



Australian Government
Australian Sports Commission



**BASKETBALL
AUSTRALIA**



Basketball lesson plans

Eight curriculum-aligned lesson plans
to help primary school teachers deliver
an engaging physical education program.

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OVERVIEW

The Australian Sports Commission (ASC) has partnered with Basketball Australia to develop 8 lesson plans for primary school teachers. The lesson plans aim to build students' confidence and competence to participate in basketball over the 8-week game-based program. As the activities become more challenging, students will learn the rules and skills needed to understand, play and enjoy the sport of basketball.

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This resource is based on the Playing for Life and Game Sense concepts. These contemporary approaches to teaching and coaching use a game-centred approach to develop fundamental movement skills for games and sports. The use of skilled questioning will enable students to reflect on and refine their movement skills as they progress.

For each lesson, the following is included:

- Learning intentions – outcomes of each lesson
- Skill focus – skills to develop
- Duration, area, equipment – information to assist with the preparation and successful delivery for each lesson
- Activities – a range of developmentally appropriate, engaging activities that will make up each lesson
- CHANGE IT – simple ideas to ensure activities are engaging and adaptable for students of all abilities
- Links to curriculum – alignment to the Australian Curriculum 9.0, achievement standards and content descriptors
- Assessment ideas – a range of easy to use and adaptable assessment ideas

Assessment

A range of tools are available for teachers to assess student achievement against AC:HPE achievement standards.

- Student self-reflection assessment
- Student peer assessment
- Teacher assessment rubric
- Teacher formative assessment – ‘What did you learn?’ questions at the end of each lesson link to the learning intentions.

Teachers can select the tool/s that best suit their environment, adapt existing tools, or create alternative assessment tools to meet the needs of their students.

Tips for delivery

The lessons aim to make the sport accessible and engaging for all students. Adjust activities where possible to ensure they meet the individual needs of everyone. For example:

- Keep instructions brief to hold students’ attention.
- Keep group sizes to a minimum to ensure maximum participation of all students.
- Run activities with several groups at once or set up stations with different activities and rotate the groups as shown below.
- Be creative and add your own flair to the lesson plans provided.
- Use size 4 or 5 basketballs if available, as these are the best sizes for primary school children.
- Similar sized balls may be used in place of basketballs, such as soccer balls or netballs. Use your best judgement to prevent damaging the equipment through basketball-related activities such as dribbling outdoors.

- There should be enough equipment for each student to be allocated a basketball. The more ball handling students get, the faster they will improve.
- For students under 12, the basket ring should be 8ft or 2.43m high. A netball ring will also work. Alternative targets such as a spot on a wall, buckets, hoops and cones can also be used to allow students to experience the concept of shooting goals while maintaining an achievable target.

Safety considerations

- Your duty of care to your students extends to lesson delivery. Always prioritise student safety and supervise play directly.
- At the start of every lesson, confirm that the surface of the playing area is appropriate for the activities outlined. Clear a safe distance from hazards, walls and other fixed objects.
- Set a safe distance between groups of students.
- Use good quality, well-maintained equipment. Always check equipment for faults before use.
- Always give clear instructions for activities and the use of equipment.



Playing for Life

Playing for Life is based on the Game Sense approach, with the objective to develop a love of movement and physical activity in students that will empower them to play for life. All Playing for Life activities are game-based and generate a safe, inclusive and challenging environment.

The Game Sense approach

The Game Sense approach is a way of teaching where:

- Students develop tactical and movement skills together to promote problem solving and decision-making.
- The learning environment typically involves games and match simulations [but can also include other skill-building activities].
- Students are guided using instructions and questioning from the teacher, as well as reflection and group discussion prompts.

The Game Sense approach – how to use it

The typical Game Sense approach uses the following structure:

- **Gameplay:** use of games or match simulations that represent a tactical and movement skill of match-play with a specific outcome guiding the gameplay.
- **Question:** teacher asks the students questions about a tactical concept, movement skill or aspect of personal and social development from the gameplay to guide learners to solve problems they have experienced.
- **Play practise:** use of activities [i.e. games, scenarios, or drills] that guide students to achieve the tactical or movement skill objective.
- **Question:** teacher again asks students about a tactical concept, movement skill or aspect of personal and social development from the play practise they have just completed to guide students to solve problems they have experienced and identify how they have solved these problems.

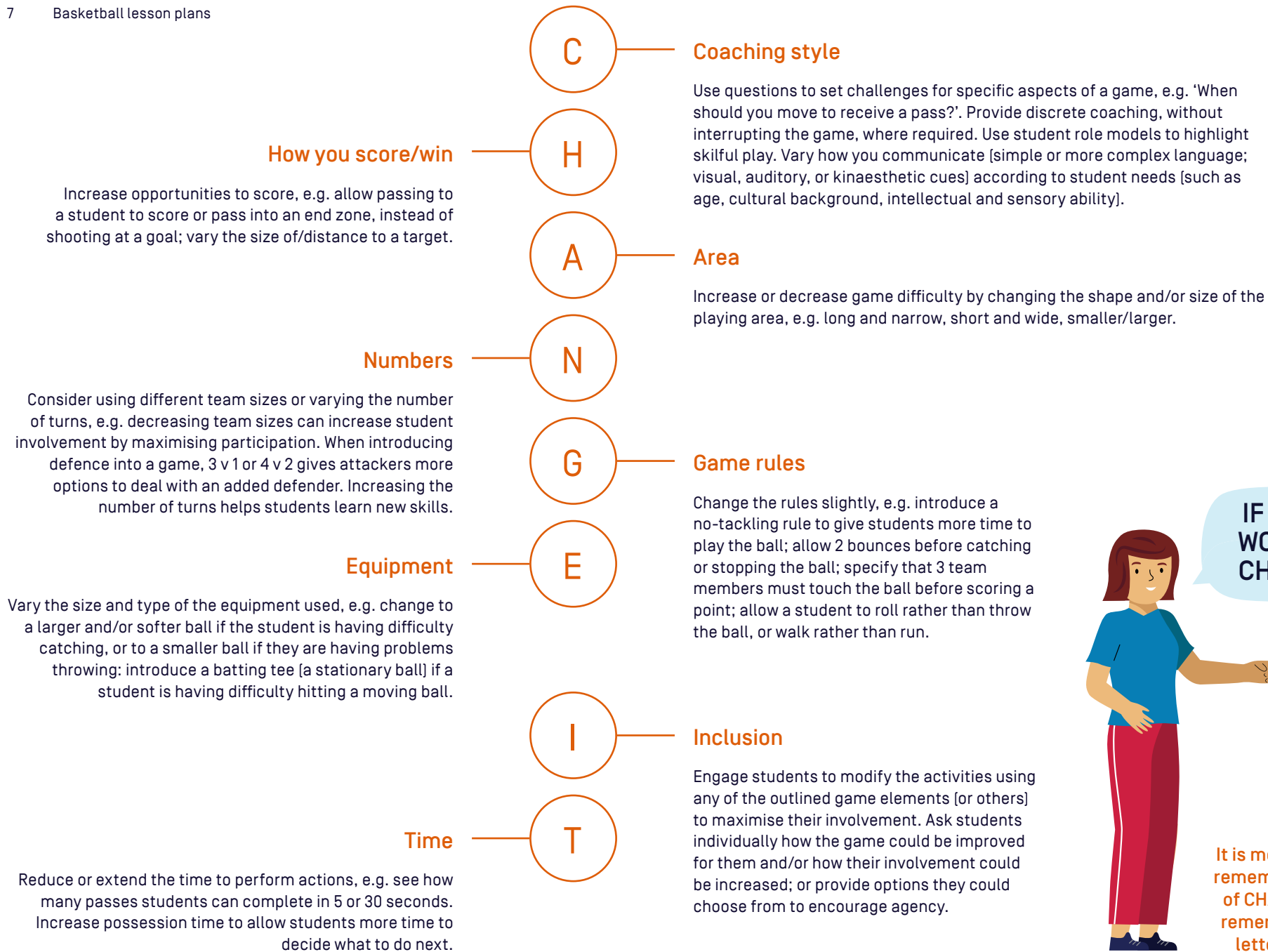
- **Gameplay:** students are placed into a game or match simulation to try and achieve the original objective (or a potentially slightly more challenging one) to use the tactical and movement skills they have learned from previous gameplay and play practises.
- **Conclusion:** the teacher and the students discuss or think about what has taken place, whether the lesson outcomes have been achieved and what can be done in the future.

