should be offered at which the child will experience some early success. The activities should be varied to hold the children's interest. One drill or activity should not be used for a longer period of time than approximately ten minutes. One skill may be taught over a period of twenty minutes, but two drills or activities should be used.

Once again the instructor should remember that simplicity is the key to achievement in teaching the elementary skills. The evaluation by the instructor will often determine the rate at which the class progresses. The instructor should evaluate each and every child and not leave the slow learner. It is possible to divide the class in accordance with their ability by allowing equals to compete in the competitive activities. The chance for success will be far greater when equals are in competition, and this type of success will serve as motivation. Instruction at this point is most important, and proper instruction is imperative.

CHAPTER III

ELEMENTARY INSTRUCTION FOR GRADES FIVE THROUGH EIGHT

Prior to the beginning of the elementary instruction for basketball, the instructor should try to present to the class or squad basic information concerning the game. A brief history of the game will help to effect an understanding of one of America's greatest sports. The physical, mental, social, and moral aspects of the game should never be overlooked. The health aspect of training, cleanliness, care of equipment, and care of injuries should always be stressed. There are many things to learn other than just shooting, dribbling, and passing.

To begin the planning of instruction, some objectives would be appropriate. The following are general objectives of basketball:

1. Learn the rules and fundamentals of the game of basketball.
2. Learn importance of team play.
3. Learn a brief history of the game.
4. Develop an aesthetic appreciation from understanding the game of basketball.
5. Learn duties of an official and the respect of the official's job.
6. Develop attitudes of good sportsmanship.
7. Develop an understanding of health and safety in play.[5]

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[5] David K. Brace, _Health and Physical Education for Junior and Senior High Schools_, New York; A. S. Barnes and Company, 1948, p. 290.

The method of instruction may vary with the situation, but many methods and techniques are available. Certain procedures should be considered as standard. The following are some teaching methods and techniques:

1. Organize the class or squad for administration, instruction of fundamentals, and play. In so far as possible organize by ability.
2. Place an emphasis on drills and lead-up games that will develop skills.
3. Give each student a chance to demonstrate his ability.
4. Explain and demonstrate each skill carefully. Take one skill at a time in basic instruction. Practice that skill immediately after presentation by the instructor. Use constructive criticisms and correct errors early; do not let a student form the wrong habit.
5. Plan each day's lesson. Know what you are going to do, when, and for how long. Be organized and keep things moving. Keep a record of each practice for further planning and review.
6. Keep record of individual progress.
7. Use visual aids. Have a bulletin board for pictures, charts, posters, and diagrams. Use moving pictures.
8. Collect materials from periodicals, books, clinics, and by attending games. Increase your knowledge of the subject.[6]

Probably the basic point from which a good instructional program begins is the planning. Formal planning is the only type that brings the best results. It is not sensible to present a day-by-day instructional program, but some suggestions will be given as to what procedures can be used in planning. The first factor that will enter

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[6]*Ibid.* pp. 261-262.

is the time element. Every coach and instructor of physical
education is aware of the time element. The lack of time
is not a valid excuse for not having some instruction. At
this point organization and simplicity are important. The
following are advantages of unit and daily planning:

1. Budgeted time brings greater dividends.
Short drills that are well presented cause more
learning to occur than longer drills that often
turn into drudgery.
2. The environment of planned practice is
conducive to good learning. The informality of
athletics is tempered by the formality of good
teaching techniques.
3. The principle of continuous and progres-
sive development is exploited. This means that
the class moves smoothly from the learned to the
unlearned. A relationship exists between all
drills.
4. Students display high spirit and good
morale, for knowledge dispels uncertainty. After
a period of time the students develop confidence
in themselves and their instructor.
5. Your class gives an alert response to
instruction. They believe in you. They know you
are working; they know you are prepared. They
know you are not depending on luck.[7]

BODY BALANCE

In any physical activity body balance has much to
do with the success an individual will enjoy. Basketball
is no exception. Whether the student is learning offen-
sive or defensive skills, the principles of body balance
are very similar. Body balance should be stressed in all

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[7]Garland F. Pinholster, Encyclopedia of Basketball
Drills, Englewood Cliffs; Prentice-Hall, Inc., 1958,
pp. 10-11.

fundamental drills and activities. The following will

serve as guides for body balance:

    1. Knees should be well bent with the weight
of the body well distributed.
    2. Feet should be spread wide enough to give
a good solid base. (About shoulder width apart)
    3. The player should be in a semi-crouch not
so low that he is uncomfortable, but in a position
to permit quick reaction in any direction.
    4. Arms should be flexed at the side to help
in good balance and aid in quick movements.
    5. Offensive body balance is an alert, quick
starting position, low enough to protect the ball
when it is received.
    6. Defensive body balance stance uses the
flexed arms for blocking shots, defending against
and intercepting passes.[8]

BALL HANDLING

In instructing the student in proper ball handling

the hand position should be stressed. The hand should

be comfortably spread and the control will come from the

fingers. The ball should touch only the fingers and the

edge of the palm. The ball should be held in a position

about chest high. From this point the player may either

pass, dribble, or shoot. This will also provide for the

pivot to protect the ball, and the elbows can help in the

protection of the ball. Finger tip control is most

important in passing, catching, dribbling, and shooting.

The index, middle, and ring finger are the strongest and

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[8]Branch McCracken, Indiana Basketball, New York;
Prentice-Hall, Inc., 1955, pp. 58-59.

should be the last to have contact with the ball in passing, dribbling, and shooting. The students should be examined often for proper hand position.

<div align="center">SHOOTING</div>

The skill of shooting the basketball is becoming more highly perfected as better techniques are being employed by instructors and players. The more simple an activity, the easier it is to learn. The basic instruction for shooting should incorporate one muscle patterns that can be used in more than one type of shot. The basic shots that the beginning player should learn are: the lay-up, the set-shot, (one or two handed), the one-hand jump shot, and the short hook shot. If a close analysis is made of three of these shots, it will be easy to see that the lay-up, one-hand jump shot, and the one-hand set shot all have the same basic hand, arm, and wrist pattern.

The Lay-up Shot

The lay-up shot is executed at close range and usually from an angle at the side of the goal. The coordination involved in shooting the lay-up is important for developing other phases of playing. In shooting with the right hand the ball is secured in both hands as the left foot hits the floor. The player will leap from the left foot bringing the right foot up. The ball is brought up in front of the player's face as the player is looking at

a spot on the back board about ten to twelve inches above
the goal. As he leaps up the arms are extended above and in
front of the player's head. As the peak of the leap is
reached, the player has removed the left hand from the ball.
The right hand is under and behind the ball. At the upper-
most point of the leap the ball is released from the finger
tips as the flexed right wrist is extended. The ball is
layed up softly against the back board, with the palm of
the right hand facing the board. The ball should not be
spun or twisted.

The One-Hand Push Shot

The one-hand push shot, which is executed at medium
and long range, is executed much like the lay-up shot only
the player does not jump from the floor. The stance is to
have the right foot about six to ten inches in advance of
the left. The legs are bent in a normal offensive position.
The right hand is behind the ball with the left hand on the
side of the ball to serve as a guide. The shot is started
from about chin level and the shot ends with the hands
above the head. As the ball is brought up, the right wrist
and forearm extend, as the knees and ankles straighten.
The left hand or guide hand is removed and the fingers and
wrist are extended fully toward the goal. The ball should
go up and away. During the entire act of shooting the eyes
should concentrate on the front rim of the goal. The hand
should follow through by following the path of the ball.

The One-Hand Jump Shot

The one-hand jump shot is similar to the one-hand push, except the player comes to a stop and leaps straight up, releasing the ball from above the eye coinciding with the shooting hand. The ability to stand in the air at the top of the jump is important. A strong wrist and forearm are essential for this shot. Once again a soft shot with a medium arc is proper. This shot is not very adaptable to young players as they are not strong enough. One fault is trying to use this shot at long range. This is the most popular type of shot in basketball, but it should be learned correctly and used in the correct places.

The Two-Hand Set Shot

The two-hand set shot may be executed from either a square stance or with one foot a little ahead of the other. The ball is held with the hands opposing each other on the sides and the back of the ball. The shot begins with the ball held at chin level. As the player starts the shot the knees are slightly bent, and the wrists are flexed toward the player's face. The eyes are kept on the front rim as the arms are extended up and toward the basket. The ball is released with a smooth arm action and a slight wrist snap. The arms and legs are extended at the end of the shot with palms of the hands facing the goal.

