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Basketball Club

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NEBRASKA HONORS PROGRAM
CLC EXPANDED LEARNING OPPORTUNITY CLUBS
INFORMATION SHEET

Name of Club: Basketball Club

Age/Grade Level: 3rd - 5th grade

Number of Attendees: (ideal number) 12

Goal of the Club: (learning objectives/outcomes)

Develop real world skills such as Leadership and Teamwork through the lens of basketball.

Resources: (Information for club provided by)

Content Areas: (check all that apply)

Arts (Visual, Music, Theater & Performance)

Literacy

STEM (Science, Technology, Engineering & Math)

Social Studies

Wellness (Physical Education, Health, Nutrition & Character Education)

Outputs or final products: (Does the club have a final product/project to showcase to community?)

Demonstrate the skills and improvements in a full 5 v 5 basketball game.

Introducing your Club/Activities:

This basketball club will engage in improvements in basketball skills and knowledge, but will also foster and provide opportunities for leadership, teamwork, and analytical reasoning.

General Directions:

Play games and perform drills to build basketball skills and encourage leadership and teamwork within those games.

Tips/Tricks:

1. Hand out basketballs when students are ready, do not let them grab basketballs prior to instruction.
 2. Attention is better in small groups, so activities flow more smoothly.
 3. After the first couple clubs, divide the teams as evenly as possible. Do not let students choose their own teams.
 4. Always have backup games/activities in case the students get through the game quickly.
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LESSON PLAN WORKSHEET

Lesson Activity Name: Building a Foundation

Length of Activity: 45 minutes

Supplies: Basketballs, basketball court

Directions:

Start off with a discussion of the three main components of offense: dribbling, shooting, and passing. Set up groups of two with one ball and have them alternate in a dribbling exercise. Dribble in place with both hands and perform stationary crossovers. Move into a passing drill with same groups. Have them stand 10 to 15 feet apart and work on chest passes and bounce passes back and forth. Incorporate these two skills into a game, "Steal the Bacon". Split into two teams and assign each player a number so they have a corresponding opponent on the opposite team. Have the players line up in order of their number on opposite sidelines near the middle of the court and place two basketballs in the middle of the court. Upon calling a number (ex: 3), the corresponding players must run to the middle, grab a basketball, dribble over to their line of teammates and pass to each teammate before dribbling back to the middle and setting the ball down. Whoever places the ball back in the middle first earns a point for their team, the team with the most points wins the game.

Conclusion of the activity:

Students developed foundational skills of basketball and were able to demonstrate these skills in a fun game. Instructors can get a basic understanding of the range of skill levels to meet the needs of different students and to make future teams even.

Parts of activity that worked:

Keeping the same groups for passing worked well because they were already in pairs and the transition was easy. The ending game was a fun and competitive way to tie in the skills that were worked on earlier in the club.

Parts of activity that did not work:

Get the basketballs for the groups or have one or two students get balls for everyone. Having the students get the balls can lead to disagreements over who had a basketball first and can lead to distraction of immediately going to shoot the ball rather than listen to instruction.

LESSON PLAN WORKSHEET

Lesson Activity Name: Building a Foundation Pt. 2

Length of Activity: 45 minutes

Supplies: Basketballs, basketball court

Directions:

Start off with a discussion of two primary violations in basketball: travel and double dribble. Set up groups of two and have them alternate the same dribbling warmup as before, but also accommodate the needs of those who have more basketball experience by incorporating stationary between-the-legs and behind-the-back. Introduce shooting form with B.E.E.F. acronym (balance, eyes, elbow, feet) and give more experienced students opportunity to be an example. Split students between two baskets and form four lines (two at each basket). Have the students rotate through the lines close to the basket working on form and gradually progress to further shooting spots. As a final competitive activity, "Around the World", have the players stay at the basket they are at and pick 5-7 spots ranging from close to further away (free throw line). Each basket will have players line up at the first spot, respectively, and they must rotate through the line until they have made a specified number of shots at that spot (1 to 3) before they can move to the next spot and repeat. The first team to make it through all of the spots wins the game.

Conclusion of the activity:

Students have learned the proper form of shooting and then continued with shooting in a fun activity. Students now have a basis for the three primary offensive components and understand two rules of basketball.

Parts of activity that worked:

Students remembered the dribbling warm up from the week prior so that was easier. Had more experienced students demonstrate the warmup, encouraging leadership abilities. The students were very good with the B.E.E.F acronym and enjoyed watching a fellow student demonstrate.