The Game Sense approach – key points

- Plan each session around developing a particular tactical concept and movement skill.
- Teachers provide an environment for students to successfully solve the challenges that gameplay provides, rather than instructing students how to perform a particular skill.
- Minimise teacher instructions and demonstrations to allow play to continue and support students in developing their skills.

CHANGE IT

CHANGE IT – Vary one or more of the following game elements to maximise participation and meet student needs and game objectives.



IF IT'S NOT WORKING... CHANGE IT!



It is more important to remember the concept of **CHANGE IT** than to remember what each letter represents.

CURRICULUM LINKS

These lesson plans are aligned to the Australian Curriculum: Health and Physical Education [AC: HPE] Version 9.0 strand of Movement and Physical Activity [MPA] and aspects of related achievement standards.

Content descriptions

Each lesson identifies one or more content descriptions, which indicate how the lesson is aligned to the AC:HPE in each band.

Each lesson provides a series of games the teacher can deliver to help students develop fundamental movement skills. Please use the colour coding to determine the suitability of the lessons for each year level. Years 3 and 4 are identified with the colour green and Years 5 and 6 have been identified with the colour red.

Years 3 and 4	Years 5 and 6
---------------	---------------

At any year level, students are likely to demonstrate considerable differences in the fundamental movement skills proficiency.

Links to the [Australian curriculum](#), content descriptions and detail on relevant sections of the achievement standards.
Links to the [NSW curriculum](#) and [Victorian curriculum](#).

Specific curriculum linkages for these lessons:

Lessons 1-8:

Australian curriculum-relevant content descriptions

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M07

YEARS 3 AND 4

Curriculum links:

Relevant sections of the achievement standard

Students apply fundamental movement skills and demonstrate movement concepts across a range of situations.

They adapt movement strategies to enhance movement outcomes.

Relevant content descriptions

AC9HP4M01

Refine and apply fundamental movement skills in new movement situations

AC9HP4M02

Apply and adapt movement strategies to achieve movement outcomes

AC9HP4M08

Apply rules and scoring systems to promote fair play when participating or designing physical activities

YEARS 5 AND 6

Curriculum links:

Relevant sections of the achievement standard

Students refine and modify movement skills and apply movement concepts across a range of situations.

They transfer movement strategies between situations and evaluate the impact on movement outcomes.

Relevant content descriptions

AC9HP6M01

Adapt and modify movement skills across a variety of situations

AC9HP6M02

Transfer familiar movement strategies to different movement situations

AC9HP6M07

Predict and test the effectiveness of applying different skills and strategies in a range of movement situations

INTRODUCTION TO BASKETBALL

RULES

Modified basketball rules and Aussie Hoops

Aussie Hoops is a modified basketball program developed by Basketball Australia for primary school-aged children. The game is played by the following rules:

- Teachers act as referees, controlling the game and making decisions based on the rules and skills of the students. Your aim is to make the game enjoyable, safe and as smooth as possible.
- Students score points by putting the ball through the basket more times than the opposing team.
- All baskets are worth 2 points, except free throws which are worth one point.
- If students take more than one step without dribbling the ball, they receive a penalty for travelling.
- The ball cannot be stolen from a student's hands.

Additional basketball rule variations

- Students can shuffle their feet on the spot when they have the ball.
- Students can use 2 hands when dribbling to gain control of the ball.
- Have a team play half-court defence when they lead by a certain amount.
- Change the size of the teams and court.
- Keep score, and at quarter-time and half-time everybody takes a foul shot.
- Play without scoring.

PLAYING FIELD

The key

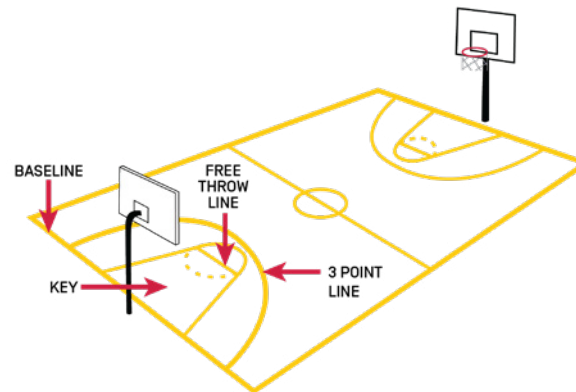
- The key is the marked area closest to the basket. Offensive players can only stay in the key area for 3 seconds.

The free throw line

- The free throw line is the line at the top of the key where free shots (also known as foul shots) are taken from.

The 3 point line

- The three point line is the large semi-circle outside the key.



EQUIPMENT

Equipment used in this program includes:

- marker cones
- basketballs
- bean bags
- bibs or sashes
- skipping ropes
- hoops
- skittles or similar targets
- goals such as buckets, bins, boxes or hoops
- tape.

BASIC SKILLS

BALL HANDLING

Ball handling in basketball includes anything done with the ball. To improve ball handling, you often practise activities you cannot do in a game. Ball handling involves the following components: dribbling, passing, catching, triple threat and fake.

Coach your students through the following movements:

- When dribbling, students bounce the ball as they move down the court. Encourage students to touch the ball using only one hand at a time.
- Students in a wheelchair can hold the ball in their lap, push on the wheels twice and then must bounce the ball.
- When holding the triple threat position, attacking students can shoot, dribble or pass.
- To perform a fake, students pretend to pass or shoot the ball to confuse the other team.
- When catching, students should keep both hands open and ready, with fingers pointing up.



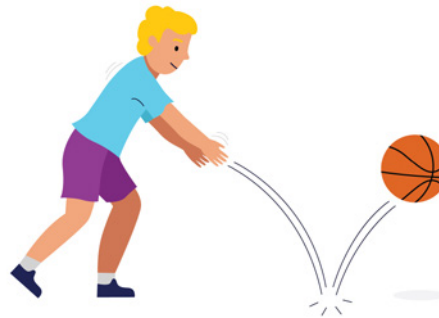
PASSING

When students pass, they should step forward and follow through with their hands. Students can use the following passes in a game of basketball: bounce pass, chest pass, overhead pass, push pass, baseball pass.

Coach students through the following techniques:

- To make a bounce pass, students pass the ball to another student by bouncing it on the ground. This technique is used over short distances.
- To make a chest pass, students pass with 2 hands from their chest, aiming at the chest of another student. This technique is used to make short, sharp passes.
- To make an overhead pass, students use 2 hands to throw the ball over their head. This technique is used for height and over longer distances.
- To make a push pass, students use one hand to throw the ball from shoulder height. This technique is used to pass around a defender.
- To make a baseball pass, students throw the ball from ear height, using one hand to pass side-on to the receiver. This technique is the least accurate as it takes longer to execute and is thrown over greater distances.

Bounce pass



Chest pass



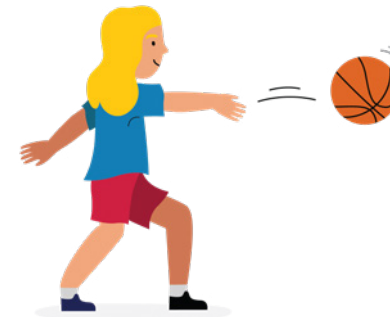
Overhead pass



Push pass



Baseball pass



FOOTWORK

Footwork involves the following components: pivoting, jump stop, stride stop, defensive slide and cutting.

Coach students through the following techniques:

- When pivoting, students use their feet to change direction, keeping one foot still while stepping with the other.
- To make a jump stop, students land on both feet at the same time and can pivot from either foot.
- To make a stride stop, students stop in a way that one foot touches the ground before the other. The first foot that contacts the ground becomes the pivot.
- To make a defensive slide, students start with knees bent and feet apart, move from side to side and attempt to intercept the ball. The feet should never come together.
- When cutting, students move in the direction of the ball. In one smooth movement, stop a few steps away from the intended catching position, place the outside foot on the ground and push off in the desired direction to evade an opponent or to receive a pass.