The Hook Shot

With the back to the goal the player takes a step away from the goal or to the side. This step is taken with the foot opposite the shooting hand. The shooting arm is held extended fairly straight and the ball is held at shoulder height. The body serves as a shield to protect the ball. The player pivots until his shoulder opposite the shooting hand is pointing toward the goal. The ball is then brought up and over the player's head and released as the hand reaches its highest point.

Free Throws

The free throw can be either the one-hand push or the two-hand set shot. By using the regular shot as used from the field, the player will develop a strong shot that can be used from any court position. The player should learn to relax and shoot the shot the same as his field shot.

Shooting Tips For Players

1. Hold the ball loosely in the finger tips and avoid pressure by the thumbs.
2. Concentrate on the target before, during, and after the shot.
3. Follow through; lifting the head to watch the ball forces the body back and curtails a complete follow-through.
4. Spin the ball. A spinning ball indicates control; use natural spin. (reverse)
5. Be sure you have good body balance before you shoot. Square the shoulders, hips, and feet to the basket. Be loose.

6. In your practice shooting, get the ball away quickly, but be sure you have developed the proper techniques until they are automatic.
7. Develop a shot you know you can use and practice from the scoring area.
8. Practice by starting in close and working out.
9. Be a team player. Attempt only good shots.[9]

PASSING

There are many types of passes, but the basic ones should be mastered first. It is much better if a player has learned a few passes well than many passes poorly.

The Two-Hand Pass

The ball is held directly in front of the player with the hands on the sides and behind the ball. The elbows are close to the body and the forearms are nearly parallel to the floor. The ball is released as the player steps forward with the front foot in the direction of the receiver. The force is supplied by the quick extension of the arms and the final snap of the wrists, fingers, and thumbs. At the completion of the pass the palms are facing the floor.

The Two-Hand Bounce Pass

The purpose of this pass is to bounce the ball past the defensive man. This pass should be one of the most-used passes in basketball. In execution the same procedure is used as is mentioned for the two-hand pass, only the ball

[9]Frank McGuire, Offensive Basketball, Englewood Cliffs; Prentice-Hall, Inc., 1958, p. 121.

is aimed at a spot three to four feet in front of the
receiver.

The Two-Hand Overhead Pass

This pass is executed by extending the arms nearly
straight above the head. Taking a step forward in the
direction of the receiver with the front foot, the wrists
and arms are snapped forward and down as the ball is
released. This pass often leads to trouble if the player
does not fake to get the defense's hands down.

The One-Hand Bounce Pass

This pass is a good pass to use in congested areas
of play. The pass is executed by stepping to the side
with the leg on the throwing hand side. The ball is
carried shoulder high with both hands on the ball. The
throwing hand is behind the ball and the other hand
steadies the ball. The balance hand is removed just prior
to the release of the ball. The force is supplied by the
arm, wrist, fingers, and thumb of the throwing hand. The
ball should strike the floor not over three to four feet
from the receiver.

The Baseball Pass

This pass is the long range weapon and should be
the last passing skill to be taught. The action is much
the same as throwing a baseball. With the left foot in
front of the right, (for right-handed throwers), the ball

is carried back about three or four inches from the ear.
The weight is on the rear or right leg, with the throwing
hand behind the ball. As the ball is thrown, the left hand
will be released and extended in front of the thrower. The
weight is transferred from rear to front leg as the right
arm and hand are snapped forward in a throwing motion. The
finger tips are the last points of contact and the palm is
parallel to the floor at the completion of the pass.

Passing Tips For Players

    1. Keep two hands on the ball so that you can
shoot, dribble, or pass. Maintain good body balance
and be a threat. Never bounce the ball to gain
thinking time.

    2. Use finger tips and a strong wrist snap, and
be sure to follow through on all passes.

    3. Meet the ball and make no waste motions
in changing the plane of your following pass.

    4. Don't "telegraph" your passes. (Maintain a
poker face and focus your eyes ahead so you can use
peripheral vision.)

    5. Don't use blind passes. (looking one way and
passing another)

    6. Don't force passes, and never use fancy passes.

    7. The pass and your move should be simultaneous.
(give and go) After passing, move.

    8. Watch your teammate's opponent and pass to the
side away from the opponent.

    9. Eliminate low passes. Try to hit your teammate
in the area between the chin and the belt.

    10. Pass under big men (bounce pass) and over small
men (overhead pass and baseball pass).

    11. Be careful in using lob passes and long cross
court passes.

    12. Never pass to a teammate's back or when he
cannot see the ball.

    13. Never pass the ball across court in front of
the opponent's basket. Be extremely careful in passing
laterally across the court anytime.[10]

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[10]Ibid. pp. 34-35.

DRIBBLING

The use of the dribble is a phase of basketball that needs much consideration. The dribble often can ruin a fine team effort due to the over use of this offensive weapon. The dribble is executed by the fingers pushing the ball to the floor. The ball is not slapped or batted, but pushed by the fingers with the wrist supplying the force on the ball. Very little arm action is employed in dribbling. A very fine method of teaching young players and checking the dribbling technique is by placing the player in a position with his knee on the floor, and have the player start dribbling the ball in this position.

Dribble Tips For Players

1. Know when to dribble. Never dribble when you can pass.
2. Do not slap at the ball. Keep your hand close to the ball and push it to the floor.
3. Don't wait for the coach to teach you to dribble. Work at home and at every opportunity to improve your skills.
4. Use a belt high dribble for speed and keep the ball at knee level for control and deception.
5. Always protect the ball in dribbling. Dribble with the hand away from your defensive man.
6. Learn not to watch the ball while dribbling. Keep the head and eyes up.[11]

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[11]*Ibid*. pp. 65-66.

THE PIVOT

One of the least used offensive weapons in basketball is the pivot. The basic pivot is the reverse pivot or the rear turn. To execute the pivot the student stops either in a stride position or a parallel stance. If the left foot is to be the pivot foot, the player turns in a clockwise turn to the rear. The right foot in this maneuver goes behind the left. The pivot is used to protect the ball and maneuver from the defensive player.

REBOUNDING

For successful offensive and defensive play good rebounding is essential. The first principle of rebounding is getting position. Once a player gets position between his opponent and the goal, he should keep the opponent screened away from the goal and the ball. Hustle is very important in rebounding; the player should go after the ball and gain possession, then maintain control of the ball. The player should try to gain control of the ball at the peak of the jump. The player should jump toward the ball and protect the ball with elbows and legs.

DEFENSIVE SKILLS

The biggest asset to playing defensive basketball is determination; defense is work, but it is also fun once

the player learns how it will bring results. The golden
rule of defense for all players, except those guarding the
pivot man is, "Stay between your man and the goal," and
never give the offense a straight line of attach to the
goal. The defensive position is important and should be an
automatic technique of playing. The position is good body
balance with knees and hips bent. Feet should be at least
shoulder width with one in advance of the other. Many
authorities feel the foot near the sideline should be to
the rear, but there is no general agreement to this theory.
The writer has always preferred this type of defensive
stance.

The head is up with the eyes focused on the belt
area of the opposition. One arm should be up to bother
passing and shooting; the other arm should he lower to dis-
courage bounce passes and dribbling. The player should be
taught not to be faked out of position. The best way to
avoid this is to stay on the floor.

In moving from side to side the boxers' shuffle is
used and the feet are never crossed. The defense should
play about arm's length from the offensive man when he has
the ball. The closer the ball is to the goal, the closer
to the offensive player the defense must play.

The defensive play of the pivot man has three basic
rules. (1) When the pivot man moves out beyond the free
throw line, play behind him. (2) Play to the side of the
pivot man when he is behind the free throw line, but not

beneath the goal. Play on the right side of the pivot man
if the ball is on his right and to the left if the ball is
on his left. (3) Play in front of the pivot man if he
plays underneath the goal. Defensive play should be designed
to cause the offense to make errors. The defensive player
should not try to steal the ball, as many times this action
results in loss of basic defensive position.

DRILLS AND ACTIVITIES FOR TEACHING FUNDAMENTALS

Selection of drills and activities for teaching
fundamentals is often rather difficult, and careful
evaluation should go into this selection. Drills should
present a learning experience that gives the student a
chance to practice each skill. The teaching should go
from simple to complex with coordination of the activities
involved. Several drills and activities are presented in
this study that can be used in teaching fundamentals of
basketball. There is practically no limit to the number
of activities that could be used for the teaching and
learning of basketball fundamentals. The drills and
activities should be used in relation to the basic charac-
teristics of children and basic skills should come first.