Parts of activity that did not work:

The teams were not completely even for the game, so one team finished much faster than the other team. Lots of variation in the distance at which students can shoot makes it difficult for those who need to shoot at closer spots to participate when they got to the further away spots.

LESSON PLAN WORKSHEET

Lesson Activity Name: Teamwork

Length of Activity: 45 minutes

Supplies: Basketballs, basketball court

Directions:

Discuss teamwork and its definition as well as examples specific to basketball. Start with the same dribbling warm-up, but now while moving from the baseline to half court and back. Still right hand, left hand, and crossovers. More advanced individuals can try walking while going between- the-legs. Then split into two groups of equal skill level and have them line up on separate hoops. Practice dribbling to the basket and shooting a jump stop or layup, depending on experience level. In same teams, line up to play “Steal the Bacon” again, but with a more teamwork mindset. Now there is only one ball in the middle. Call out two to five numbers at a time. Players with corresponding numbers will now race to the ball and whoever gets the ball first is on offense and the other team is now defense. If numbers 2 & 3 are called out, then both players from each team will race to the middle and play 2 v 2 until a team scores or defense gets the ball. If offense scores, they win a point for their team. If defense gets a stop, defense wins a point for their team. Most points at the end of the game wins the game.

Conclusion of the activity:

Students have developed the necessary offensive skills and can now put them together and work with others. The idea of teamwork and starting to work together has started.

Parts of activity that worked:

The warmup dribbles worked well and the students have been wanting to scrimmage, so they were excited to get to play with and against one another.

Parts of activity that did not work:

The students often got to the ball at the same time in “Steal the Bacon” and then we would have to call a jump ball immediately instead of one group getting it first and the drill moving smoothly.

LESSON PLAN WORKSHEET

Lesson Activity Name: Communication

Length of Activity: 45 minutes

Supplies: Basketballs, basketball court

Directions:

Discuss “man-to-man” defense and its characteristics. Discuss communication and different ways to communicate with your team while playing offense and defense. Start with the same dribbling warm-up including right hand, left hand, and cross overs while moving. Play a quick game of dribble knockout. Have all the kids remain on one half of the court and they must remain in bounds. The players must dribble their basketball while trying to knock the other players’ basketballs out of bounds. If a player’s ball goes out of bounds, or stops bouncing while in bounds, the player is out. Gradually decrease the area that the kids can move around in until there is one winner. Introduce shell drill. There are five players on offense and five players on defense. The offense passes the ball around the three-point line and the defense shifts into the help, deny, and on-ball positions. Once the instructor yells “live”, the drill becomes a half court 5 v 5 possession. Defense and offense will switch every possession. Emphasize that players call out “help”, “ball”, or “deny”, depending on which position they are in to encourage communication on defense.

Conclusion of the activity:

Students now understand that each player needs to guard one other player. Students also know how to effectively communicate with one another when playing defense.

Parts of activity that worked:

Students did a good job of guarding only one person instead of all five trying to get the ball. Students enjoyed getting to play the game live.

Parts of activity that did not work:

There was little time to fully teach the different positions defense should be in and when during shell drill. There was also less focus and more confusion during shell drill.

LESSON PLAN WORKSHEET

Lesson Activity Name: Leadership

Length of Activity: 45 minutes

Supplies: Basketballs, basketball court

Directions:

Create even teams of three and make a bracket for a small tournament. Discuss leadership and different ways to be a good leader when playing with a team. Introduce teams and rules. The teams will play until one team gets 10 points. The games will be played at only half the court and if defense gets a rebound, they must take it to the top of the three-point line before they can begin playing offense. There must also be at least one pass before offense can try to score.

Conclusion of the activity:

Some of the students begin to take leadership roles within their teams. They also get to play their first official basketball games.

Parts of activity that worked:

The students did a good job of following the rules and passing the ball to everyone on the team. Some of the students stepped up and were helpful to their teammates and were good leaders.

Parts of activity that did not work:

Instead of working together, some of the students got angry with one another and decided to quit playing.