Pivoting



Jump stop



Stride stop



Defensive slide



Cutting



SHOOTING

To score in basketball, students pass the ball through the basket from above. Shooting is the method through which the ball is thrown at the basket to score.

Coach students through the following techniques:

- Place one hand below the ball and the other on the side of the ball.
- To make a jump shot, students throw the ball into the basket while in the air.
- To make a lay up, students catch the ball while running. The foot that hits the ground first is the pivot foot. The second foot lands and the student can jump off that foot toward the basket.
- Students can lift their pivot foot off the ground, but must pass or shoot again before it hits the ground again.
- Follow through with the shooting hand. Younger students may need to shoot with two hands at first.



LESSON 1

LESSON 1

LEARNING INTENTIONS

To introduce foundational skills of ball handling and passing skills.

To enable students to apply the fundamental movement skill of catching in different positions on the court.

Skill focus

- Ball handling
- Passing

Duration

60 minutes

Area

Similar in size to a basketball court.

Equipment

- Marker cones
- One ball per pair
- Bibs or sashes

Activities

ALL-IN TAG

PAIRS PASSING

SHUTTLE BALL

LONG THROW

BUROINJIN

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M07

[NSW curriculum](#)

[VIC curriculum](#)

ALL-IN TAG

SUMMARY

Everyone tries to tag everyone else. Students who are tagged continue to tag others from a crouched position. Play with 8 to 30 students.

Skill focus

- Footwork

Details

Warm-up
5 minutes

Equipment

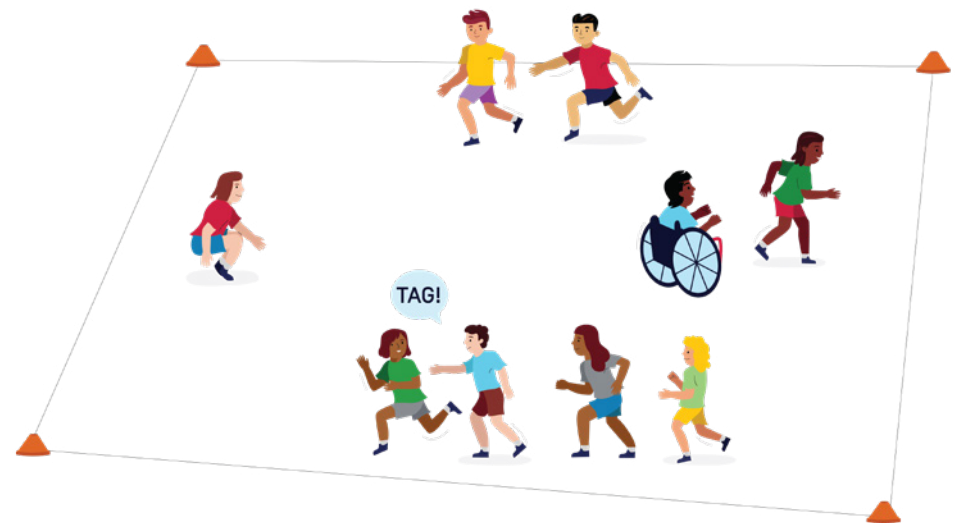
- Marker cones

CHANGE IT

- A student with limited mobility may have to be tagged twice.
- Use a 'buddy' pairing system for all students. Both students in a pair have to be tagged within 5 seconds.
- Students can only move by:
 - walking
 - shuffling
 - skipping
 - jumping.
- On your call, students that have not been tagged must freeze in a one-legged statue for 5 seconds.
- On your call, all the crouchers become runners and the runners become crouchers.

What to do

- Define the playing area with marker cones.
- Students tag whoever is nearest.
- Tagged students crouch and may continue to tag others but can't change position.



PAIRS PASSING

SUMMARY

Students form pairs. On your signal, students pass the ball to each other for 30 seconds. At the end of 30 seconds, the student without the ball moves to form a new pair. Passing starts again.

Skill focus

- Ball handling
- Passing

Details

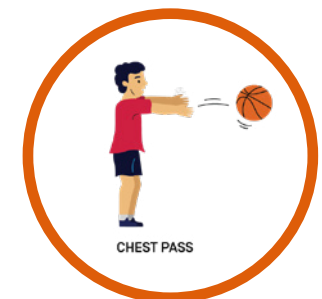
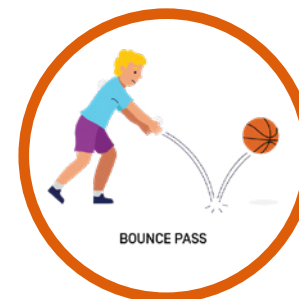
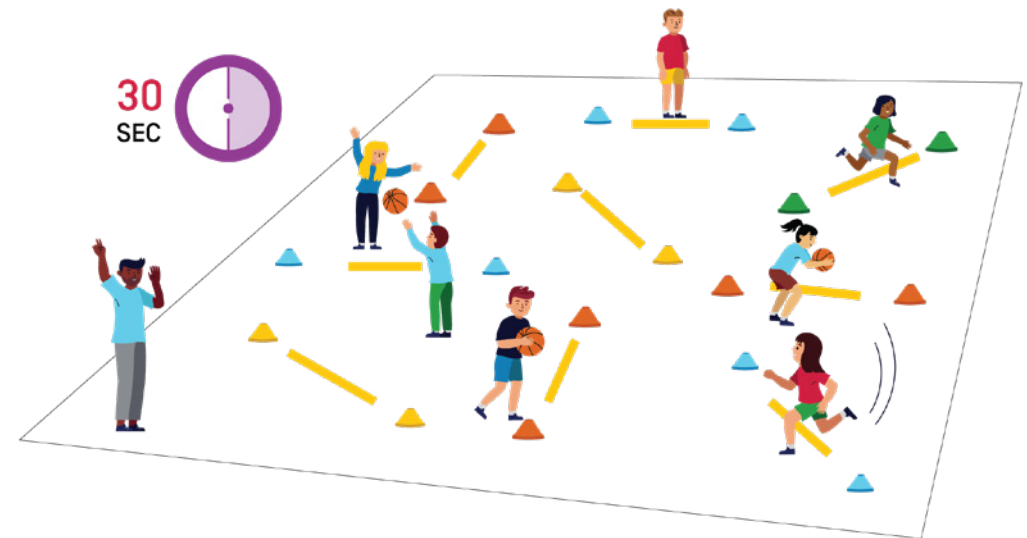
Warm-up
10 minutes

Equipment

- One ball per pair
- 2 marker cones (or alternatives such as skipping ropes or tape) per pair

What to do

- Pairs distribute themselves and wait for the signal 'GO!'.
• Pairs pass to each other at their own rate for 30 seconds.
• Students practise a variety of passes.
• At the end of 30 seconds the student without the ball moves to find another student with a ball.
• The activity is repeated.



CHANGE IT

- Students can only use the type of pass set by you, for example:
 - bounce pass
 - chest pass
 - overhead pass
 - push pass
 - baseball pass.
- Students move around the playing field, passing through every pair of cones.
- Students catch the ball and perform an action. For example, students:
 - bounce the ball
 - throw the ball high
 - pass the ball under the leg.
- Students attempt to intercept other pairs' balls.

SHUTTLE BALL

SUMMARY

A cooperative game where one student throws the ball to a catcher then runs to take their place. The catcher in turn runs to join the students at the throwing line. Play in teams of 3 or more.