CODE FOR FIGURES

Pass or Shot − − − − − →
Dribble ∿∿∿∿∿∿→
Path of player ⟶
Offensive player O
Defensive player X
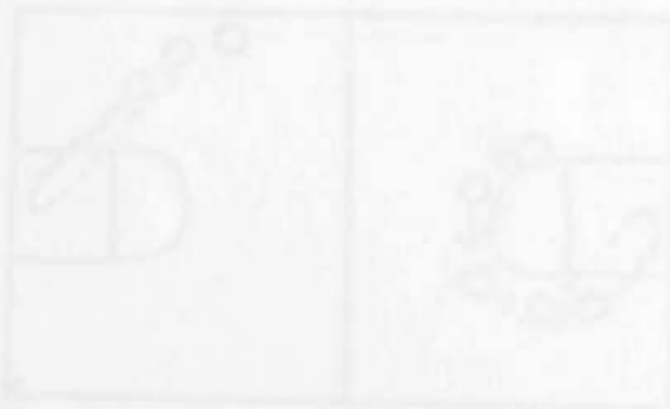
Figure 1

SHOOTING DRILLS

Two basic shooting drills are presented in Figure 1.
The single line drill is used in instruction of players learn-
ing the lay-up shot, jump shot, or the set shot. The dis-
tance from the goal in this drill depends upon the ability
of the player and the particular type of shot being practiced.
The first player in line shoots, follows to retrieve the ball,
and returns to the rear of the line. The dribble may be
incorporated into this drill by moving the players away from
the goal. The circle drill may be used much the same as
the line, but in come instances the circle drill has an
advantage for instructional purposes. Passing may be incorpo-
rated by having the first player shoot a lay-up; the second
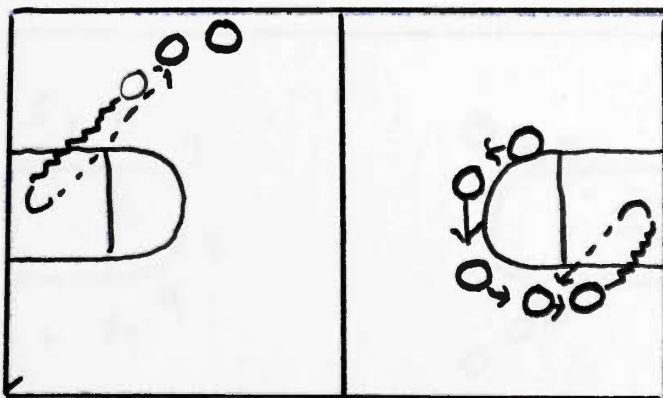
Figure 1

player rebounds and passes to the third player cutting to
the goal. The players keep moving in a circle as the drill
is executed.

Teaching set shots can often present problems, since the instructor should watch each individual from time to time. The young player often strays too far from the goal in practicing, thus developing bad habits. The long shot is spectacular and everyone should try it, but the close ones are the most important. The spot shooting drill in Figure 2 is good for developing shooting ability from a variety of distances. By marking spots on the court with chalk or tape, the players can practice from these areas. This drill can be a competitive activity by allowing a certain number of shots at each spot and the high total wins. Basketball golf can be played by shooting at each spot until a goal is made, then moving to the next spot. The low total score of tries wins. The other drill in
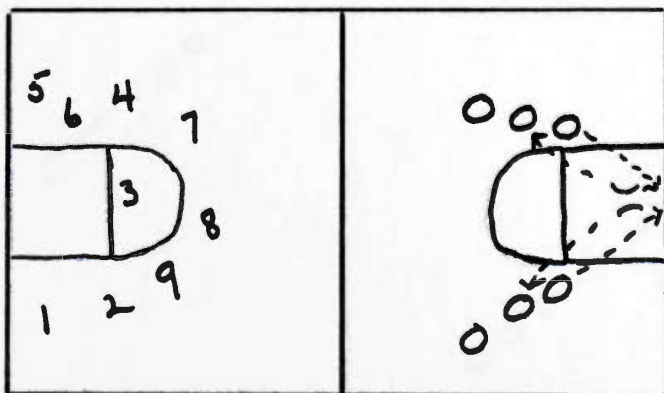
Figure 2

Figure 2 is a competitive drill in which the first team scoring ten goals wins. This may be played from any designated spot and with any type of shot.

As much as possible the drills of instruction should
be of a nature that holds the interest of the students.
Whenever possible the competitive element should be offered,
but the proper techniques should not be sacrificed. A good
drill for obtaining speed and accuracy in shooting lay-ups
is a competitive lay-up drill, as illustrated in Figure 3.
With a team at each goal the players dribble in for a lay-
up and return the ball to the next player in the line. The
competition can be in the most goals scored in an allotted
period of time, the most consecutive goals scored, or the
first to reach a designated number of goals scored. Any
other variation of this drill will help to hold the stu-
dents' interest and create a better learning situation.
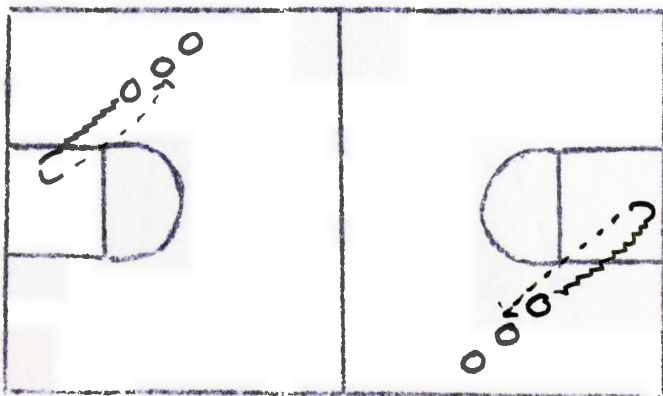
Figure 3[12]

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[12]Pinholster, op. cit., pp. 35.

PASSING DRILLS

The skill of passing the basketball is a composite
skill. Peripheral vision, quick hands, good reaction, and
that ability to know when to pass and when not to pass are
characteristics of a good passer. Passing is a skill that
can be developed through drills. The simple short passes
should form the foundation of passing skills. A fine drill
for instruction in passing is illustrated in Figure 4. This
zig-zag passing drill starts with two lines facing each
other, the distance between the lines being determined by
the players' ability. The pass to be practiced is demon-
strated by the instructor or a player, and the players
pass the ball between them, moving it up and down the line.
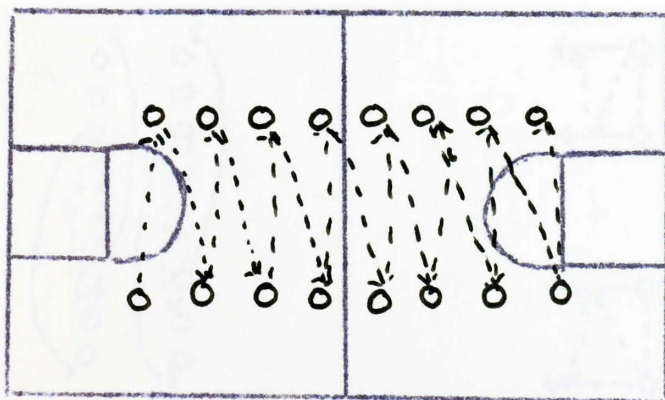
Figure 4[13]

Teaching the player to move after passing the ball
is another important phase of the game of basketball. Two

[13]Arthur G. Miller and Virginia Whitcomb, Physical
Education in the Elementary School Curriculum. 1957, Engle-
wood Cliffs, Prentice Hall, Inc., p. 124.

good drills for teaching this fundamental are illustrated

in Figure 5. The basic drill is to have two lines facing

each other with the player at the front of one line with a

ball. He passes the ball to the first player in the oppos-

ite line; he then runs to the rear of the opposite line.

Every time the ball is passed the players change lines. The

other drill starts with two lines about ten feet apart. The

players walk down the court passing the ball between them.

Care must be taken that the players do not carry the ball

over one legal step. As the skill of the players increases,

the players move faster until this drill is mastered at a

fast running pace. Later three lines can be used to develop

skill in throwing from side to side.