LESSON PLAN WORKSHEET

Lesson Activity Name: Strengths and Weaknesses

Length of Activity: 45 minutes

Supplies: Basketballs, basketball court

Directions:

Introduce the idea of strengths and weaknesses. Discuss possible strengths and weaknesses that basketball players could have. Split group into one big group and 2-3 students in the other group. Throughout the lesson, the big group will work on general skills like ball handling, shooting, and passing. They can do more of the dribble warm-ups, passing warm-ups, or shooting spots like we have done in previous lessons. The small group will get to work on the specific skills that could further be improved (weaknesses), or skills that are strengths and challenge them further. For a group that struggles with catching the ball, form a passing circle and work on catching and throwing hard passes. Have the instructor stand at the top of the free throw line and have the students stand in a line near the elbow. Have the students cut to the wing to get open and pass them the ball. They must catch the ball and then dribble to the basket and shoot the ball. For a group that wants to be challenged in their dribbling abilities, do two ball dribbling drills. Have the group perform dribbling two basketballs at the same time and alternating the balls. Depending on how well the students are performing the two ball drills, have them attempt to cross the balls over at the same time, and/or dribble around one leg with the basketball. For students who need more practice with scoring. Have them start at the elbow and cut to the wing for a pass. Then have them drive to the basket and jump stop or shoot from further out.

Conclusion of the activity:

Students can identify areas that need more improvement than others. Students can also identify what strengths they have.

Parts of activity that worked:

The students were very engaged in the small groups and enjoyed the focused attention.

Parts of activity that did not work:

The students in the large group continuously wandered into the small group area and asked when their turn was.

LESSON PLAN WORKSHEET

Lesson Activity Name: Strengths and Weaknesses Pt. 2

Length of Activity: 45 minutes

Supplies: Basketballs, basketball court

Directions:

Once again, split into one big group and 2-3 students in a small group. Work with the remaining students who did not get small group time in the previous week. Once again, with the big group, work on general skills such as passing, dribbling, and shooting. With the small groups, do more focused drills. Once everyone has had small group time, bring the big group together. Play competitive games that show the skills the students have learned. Can play dribble knockout, like the students have previously played. Can also play knockout. Form a line at the free throw line facing the hoop with the front two players holding basketballs. The first player will shoot the ball and then once the first player has shot, the second player can shoot. The players keep shooting until they make the shot or get out. If they make the shot before the person behind them makes the shot, they are safe and pass their ball to the next person in line and get back in line. If the second person makes it before the first person, then the first person is out, and the second player gets back in line. The balls go to the next two players in line.

Conclusion of the activity:

All students have now gotten specific feedback on ways they can further improve. They can also identify how to make improvements and what improvements to make within themselves.

Parts of activity that worked:

Students enjoyed getting the opportunity to work with an instructor in small group settings.

Parts of activity that did not work:

Some groups argued over the line order and so there was lack of motivation after the argument.

LESSON PLAN WORKSHEET

Lesson Activity Name: Teamwork Pt. 2

Length of Activity: 45 minutes

Supplies: Basketballs, basketball court

Directions:

Separate group into two evenly divided teams. These are the teams that will be playing against one another in the final week of club. Have one instructor work with each team. Let the teams decide what they want to work on in preparation of the game. If the team wants to work on passing and scoring, work on cutting to get open and then driving to the basket or shooting while having someone guard the passer. If the team wants to work on shooting, have them pair up at a basket and rebound for one another as they alternate shooting from different spots. If the team wants to work on dribbling, have them work on dribbling with a defender guarding. If the team wants to work on defense, have them play 2v2 or 3v3 with an emphasis on defense. After 35 minutes of practicing, have the teams play competitive games like steal the bacon, around the world, or relay races to encourage working together.

Conclusion of the activity:

The students got to take an active role in their learning and identification of skills to improve on.

Parts of activity that worked:

The students were really engaged when they got to decide what they wanted to work on. I saw lots of teamwork and great collaboration.

Parts of activity that did not work:

One team was not as willing to work together as the other team, so there was much more distraction.

LESSON PLAN WORKSHEET

Lesson Activity Name: Adding it All Together

Length of Activity: 45 minutes

Supplies: Basketballs, basketball court

Directions:

Keeping the same teams from the prior lesson. Split the teams into two and have them discuss a “game plan” for a few minutes (ex: who will each person guard). The teams will play two 10- minute halves with the instructors reffing and keeping score. At half time, give advice to the teams regarding how they could improve in the second half.

Conclusion of the activity:

Students were able to combine all of the skills they have developed over the duration of the club and showcase them in a basketball game.

Parts of activity that worked:

The players did a really good job of passing the ball to one another, and everyone got to touch the ball.

Parts of activity that did not work:

The students were very excited to play in the beginning, so it took a little bit to calm everyone down so we could talk about the game plans.