Skill focus

- Ball handling
- Passing

Details

Warm-up
10 minutes

Equipment

- One ball per team
- Marker cones or tape

CHANGE IT

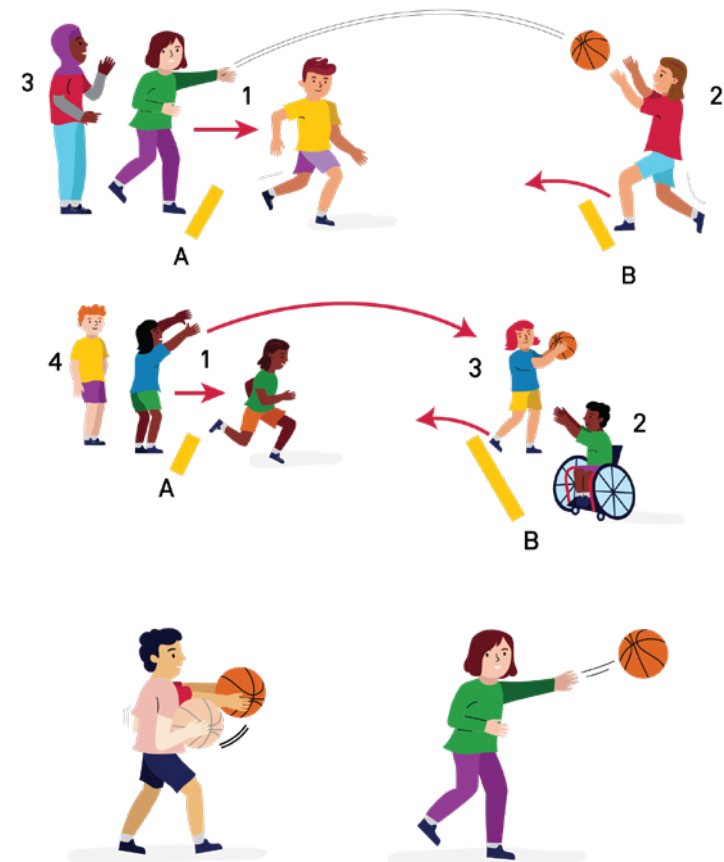
- Limit the type of movement used between lines.
- Limit the type of pass that can be used.
- Change the distance between the lines.
- Change the type of ball used.
- Have students roll the ball.
- Students use their preferred or non-preferred hand.
- Make the game more inclusive:
 - A student with limited mobility or passing ability starts at line B with a team mate.
 - The first throw is sent to student 2, who then passes the ball to student 3.
 - The game continues with student 3 running back to line A with the ball and student 4 passing to student 2 and running to line B to repeat the pattern.

What to do

- Define 2 lines 3m apart with marker cones or tape.
- Student one throws the ball to student 2 and then runs to line B.
- Student 2 throws the ball to student 3 and then runs to line A.
- Students repeat this pattern until you call 'STOP!'.

Tips

- Students should step forward when passing and follow through with their hands.
- Students' arms should be straight once they have released the ball.



LONG THROW

SUMMARY

Students work in pairs to make successful passes over varied distances.

Skill focus

- Ball handling
- Passing

Details

Warm-up
10 minutes

Equipment

- Marker cones
- One ball per pair

CHANGE IT

- Change the type of throw.
- Change the ball used.
- Change the size of the circle.
- Have students use their left or right hand.
- If the ball is dropped the catcher stays on the circle or steps towards the circle if they are further out.
- After each round, the student in the centre trades places with the next student in the rotation.

Cooperative circle challenge

- Start with 4 catchers in a circle with a thrower in the centre.
- Students step back when they catch the ball.

What to do

- Divide students into pairs and give each pair a ball.
- Use 2 marker cones to establish a gate for the ball to pass through.
- Students stand at equal distances from the markers.
- Students pass the ball back and forth.
- If the ball is caught on the full, both students take a step backward.
- If the ball is dropped, both students take a step forward.
- Play for a set period. Play stops when time runs out.
- The pair with the greatest distance between them wins.



BUROINJIN

SUMMARY

In teams, students pass the ball to one another, run across a goal line and attempt to score a point. The opposing team can intercept the ball to gain possession.

Skill focus

- Ball handling
- Passing
- Footwork

Details

Skill development
20 minutes

Equipment

- Marker cones
- One ball per pair

CHANGE IT

- Limit the type of pass students can make.
- Change the size of the teams. Play with less defenders than attackers.
- Once over the half-way line, students cannot make a pass backwards into the defence area.
- Reduce the number of steps allowed before passing.

What to do

- Define the playing field with marker cones.
- Divide students into 2 even teams: attackers and defenders.

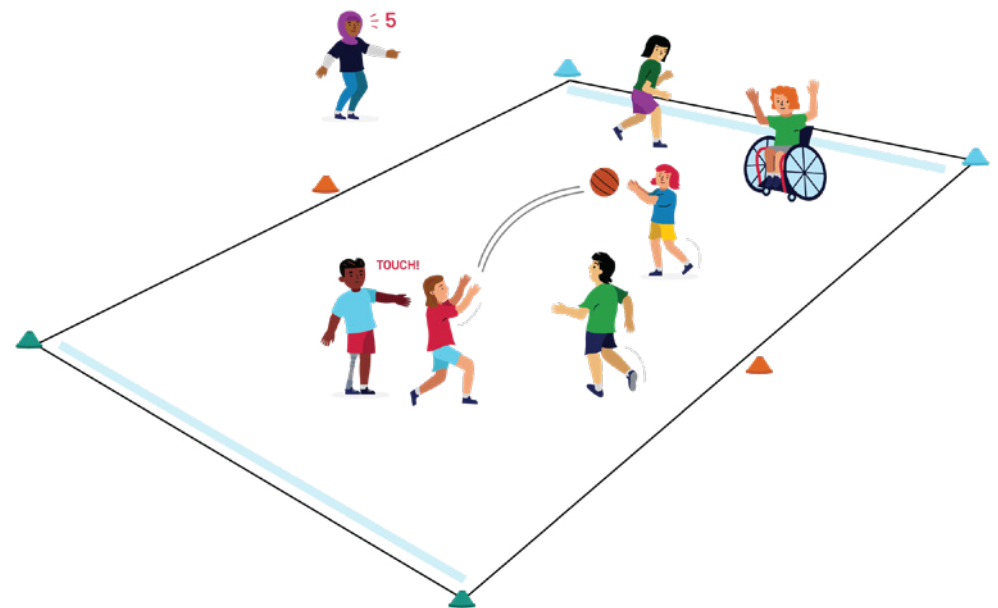
Attackers

- Start the game at the half-way mark.
- Run and pass the ball – bounce passes are allowed.
- Play to 6 touches before possession changes.
- Count 'ONE!', 'TWO!', ... 'SIX!' – 'CHANGE OVER!' as the touches are made.

- If a student is tagged by a defender while running with the buroinjin, they must pass the ball less than 3 steps from where they were tagged.
- If a student drops the buroinjin, they can pick it up again if they have not been tagged.

Defenders

- Students call out 'TOUCH!' when they tag a student with the buroinjin.
- During a change of possession, defenders must stand back 3m until the pass is made.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- How could you increase the distance you can throw?
- How could you improve your movement into space?
What other sports or games do you run into space to receive the ball?
- What did you enjoy in today's lesson?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 2

LESSON 2

LEARNING INTENTIONS

To practise ball handling and passing skills.

To introduce single and double foot jumping when catching the ball.

To develop the skill of dribbling.

Skill focus

- Ball handling
- Passing
- Footwork

Duration

60 minutes

Area

Similar in size to a basketball court.

Equipment

- Marker cones
- One ball per student

Activities

[FUN ON THE SPOT](#)

[BIRTHDAY GROUPS](#)

[HOW MANY BEAN BAGS?](#)

[KEENTAN](#)

[DRIBBLERS AND ROBBERS](#)

[BACK-TO-BACK PASS](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M07

[NSW curriculum](#)

[VIC curriculum](#)

FUN ON THE SPOT

SUMMARY

A quick energiser where students perform short bursts of a specified movement.

Skill focus

- Footwork

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One basketball per student

What to do

- Define the playing area with marker cones.
- Students spread out across playing area and start with easy jogging.
- On your call, students perform short 15 second bursts of a specified movement.
- Add dynamic flexibility activities, such as swings and lunge walks.