Passing accuracy drills may be accomplished by
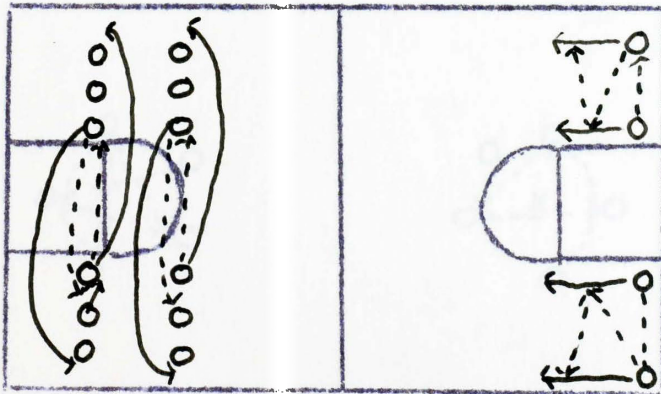
Figure 5

placing targets on the wall and having the players try to

hit the target with various types of passes from various

distances. Another method is by the suspension of a tire

on a rope and the player tries to pass the ball through the
tire. First the tire hangs still; then to add a little
challenge, the tire swings for a moving target. To add a
little variety the players bring some old cotton gloves and
practice passing with gloves. Use of various types of balls,
such as medicine balls, will help develop stronger passing
skills.

A circle passing drill may be used by placing the
players around the edge of the jump and free throw circles.
The players pass across the circle; and after their passing
skill is adequate, a defensive man is placed in the center.
Whoever makes a bad pass becomes the defense. This drill
is illustrated in Figure 6.

One of the most difficult qualities of a passer to
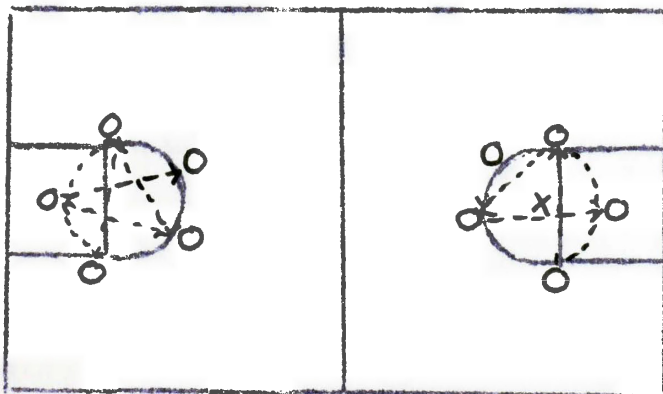
Figure 6

develop is peripheral vision. Two drills are illustrated
in Figure 7, which are designed to develop passing and
peripheral vision. The first drill is designed to use four

or five players facing one player. Two balls are used and
they are passed as indicated in the illustration. These
drills should be done slowly at first to allow the players
to become familiar with the alternating passes. The second
drill employs seven players, or five can be used, depending
upon the situation. This drill is more advanced and should
follow the aforementioned drill. This drill can be executed
with three balls when seven players are used, or two balls
when five players are employed. The three-ball drill should
be used only with highly skilled groups.

To incorporate the skill of moving the ball up and
down the court with the passing drills, the three-man weave
or the figure eight drill is excellent. The basic rule of
this drill is: "Go behind the player that received your
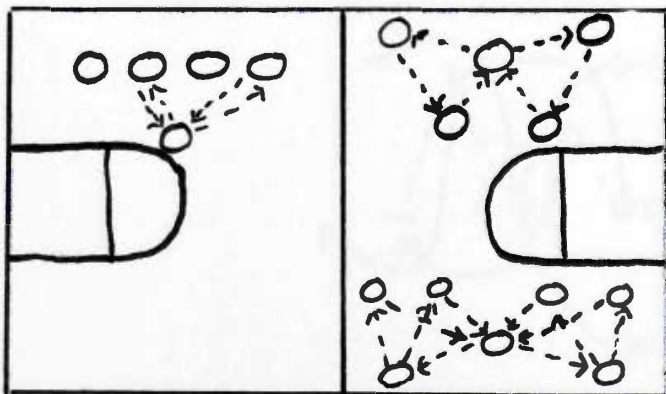
Figure 7[14]

pass." It is best to start by walking through the drill.

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[14]Blair Gullion, 100 Drills for Teaching Basketball
Fundamentals, St. Louis, Bardgett Printing and Publishing
Co., 1953, p. 13.

and then progress the speed. This drill is illustrated in Figure 8.

All ball handling should be done with the fingers and not the palm of the hands. A technique that helps impress this point is to place chalk dust on the player's hands before executing a drill. The tell-tale marks of chalk will give an indication of ball handling techniques.

<div align="center">DRIBBLING DRILLS</div>

The most controversial fundamental of basketball is the dribble. The proper use of this skill can lend to the game many fine things, but the improper use of this skill can prove disastrous to the game of basketball. It should be remembered that basketball is a team game, and the dribble
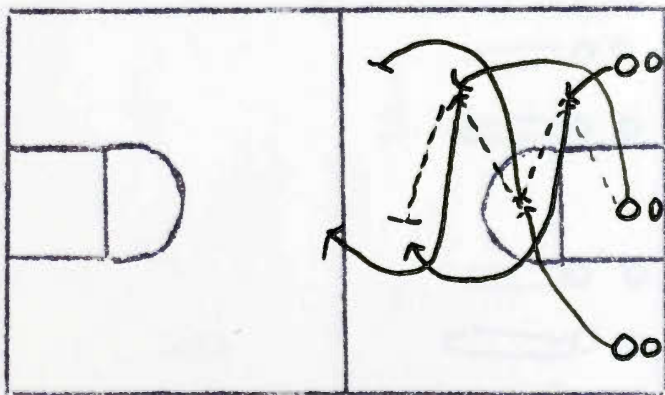
Figure 8

is used to create better team opportunities.

Basic instruction will follow the same pattern of all fundamentals. An ideal way to start instruction in this

skill is to line the players in columns along the out-of-
bounds line. The player at the front of the line is down
on one knee. While in this position he starts dribbling,
and then follows the commands of the instructor.

Teaching the basketball player to keep his head up
while dribbling is an important factor in developing proper
technique. The two drills illustrated in Figure 10 on the
following page offer practice in this skill and place an
emphasis on keeping the head up to see. Starting with one
knee on the floor, the players start their dribble. The
instructor is in front of the boys and signals either by
command or hand signal the various directions of movement
desired. The other drill is executed by placing chairs on
the court in front of the lines of players. Once again,
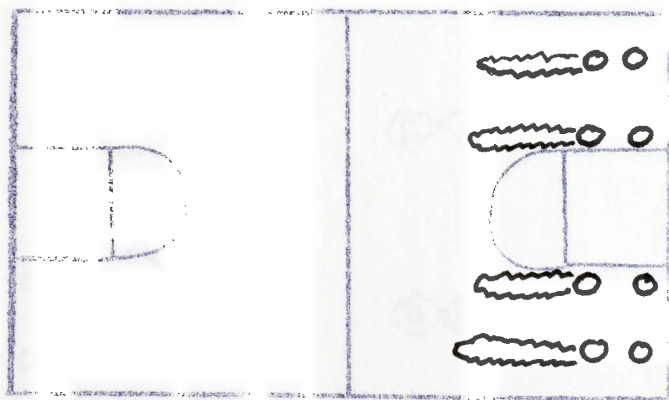
Figure 9

as in all the dribble drills, the player starts with one
knee on the floor. On a signal from the instructor the
players dribble to the chair and around the chair. The

player should dribble with the hand away from the chair,
thus learning protection.

As the players improve their skill in dribbling,
more emphasis should be placed on the ability to use either
hand without watching the ball. Blindfolds placed on the
player during dribbling drills will help to develop proper
dribbling. The use of gloves to run dribbling drills will
offer an element the players will enjoy. A drill in which
the dribbler follows the markings on the basketball court
serves as an outstanding drill and can be used for a
competitive activity. This drill is illustrated in Figure
11. Another drill which offers a variety for dribbling
instruction is a circle ball-stealing game. Players are
placed in a circle with three or four players inside the
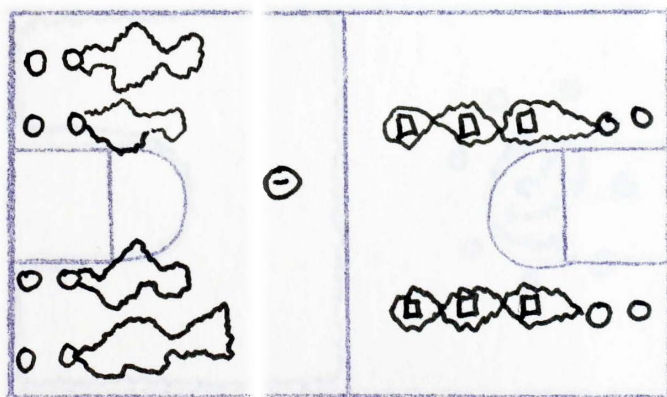
Figure 10[15]

circle with balls. Those inside the circle dribble and

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[15] Jay McCreary, _Winning High School Basketball_,
Englewood Cliffs, Prentice-Hall, Inc., 1956, pp. 66 and 67.

try to steal the other player's ball. When a player loses
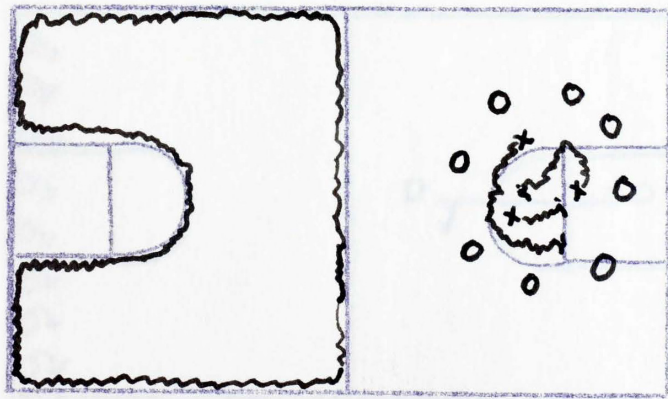the ball, he is replaced by a member of the circle.