CHANGE IT

Basketball variation

- Call 'GREEN LIGHT!' for students to start jogging.
- Call 'RED LIGHT!' and students stop by using a jump stop or a stride stop.
- Students get into the basketball triple threat position before continuing to jog.

BIRTHDAY GROUPS

SUMMARY

Birth dates are used in a variety of ways to form groups.

Details

Warm-up
5 minutes

What to do

Day-month line-up

- Students line up in order of birth dates (day and month).
- Form groups by going down the line and 'peeling off' groups of the size required.

Date only line-up

- In this variation, students line up in order of the date of their birthday irrespective of the month.

Financial year line up

- Divide a larger group in half.

Alphabetical order

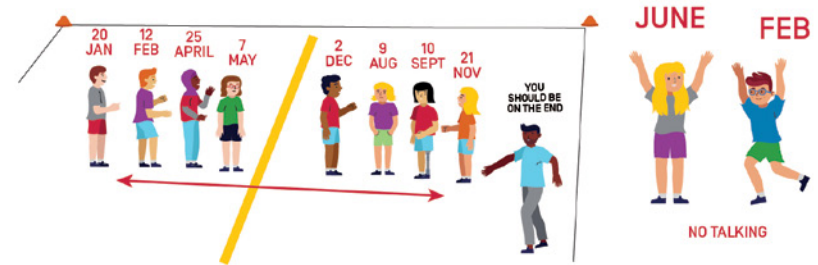
- Use given names or family names and then 'peel off' into groups.

By month, no talking

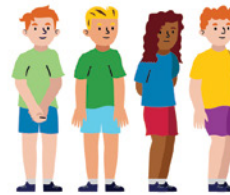
- Students line up by month from January to December.
- The catch is they can't talk to one another.
- Use with older students who know the months and work out where each other fits within the sequence of months.

Tips

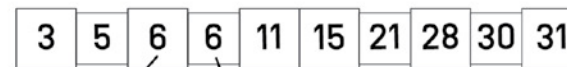
- Finish the activity by dividing students into pairs for the next activity.



BEFORE 30 JUNE

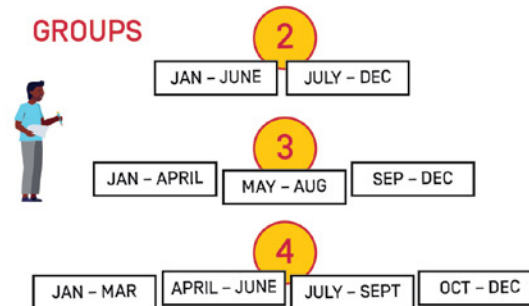


AFTER 30 JUNE



FEB AUG

GROUPS



HOW MANY BEAN BAGS?

SUMMARY

In pairs, students race to collect the most balls.

Skill focus

- Ball handling
- Footwork

Details

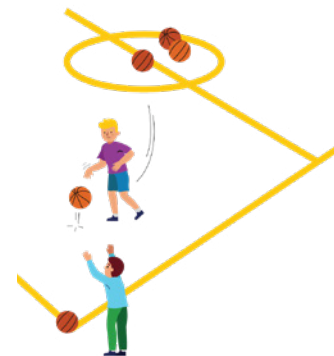
Warm-up
10 minutes

Equipment

- 10 to 15 basketballs, or balls of a similar size
- 4 marker cones for each game
- Chalk or removable tape

What to do

- Use marker cones to define the boundaries. Balls are placed in the centre of the playing area.
- Form 4 teams of 2 for each game area.
- In pairs, students take turns running to the centre to collect one ball at a time.
- Students dribble the ball back to home base before tagging their team mate to take their turn.
- Pairs collect as many balls as possible in 60 seconds.
- Call 'STOP!' when all balls have been collected from the centre.
- The pair that collects the most balls wins.



CHANGE IT

- Instead of dribbling, students run to the central point, collect a ball and pass it to their team mate at their home base.
- Change the size of the teams and adjust the playing space as needed.
- Change the time limit.

KEENTAN

SUMMARY

Play with 2 teams. The team in possession throws the ball between team mates. Students must be off the ground when catching the ball. Play in teams of 4 or more.

Skill focus

- Ball handling
- Passing
- Footwork

Details

Skill development
15 minutes

Equipment

- One ball per team

CHANGE IT

- Allow students to shuffle when pivoting.
- Reduce the number of students on the defending team. Reduce the size of the playing area.
- Limit the type of landing. For example, students practise jump stops or stride stops.

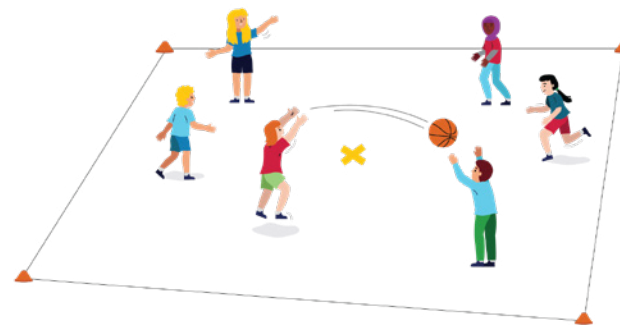
What to do

Attackers

- Start play from the centre of the court.
- Students jump and attempt to pass the ball to a team mate while they are in the air.
- The pivot must always be on the landing foot, so students should practise landing and pivoting on either foot.
- Passes must be a minimum of 2m (from student to student).
- Students in possession of the ball are allowed up to 4 steps after receiving the ball before they pass the ball.
- Students can only hold the ball for up to 3 seconds while they are standing still.

Defenders

- A team gains possession by intercepting the ball, or when the opposing team drops the ball.
- Possession changes if a student steps out of the area with the ball.
- No physical contact and guarding must be from 1m away.
- All students can move around freely.



DRIBBLERS AND ROBBERS

SUMMARY

Students attempt to gain or maintain possession of a ball. Play with teams of 5.

Skill focus

- Ball handling

Details

Skill development
15 minutes

Equipment

- Marker cones
- One basketball per student

What to do

- Define the playing field with marker cones.
- Divide students into 2 teams: dribblers and robbers.
- Dribblers each start with a ball.
- They try to maintain possession of the ball, dribbling as they move around the court.
- Robbers try to win possession of a ball
- Dribblers who lose possession become robbers and try to gain possession of another dribbler's ball – not the ball they have just lost.



CHANGE IT

- Dribblers play in pairs, with one ball between 2, passing the ball as well as dribbling it.
- All dribblers start at one end and have to get to the other end while avoiding robbers.
- Change the number of robbers.
- Provide a 'no-go' zone for a student if their ability level makes this necessary.

- Robbers are not permitted into the 'no-go' zone.

Dribbling rule

- Relax the 'dribble when travelling' rule.
- Allow a combination of running and dribbling. For example, students dribble every third or fourth step.
- Change this rule according to ability.

BACK-TO-BACK PASS

SUMMARY

In pairs, students pass a ball to each other while back to back.

Details

Finishing up
5 minutes

Equipment

- One ball per pair

What to do

- Divide students into pairs.
- Students pass the ball back and forth, practicing different passes.
- The ball must change hands completely.
- Challenge students see how many passes they can make in 20 seconds.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- Why do you think we bend our knees when we land?
- Does anyone participate in another activity when you would jump in the air to catch the ball and then land?
- How did you show respect in our lesson today?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 3

LESSON 3

LEARNING INTENTIONS

To practise passing and catching while stationary and on the move.

To introduce and practise the skill of shooting.

To have students self assess their shooting skills [see the student self assessment tool on page 44].

Skill focus

- Ball handling
- Shooting

Duration

60 minutes

Area

Similar in size to a basketball court. Wall space 10m to 15m wide and 3m high, with goal targets marked at suitable heights.

Equipment

- Marker cones
- One hoop per pair
- One basket (or similar target) per team of 4
- One ball per pair
- Stopwatch

Activities

FORM A GROUP

TARGET RELAY

PAIRS PASSING

REBOUND BALL

UNDERARM RETURN RELAY

FINISH IN THE NET

WHAT DID YOU LEARN?