Figure 11

PIVOTING DRILLS

The teaching of the basic pivot often presents difficulty, but the development of proper habits will result from drills in which the pivot is used. Most pivot drills will be incorporated in the combination drills, but two drills illustrated in Figure 12 will serve in basic instruction.

Line the players up along a wall with their toes touching the wall. On command the players will move the right foot to the rear and pivot on the left foot. By placing the players against the wall, the turn will not be made to the front. After practice against the wall the players are moved back and execute the pivot in a mass drill. Another drill is to have the player run up
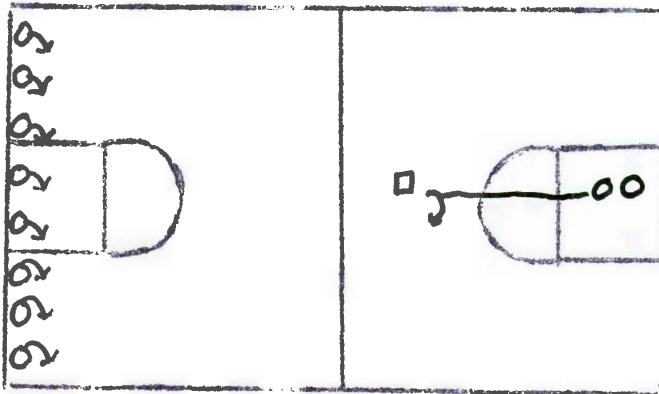
Figure 12

to a chair placed on the court and execute the rear pivot. The instructor should check to see if the pivot is made properly.

REBOUNDING DRILLS

The ability to rebound is often overlooked in teach-
ing fundamentals, but actually it is very important in
playing basketball. The ability to get position is the
most important phase of rebounding. In instructing the
young player in rebounding from either the offensive or
defensive standpoint of play, the importance of position
must be stressed. A tipping drill such as tipping the ball
against the wall or at the goal will help to develop
timing which is an important phase of rebounding. Two
drills for rebounding are illustrated in Figure 13. The
first drill is executed by having two or three lines
facing the goal. One of the players will shoot a ball at
the goal and the player from the front of each line will
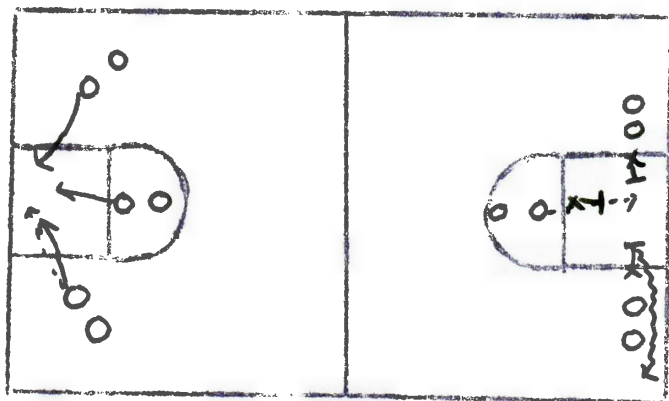

Figure 13

follow to rebound. The other drill is used with defensive
men with inside position; one of the offensive players will
shoot and try to gain position to rebound. The defensive

players will try to screen the offensive players out. If
a defensive player rebounds, he will dribble the ball to
an open area of the court, which will usually be in the
corner or near a sideline.

DEFENSIVE DRILLS

The development of defensive ability is one phase
of basketball that can be taught only through drilling
and patience. The ability to move correctly is the key
to playing defensive basketball. Because there is not
the apparent glamour in defensive play, the young player
must be motivated in the right direction or he will fail
to gain one of the basic values of basketball. Defensive
play calls for a type of determination and pride that
would be a fine character trait for any boy.

The first drill for introducing defensive play
should be one that stresses stance and foot work. These
two items are characteristic of good defensive basketball.
The mass drill in Figure 14 is directed by the instructor
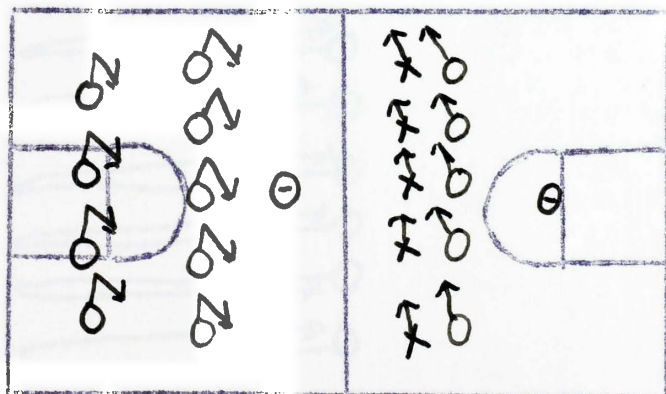

Figure 14[16]

giving hand signals as to the direction the players are to
move. The other drill is a one-on-one position drill in
which the players are placed in two lines facing each other.

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[16]Pinholster, op. cit., pp. 176.

The coach stations himself behind one line and signals
one line the directions of movement. The other line will
try to imitate the players they are facing.

The drill in Figure 15 can be used as a drill or
a relay. The players take a position straddling the
center line with everyone facing the same direction. On
a signal they slide step to the end of the court and
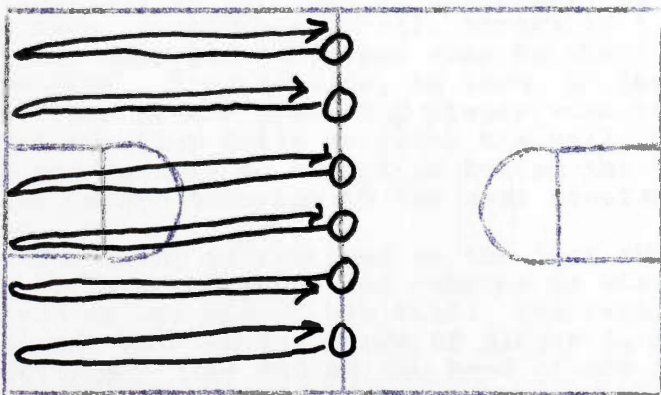return to the center line. This drill is also a good
conditioning drill.

Figure 15[17]

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[17]Ibid., pp. 174-175.

COMPETITIVE ACTIVITIES AND LEAD-UP GAMES

Many possibilities are available for developing
competitive activities in basketball instruction. Several
have been mentioned with the basic drills. Relays in
passing, dribbling, and shooting are always popular with
students. In this section there will be included some
activities that are popular.

Shuttle Ball Relay. Two throwing lines, from 15
to 20 feet apart, are indicated. The players are
placed, as in a shuttle relay, with half of the
players of each team in a file behind one line, and
the other half in a file behind the second line. A
basketball is passed from behind the throwing lines
and over the area between the two lines alternately
by teammates in the two files.

The game starts with the ball in the hands of
player 1 in each team, and on the signal to start,
he throws the ball to player 6, and then runs to
the foot of his own file; player 6 throws to player
2 and runs to the foot of his file. Each player,
in turn, receives the ball, throws it to the head
of the opposite file, and runs to the foot of his
own file. Players move, in turn, to the head of
the file as the preceding player runs to the foot.
If a receiver fails to catch the ball, he recovers
it and returns to his place behind the throwing
line before throwing to the next receiver.

The relay is finished as the last thrower throws
the ball to player 1 and returns to his original
place at the end of his file. The team which first
has the ball in the hands of player 1, standing
behind his line and at the head of his file, and its
last thrower in his place at the end of his file,
wins the relay.[18]

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[18]Hazel A. Richardson, Games for Junior and Senior
High Schools, Minneapolis: Burgess Publishing Co., 1957.
p. 15.

Basketball Relay. Each team occupies one-half of a basketball court. The players stand in a line within one side of the half-court and with the first player in the line just back of a starting line which is parallel to and 10 feet farther from the basket than the free-throw line; this player holds a basketball.

On the signal to start, the first player in each team dribbles his ball from the starting line across the free-throw line and throws the ball to the second player, who has advanced to the starting line. The first player goes to the end of his team's line, and the second player receives the ball, dribbles it across the free-throw line, and throws it to the next player, now behind the starting line. A missed ball is recovered by the player failing to catch the ball, and he returns to his playing position before continuing play. Play continues until each has had his turn and the last player has thrown the ball to the original first player standing just behind the starting line, and has reached his place at the end of his team's line of players. The team finishing first with all players in their original positions wins the relay.[19]

The two relays described are examples of the type of activities that can be used for relay type contests. By adding other fundamentals into these relays, progressive learning can take place. Often in an instructional situation there will be a need for a type of competitive game which will include more than just five on a team. The following activities are games in which basketball fundamentals are employed, and rules are designed for a less complex activity.

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[19]Ibid. p. 15.

One basic competitive sport that uses basketball
fundamentals is "keep away". Scoring can be done on the
number of passes completed, or the number of passes inter-
cepted can serve as a scoring basis. Of course, shooting
baskets can be incorporated into this game, too.

Number Basketball. The game is played by having
two teams of equal numbers. Each team is lined up
on a sideline. Each player numbers off with 2-1's,
2-2's, and etc. Two balls are placed on the free-
throw line or any other designated spot. When a
number is called by the instructor, 2 boys, one
from each team with the same number, dash out and
the first to score gets a point. This can be done
by limiting the number of shots and designating
spots from which to score. Pivoting, dribbling,
shooting, and rebounding may be incorporated into
this game.[20]

One Goal Sideline Basketball. One-half of a
basketball court with a mark directly under the
goal, and one in the middle of the jump circle.
One team is stationed around the left hand margin
of the playing area and the other team around the
right hand margin as shown in the diagram. (Figure
16) Teams are divided into units of three or four,
depending upon the skill of the players.

Units of players come out from under the basket
or at the center jump circle. Units leave the
floor opposite where they enter. The ball is given
to one team to start the game. The ball is put in
play by a pass from behind the mid-court line.
Teams play until two points are scored or two minutes
of play elapse. There are no out-of-bounds, as side

[20]James Myers, "Number Basketball," Journal of
Health, Physical Education and Recreation, 21:172, March,
1950.

players keep the ball in play. A player may pass to a player on the floor or to a teammate on the sideline. Sideline players may not score and must keep one foot in contact with the sideline. Sideline players cannot guard floor players and vice versa. Total high score is the winner. Upon loss of possession near the goal the ball must be taken behind the free throw line by the team gaining possession. This game can be played full court, too.[21]

Captain Ball and Captain Basketball. This game can be played with ten to twelve players on a team. The object is to score by passing the ball to the Captain of the team. Where baskets are available, the Captain may try for two additional points by scoring a basket. The forwards stand with at least one foot inside their circles that are marked off on the floor. The forward nearest the basket is the Captain. The guards in the opposite end of the court will try to gain possession of the ball and pass it to the forwards, who will try to get the ball to the Captain. The guards are assigned to guard one circle and they cannot actively guard a forward in any other circle. Violations are forwards leaving their circle with both feet, or guards stepping into the forward's circle, traveling with the ball, holding the ball longer than three seconds, and the ball going out of bounds. The
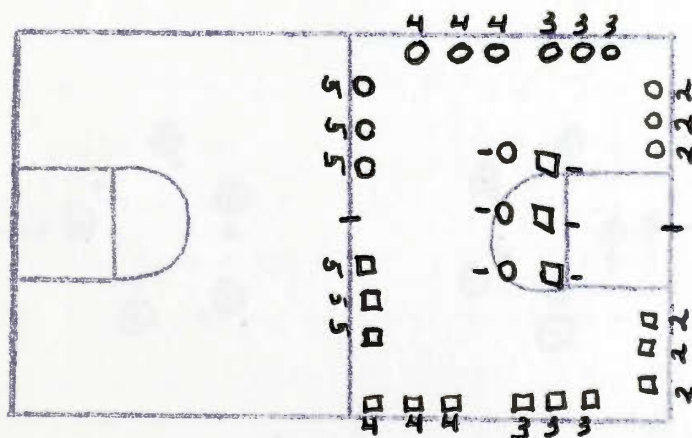
Figure 16

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[21]Ward M. Wells, "One Goal Sideline Basketball," Journal of Health, Physical Education and Recreation, 28:54, January, 1957.

penalty for violations is awarding the ball to the
nearest opponent. Fouls are the same as basketball
rules, except one point is awarded a team when one
of their players is fouled. Scores are made when the
Captain catches the ball, and when the Captain makes
a goal. One point is awarded for a catch, and two
for a goal. After every score the players rotate
positions. The court diagram is illustrated in Figure
17.[22]

A similar game of Captain Basketball is Nine Court

Basketball. In all of these lead-up games the fundamentals
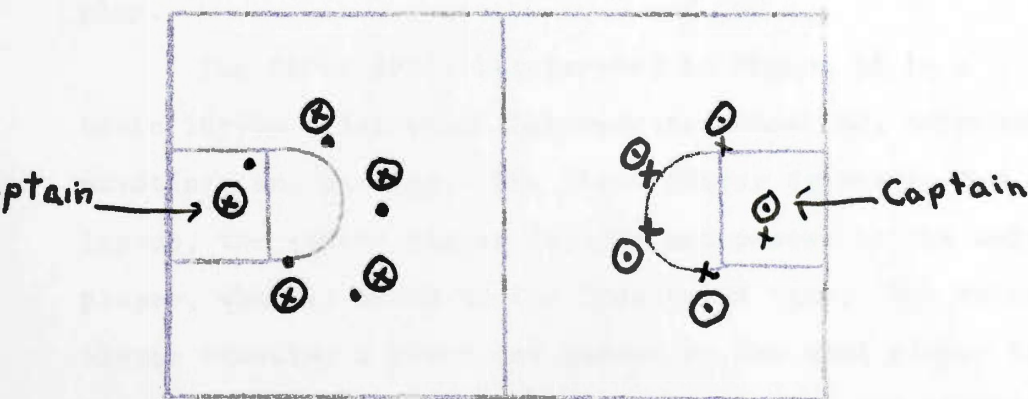
of basketball should be stressed.

Figure 17

[22]Jeannette Smalley, <u>Physical</u> <u>Education</u> <u>Activities</u>
for the <u>Elementary</u> School, Palo Alto; The National Press,
1956, pp. 138-139.

CHAPTER IV

ADVANCED INSTRUCTION FOR GRADES FIVE THROUGH EIGHT

The advanced instructional program should not be
undertaken until the basic fundamentals have been learned.
The same fundamentals should be stressed as the advanced
instruction is only to place these skills into combinations.

A few drills have been selected that will offer
practice in combinations of the various fundamentals. It
is much better to use a small number of drills correctly
than to confuse the players with many drills. Some drills
are strictly for teaching combinations of fundamentals,
while others are part of the offensive or defensive team
play.

The first drill illustrated in Figure 18 is a
basic lay-up drill which incorporates shooting, rebounding,
pivoting, and passing. The first player drives in for a
lay-up, the second player follows and passes to the third
player, who has moved to the free throw line. The third
player executes a pivot and passes to the next player in
line. The drill operates in groups of three and changes
sides of the court from time to time.

The second drill in Figure 18 is another lay-up
drill that incorporates alot of passing. The players pass

from player one to player two and until player four receives
the ball; then player five breaks to the goal to receive
the pass and shoot the lay-up. The players change positions
by following their pass to the various positions.