ASSESSMENT

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M07

[NSW curriculum](#)

[VIC curriculum](#)

FORM A GROUP

SUMMARY

Students run around the playing area in random directions, avoiding body contact with other students. When you call out a number, students form groups of that size.

Skill focus

- Footwork

Details

Warm-up
5 minutes

Equipment

- Marker cones

CHANGE IT

- Students run to the nearest boundary and touch it with their feet before forming a group.
- Students run across 2 large zones. When you call 'STOP!', students must form a group with students in the same zone.
- When you call 'FREEZE!', students freeze on the spot.
- Use music – while the music plays, students move around. When the music stops, students form a group.

What to do

- Define the playing field using marker cones.
- Students spread out across the area.
- Have students start with slow jogging.
- On your call, students move around in different directions using only the movements set by you, such as:
 - walking
 - hopping
 - jogging
 - inch worm
 - bear crawl
 - other.
- Try several group sizes before you get to the number you would like for the next activity.



4 HANDS



3 FEET

TARGET RELAY

SUMMARY

Students complete a relay course while dribbling.
Play with teams of 3 or 4.

Skill focus

- Ball handling

Details

Warm-up
10 minutes

Equipment

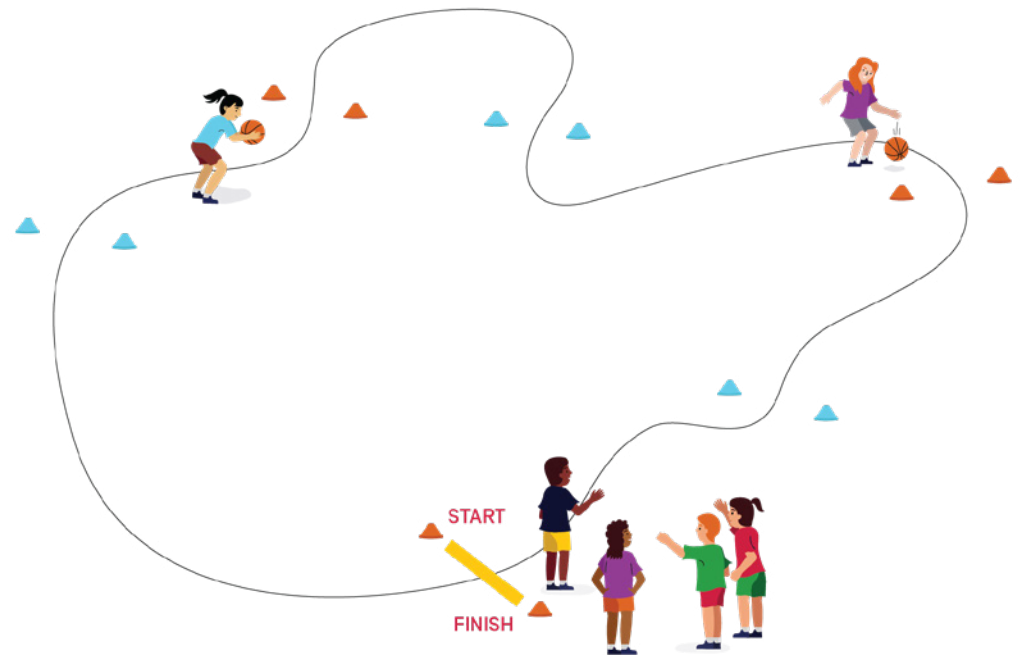
- Marker cones
- One basketball per team, or a ball of a similar size
- Stopwatch

CHANGE IT

- Students alternate the dribbling hand each time through the course.
- Allow students to choose their own starting gate.
- Students dribble 2 balls at the same time through the course.
- Change the time limit.

What to do

- Use marker cones to define the playing area.
- Set up gates across the course.
- Divide students into relay teams.
- One student from each team dribbles a ball around the course, passing through each gate.
- Students walk and dribble the first round. They can run and dribble all other times.
- Students play for a period of 30 seconds. Play stops when time runs out.



PAIRS PASSING

SUMMARY

In pairs, students pass a ball back and forth using a goal shooting action.

Skill focus

- Shooting

Details

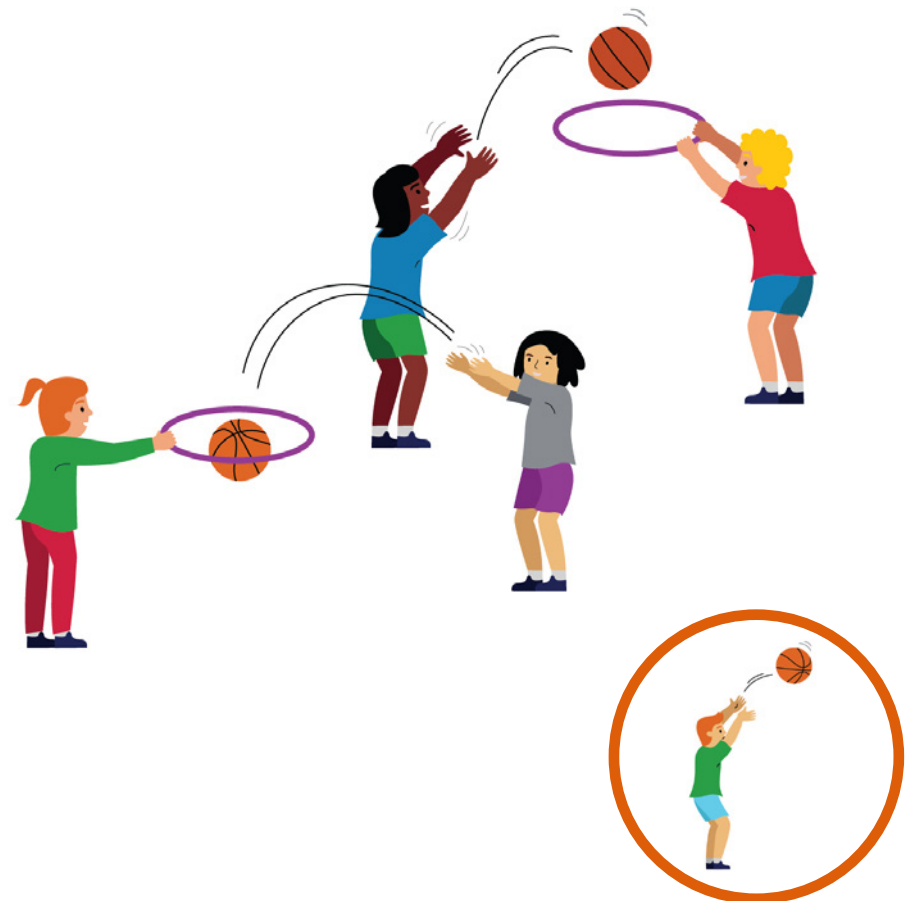
Skill development
10 minutes

Equipment

- One ball per pair
- Hoops or cones [optional]

What to do

- On your call, students pass the ball to each other using a goal shooting action.
- Play for a period of 30 seconds.
- Play stops when time runs out. The student without the ball moves on to find a new partner.



CHANGE IT

- Students experiment by shooting with one hand or both hands.
- Students shoot the ball through a hoop held horizontally by their partner.
- Students aim to land the ball in an upside down cone.

REBOUND BALL

SUMMARY

A student shoots a ball at a wall at an imaginary goal target then quickly stands back for a second student to catch the ball, and so on. Play in groups of 2 or 3.

Skill focus

- Develops shooting skills

Details

Skill development
10 minutes

Equipment

- One basketball per pair, or a ball of a similar size
- Several targets set up across a wall

CHANGE IT

- Set a time limit.
- Change the height of the targets.
- Add a defender for students to shoot over.

What to do

- Choose a playing area with a wall.
- Students form a line along the wall, at least 2m away from the wall.
- The first student throws the ball at the wall and moves quickly to the end of the team, allowing the second student to move up and catch the ball.
- Play continues down the line.



UNDERARM RETURN RELAY

SUMMARY

Students practise shooting in an underarm relay.
Play with teams of 4 or more.

Skill focus

- Ball handling
- Passing
- Shooting

Details

Skill development
15 minutes

Equipment

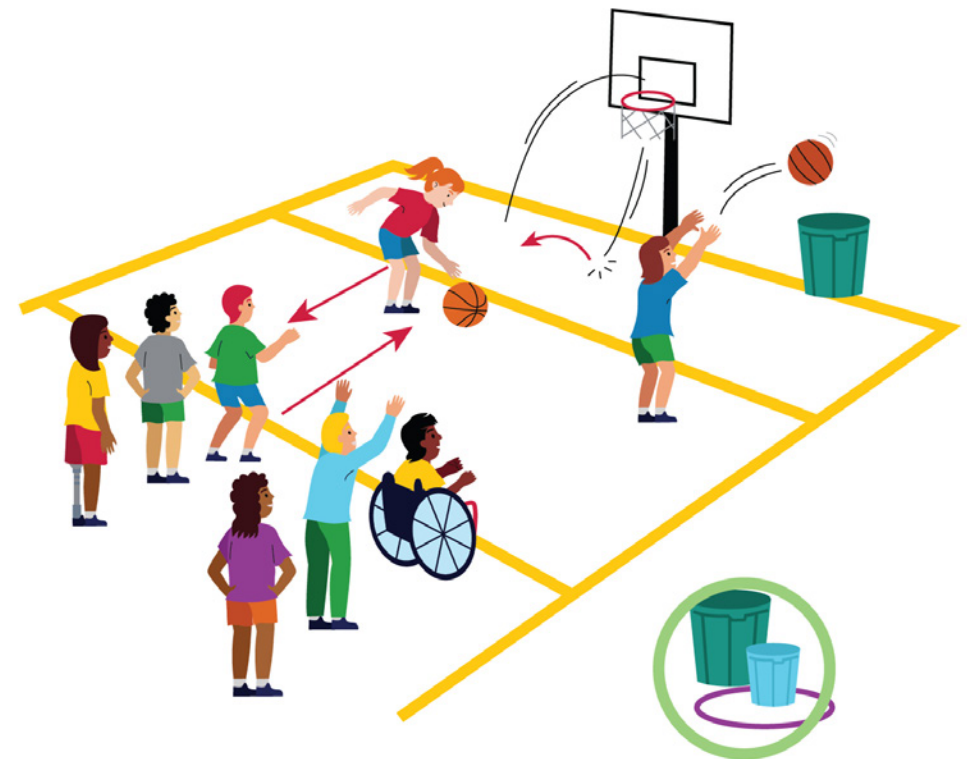
- Marker cones
- One basket per team, or alternative goal
- One basketball per team, or a ball of a similar size

CHANGE IT

- Change the distance between the mid-way line and the basket.
- Have students dribble the ball to the midway line and shoot on the run.

What to do

- Define the playing field with marker cones.
- Students run, one at a time to a mid-way point, pick up a ball and attempt to shoot a basket.
- They then gather the rebound, return the ball to the pickup point and tag the next student in line.
- Play continues.



FISH IN THE NET

SUMMARY

Teams work together to prevent students from being tagged. Play in groups of 4.

Skill focus

- Footwork

Details

Finishing up
5 minutes

Equipment

- Marker cones
- Bibs or sashes [optional]

What to do

- Divide students into groups of 4.
- Choose one student from each group to be the tagger.
- The remaining 3 students join hands to form a circle. One student in the circle is nominated to be the fish.
- Students in the circle work together to stop the fish from being tagged.
- Students practise their defensive slide technique.
- When shuffling, students should not bring their feet together or cross them over.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- What are three things you should do when trying to shoot the basketball?
- What are some of the things you did today to be a respectful team member?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Circle the face that reflects how you feel about each of the statements below:

Lesson 3 - Shooting – Underarm return relay



Always



Sometimes



Rarely

Movement skills	When shooting: I look ahead, keeping my head and upper body still.			
	When shooting: I place one hand below the ball and the other on the side of the ball.			
	When shooting: I bend my knees and push up from my legs.			
Strategy and tactics	I am beginning to think about when the best time is to shoot the ball.			
	I am beginning to start to shoot the ball when in the air [jump shot].			
Personal and social responsibility	I respect others by including and listening to all students on my team and apply the rules to promote fair play.			

SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Circle the face that reflects how you feel about each of the statements below:

Lesson 3 - Shooting – Underarm return relay















Always



Sometimes



Rarely

Movement skills	I can shoot accurately when performing a jump shot.			
	I can shoot accurately from the foul line.			
Strategy and tactics	I know when to shoot the basketball.			
Personal and social responsibility	I appreciate and provide supportive comments with all team mates on my team and apply rules to promote fair play.			

LESSON 4

LESSON 4

LEARNING INTENTIONS

To combine footwork and shooting skills through play.

To practise dribbling, passing, and shooting the basketball in small-sided games.

To introduce activities such as pivoting, faking, dribbling, passing or shooting the basketball in modified game situations.

Equipment

- Marker cones
- 2 baskets, or similar targets
- 3 basketballs per student, or balls of similar size
- Bibs or sashes

Activities

[LOOK OUT FOR OTHERS](#)

[GET THE BEAN BAG](#)

[NUMBERS](#)

[BOUNDARY PASS](#)

[FOUR CORNERS](#)

[WHAT DID YOU LEARN?](#)

Skill focus

- Footwork
- Shooting

Duration

60 minutes

Area

Similar in size to a basketball court.

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M07

[NSW curriculum](#)

[VIC curriculum](#)

LOOK OUT FOR OTHERS

SUMMARY

Students run in random directions in a defined area, combining spatial awareness with footwork.

Skill focus

- Footwork

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One ball per student (optional)

What to do

- Define the playing area with marker cones.
- Students spread out across the playing area.
- Students move around, mindful of other students, the boundaries and the surface.
- Students avoid others by using change of direction footwork.
- When you call 'GO!', students start running again.



CHANGE IT

- Students try walking instead of running.
- Students stop with either a stride stop or a jump stop.
- Introduce the concept of travelling. The pivot must always be on the landing foot.
- Students run while dribbling with a ball. When you call 'FREEZE!', all students must stop, pivot and fake a pass.

GET THE BEAN BAG

SUMMARY

Students on opposite sides of a playing area each have 3 basketballs. Students run to the other side and steal one basketball at a time and dribble it back. Students must then successfully shoot a goal. Play as individuals or in teams.

Skill focus

- Ball handling
- Shooting

Details

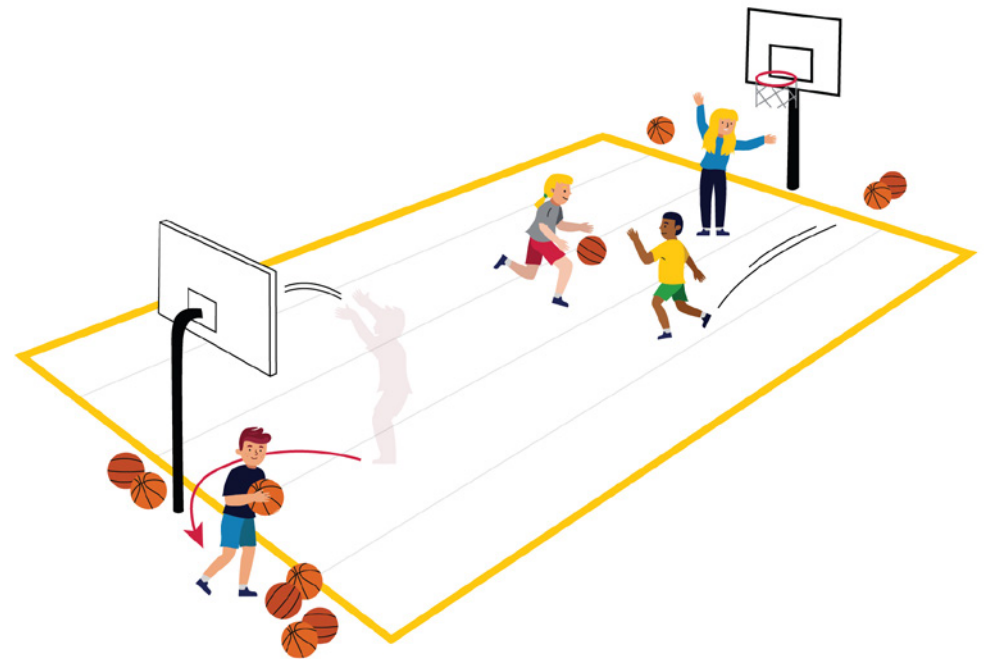
Warm-up
10 minutes

Equipment

- One basket (or a similar target) set up behind the starting area
- 3 basketballs per student, or balls of a similar size

What to do

- Students collect a basketball from the opposite end of the playing area.
- Students dribble the basketball back to the start line and shoot a basket.
- Students cannot steal another ball until they have made a successful shot.
- The first student or team to reach a score of 5 is the winner.