To develop dribbling, pivoting, and passing a four-
line drill using either two or four balls offers excellent
practice. The players start by dribbling to the middle
of a square; there they stop, execute a rear pivot on the
right foot, and pass to the line on the right. After
passing to the line the player goes to the rear of that
line and awaits his turn again. If the rotation is desired
to go to the left, the players reverse their pivot, and
move left. All types of passes can be used in this drill.
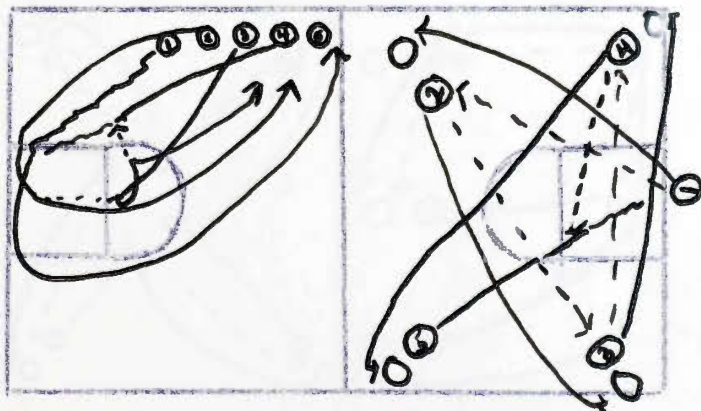This drill is illustrated in Figure 19.

Figure 18

The second drill in Figure 19 is a lay-up, rebound,
and out-let pass drill. This drill is designed to keep the
players alert after scoring a goal or attempting to score.

This drill also offers practice in clearing the rebound to
the side of the court. Player one drives to the goal and
receives a pass from player two; player two follows for the
rebound and quickly passes the ball to player one, who is
now in the corner of the court. Player one passes out to
player three and the drill starts over. A variation is to
not have the second player pass to player one in the corner,
but have player two pass from under the goal to player three.

Combination offensive and defensive drills play an
important part in the development of the playing skills.
Some skills appear to be well developed until the opposition
is included in the drills. Before using the combination
offensive and defensive drills, basic maneuvers should be
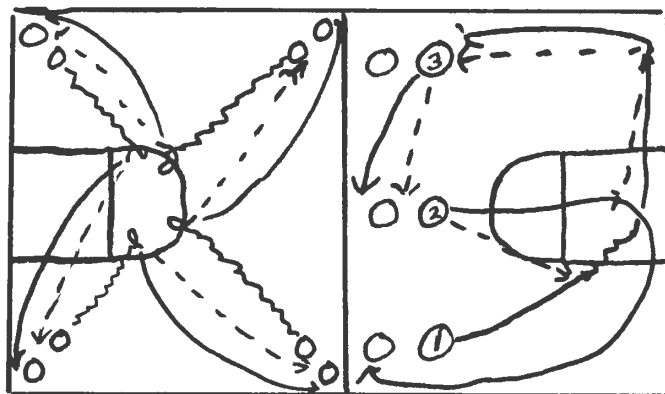taught. These basic plays will later be part of the offen-

Figure 19

sive or defensive patterns.

A basic offensive maneuver is illustrated in Figure
20. The first drill is the inside screen in which the player

one passes to player two and goes inside of player two.
Player two then drives behind player one to shoot a lay-up.
This same drill can be executed with player one dribbling
over to player two and handing the ball to player two
instead of passing. On any hand-off the player receiving
the ball goes behind the player with the ball.

The second drill is the outside screen drill in
which player one passes to player two. Player one then goes
behind player two to receive the ball on a hand-off, and
then he drives to the goal for a lay-up. In both drills
shots other than lay-ups can be used, but it is important
to have the players practice dribbling and shooting the
shots close to the goal.

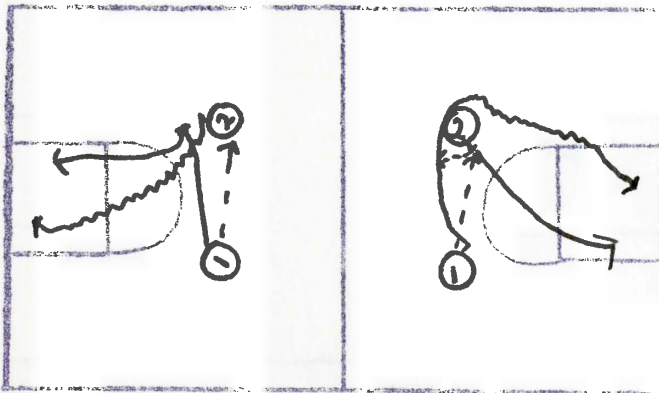Another basic play between two players is the

Figure 20

"give and go". The manuever is not used as much in basket-
ball as it might. In the execution of this manuever player
one passes to player two and then player one tries to break

past his opponent to receive a return pass from player two.
This drill should be used first without a defense.

The basic drill for one player against another is
the cross over and drive. If the player wishes to drive
to his right, he fakes to the left with head and shoulders.
After the fake the player steps across in front of his
right leg with the left leg; this cross over protects the
ball, which is dribbled with the right hand. To go to the
left the procedure is reversed. The drill is illustrated
in Figure 21. The manuever of the cross over can be
practiced and used in all drills with or without the
dribble.

After the two player drills have been used, the
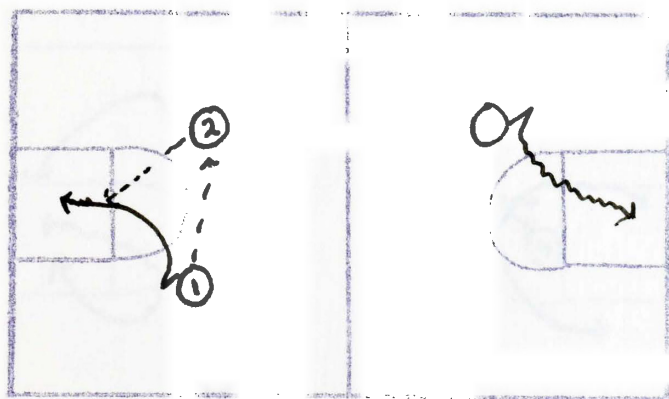next step is to add another player. In most situations

Figure 21

in basketball play, only three or four men are directly
involved in a play situation. The three man inside
screen drill is basic to many plays of basketball. The

play starts with player two dribbling toward player one
and handing the ball to him. Player One in turn dribbles
toward player three. Player three goes behind player one
to receive the ball and drive to the goal. The same drill
can be used with passes replacing the dribble.

Another three-player drill is the splitting the
post drill. This drill is a basic play of offensive basket-
ball. Player one passes to player three, the post player;
player one follows his pass, splitting the distance between
player two and three. Player two cuts behind player one
and around player three. Player three hands the ball to
player two who shoots. These two drills using three
players are illustrated in Figure 22.

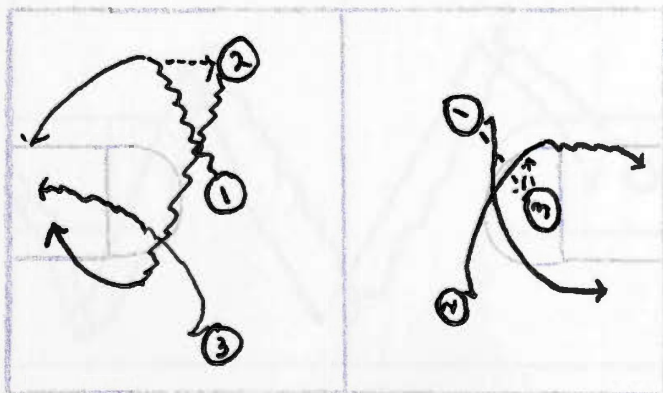Development of defensive play can result by placing

Figure 22

defensive men in the various drills. An outstanding
defensive drill is offered in Figure 23. This drill offers
practice in defensive techniques, dribbling, and pivoting.

In this drill one player is the offensive player and the other is defensive. The offense starts dribbling on an angle to the right, then pivots while dribbling, and goes to the left on an angle. The defensive player is moving with the offense, maintaining the proper defensive position. When the players reach the end of the court, they change positions. This drill should be run slow. As the players' abilities improve, increase the speed.

Other drills that will offer learning situations for the students are two on one, two on two, three on two, three on one, and three on three drills. Any situation that occurs in a basketball game may be set up and used as a drill.

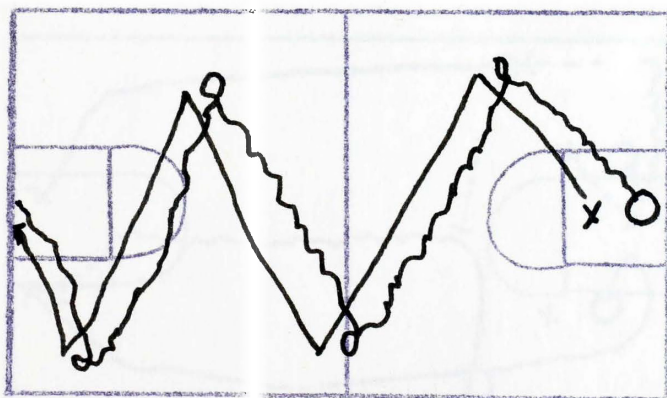A drill designed to teach rebounding and starting

Figure 23

the ball into the fast break offense is illustrated in Figure 24. This is a four on two drill in which two offensive players will have the ball. One of the offensive

players will shoot; the defensive players near the goal will screen the offensive men away from the rebound. If the defensive player gets the rebound, he goes to his nearest sideline and makes the pass to a teammate who is stationed near the sideline about free-throw line high. The player receiving the ball passes to the player breaking from the opposite side of the court. The players move as indicated in the fast break pattern.
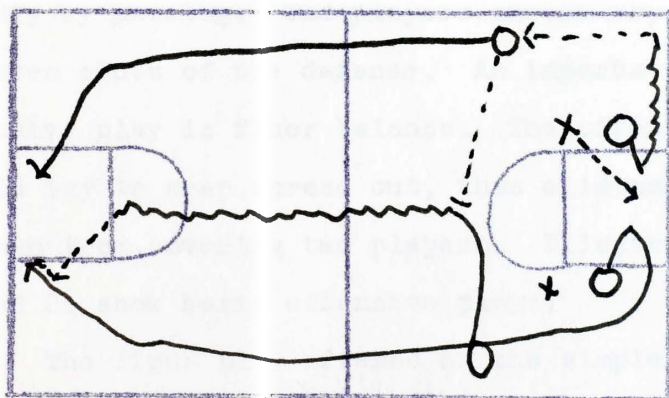
Figure 24

TEAM ORGANIZATION

From competitive lead-up activities and combination
drills the players begin to learn the basic team organiza-
tion. The selecting of a style of team play is important
with young players. The style of play should require use
of fundamentals that have been taught in the elementary and
advanced instruction drills. A simple, well-learned style
of play is better than many confusing offenses and defenses.

There are many special types of plays for all situa-
tions in basketball, but the writer feels that simplicity
is the secret to learning. A few simple moves, such as the
exchange and drive, the give and go, split the post, and
the pass and screen are used against man-to-man defenses.
Offenses against zone defenses consist of moving the ball
rapidly by passing. The players should try to move into
the open spots of the defense. An important phase of
offensive play is floor balance. The offensive players
should try to keep spread out, thus eliminating one defens-
ive man from covering two players. Illustrations in Figures
25 and 26 show basic offensive plays.

The first play offered is the simple splitting the
post from the front play. In the play player two passes to
the post man and splits the distance between players one
and five. Player one will fake right and cut behind player
two. Player five passes off to the open man or he can turn

and shoot. Players three and four move out to the spots
vacated by one and two.

The second play starts with player two passing to
player three and going around for the outside screen.
Player three can either hand the ball back to player two
or pass to player five. After passing to player five,
player three will split with player one. Player five will
pass to the open man, shoot, or return the ball out to
player four who has moved out for defensive balance.

The plays in Figure 25 are designed to be used
against a man-to-man defense. The plays in Figure 26 are
designed for play against the zone defense.

The offense against the zone defense is best executed
by quick passes to catch the defensive players out of posi-
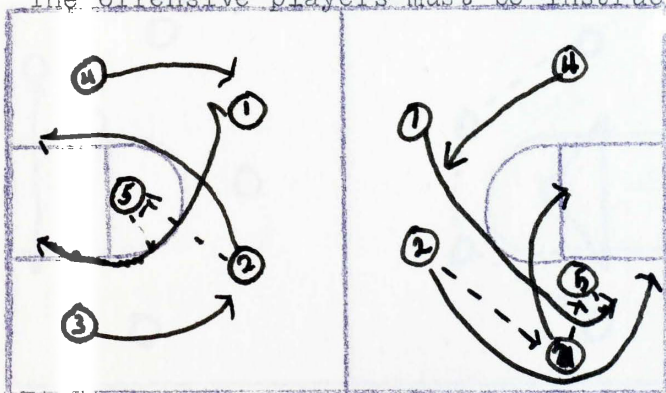tion. The offensive players must be instructed to move to

Figure 25

the open areas of the court and to not try to force play
through the defense. The first zone play is a one-three-one
offensive pattern in which the man on the baseline moves

from side to side as he detects openings. The post man or
the middle man moves to the side of the free-throw lane to
receive passes from the other players. When a player spots
an opening he can drive or move to secure a good shot. When
the team shoots all players, except player one, rebound.
The other play is a two-one-two offense. The post man moves
to the side of the free-throw lane corresponding to the side
of the court the ball is on. Once again the players should
look for openings as they move the ball and take advantage
of the defense's mistakes.

The basic defenses should be either a simple man-to-
man or zone defense. The basic principles of defense are
the most important. Keeping the opponent from getting a
good shot, obtaining the rebound, and forcing the offense
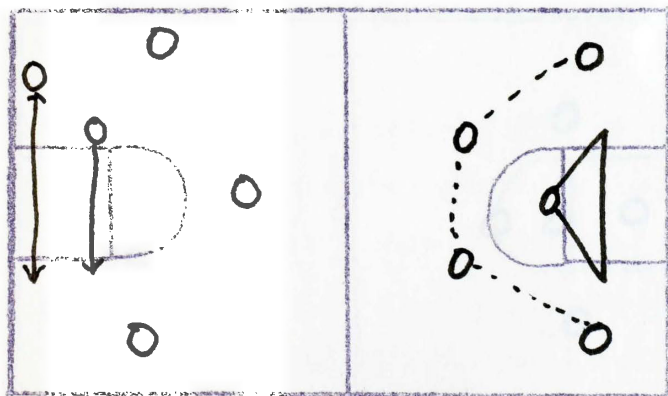

Figure 26

to make errors are basic to good defense. Unless a pressing
type of defense is used, the mass type defense is the best.
In the case of young basketball players, there is not too

much danger from long shots. The players should start in close to the goal and work out in playing defense. Once again the court position is important, and the players should maintain balance in relation to the offense. There is little reason for the young player to go beyond the free-throw circle to guard an opponent.

Figure 27 illustrates the basic position for the two-one-two zone defense and the one-three-one zone defense.
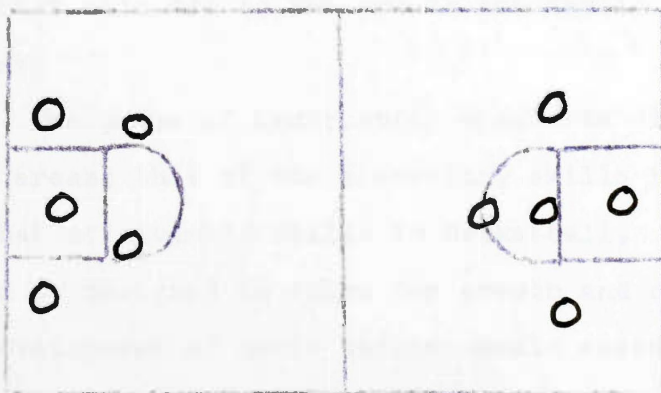

Figure 27

CHAPTER V

SUMMARY

The instructional program for basketball in grades five through eight is to be a part of the physical education program of the school. The program should strive to meet the objectives of the school and the physical education program. The characteristics and needs of the children should be paramount in planning for this instruction. All the students should be offered the opportunity to participate in the activities of this program. This is not to be an activity designed for those gifted few. These activities should always be an educational experience that will add to the growth and development of the student.

The phase of instruction should be divided into two basic areas; that of the elementary skills in basketball and that of advanced skills in basketball. The instruction should be designed to allow for growth and development. The development of basic skills should characterize the program. It should be emphasized that any activity in physical education should be an educational activity.

As the students develop in ability there will be that desire to try these newly acquired skills.

Opportunities for experiences of this nature should be pro-
vided through intramural and limited extramural competition.
This program is not designed to develop a group of inter-
scholastic elementary and junior high school basketball
players. It is certainly desirable that those who receive
their basic instruction in this program will wish to develop
their skills. It is from this type of program that a true
educational view of a competitive sport will be gained by
the school and its patrons.

It is recommended that other programs such as the
one outlined in this report be developed for other areas
of the elementary and junior high school physical education
program. At present there is considerable material avail-
able on the activities for the elementary and junior high
school, but often this material offers little in basic
fundamental instruction. There is need of much attention
in the elementary and junior high school physical education
programs, and the writer hopes this report is a step in the
proper direction.

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