CHANGE IT

- Students run back to shoot rather than dribbling.
- Students may steal another ball if they hit the square behind the goal ring.
- Have students practise the lay up shot.

NUMBERS

SUMMARY

When their number is called, students compete for the ball and attempt to shoot a basket. Play in 2 teams of even numbers.

Skill focus

- Ball handling
- Shooting

Details

Skill development
20 minutes

Equipment

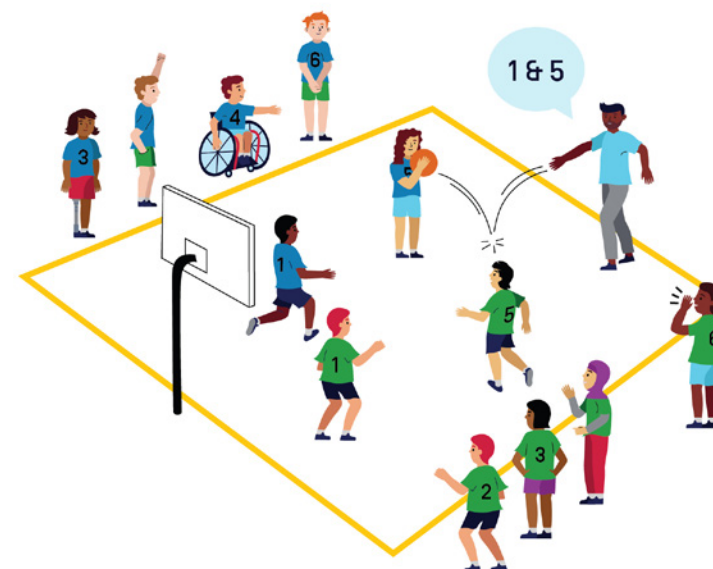
- One basket, or a similar target
- One basketball, or a ball of a similar size

CHANGE IT

- Students score one point if the ball hits the square behind the ring, and 2 points if a goal is scored.
- Remove the time limit on shooting.
- Add an extra ball and remove the defenders.
- Increase the numbers on the court.
- Every team mate must touch the ball before the team can shoot.

What to do

- Divide students into 2 teams and have them stand along opposite sides of the court.
- Number students from each team.
- Call out 2 numbers at a time and throw (or roll) a ball into the playing area.
- When their number is called, students run into the playing area.
- The team that gains possession of the ball become the attackers, and the other team become defenders.
- Attackers dribble the ball, passing to each other to try and score a goal.
- If defenders intercept the ball, they pass it back to you.
- Defenders then become attackers.
- Modified basketball rules apply.
- Teams must have a shot at the basket within 30 seconds.



BOUNDARY PASS

SUMMARY

In pairs, students try to make as many passes to each other as they can in 60 seconds. Every pass must cross a different boundary line. Students shoot when they get within shooting distance of either basket.

Skill focus

- Passing
- Shooting

Details

Skill development
15 minutes

Equipment

- One basket (or a similar target) set up at each end of the court
- One ball per pair

What to do

- Students start within the marked area near the centre of the court.
- All pairs move in the same direction.
- Each pass must cross a different boundary line
- Students attempt to shoot a goal when they get close to a basket or target.
- Have students shoot using a different technique each time.



ALTERNATIVE GOALS

CHANGE IT

- Students walk rather than run.
- Change the type of target to suit the ability level of the students.
- Have students dribble the ball between passes.

FOUR CORNERS

SUMMARY

Students choose a corner to stand in and, as the game continues based on the call, must move to the middle.

Details

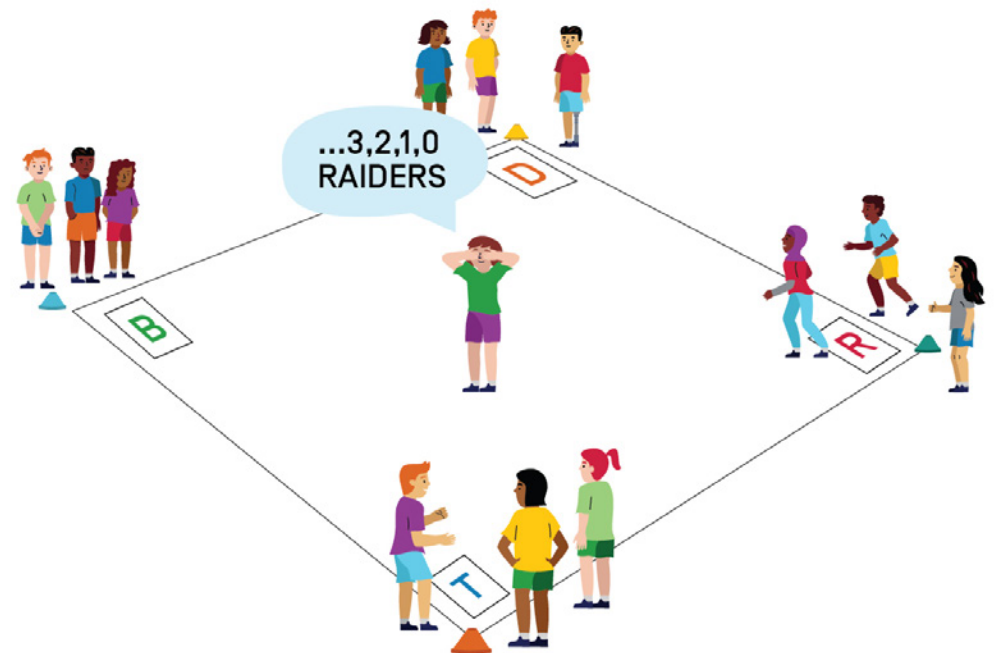
Finishing up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing area using marker cones
- Give one of the following 4 names to each corner: 'SHOULDER PASS', 'BASEBALL PASS', 'OVERHEAD PASS' and 'CHEST PASS'.
- One student stands in the middle of the playing area, closes their eyes and counts down from 10.
- While the student is counting, all other students move to a corner.
- When the counter gets to zero, they call the name of one of the corners.
- All students in that corner come into the middle and count down from 10 as the play continues.
- Continue until all students are in the middle.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- What are you looking for when dribbling the basketball and deciding whether to pass or shoot the basketball?
- What did you enjoy about today's lesson?
- What challenged you today?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 5

LESSON 5

LEARNING INTENTIONS

To challenge ball handling skills while an opposing student seeks to gain possession.

Equipment

- Marker cones
- One basketball per pair, or a ball of a similar size
- Bibs or sashes

Activities

STORK TAG

INTERCEPTOR

PARTNER TAG

WARRIORS AND DRAGONS

LOW 5S, HIGH 5S

WHAT DID YOU LEARN?

Skill focus

- Ball handling
- Passing
- Footwork

Duration

60 minutes

Area

Similar in size to a basketball court.

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M07

[NSW curriculum](#)

[VIC curriculum](#)

STORK TAG

SUMMARY

Taggers chase runners. When runners are tagged, they stop to stand on one leg like a stork. A tagged runner can be freed by another runner by catching a ball thrown by another runner. Either a stork or a free runner can throw the ball. Play with 8 or more.

Skill focus

- Passing

Details

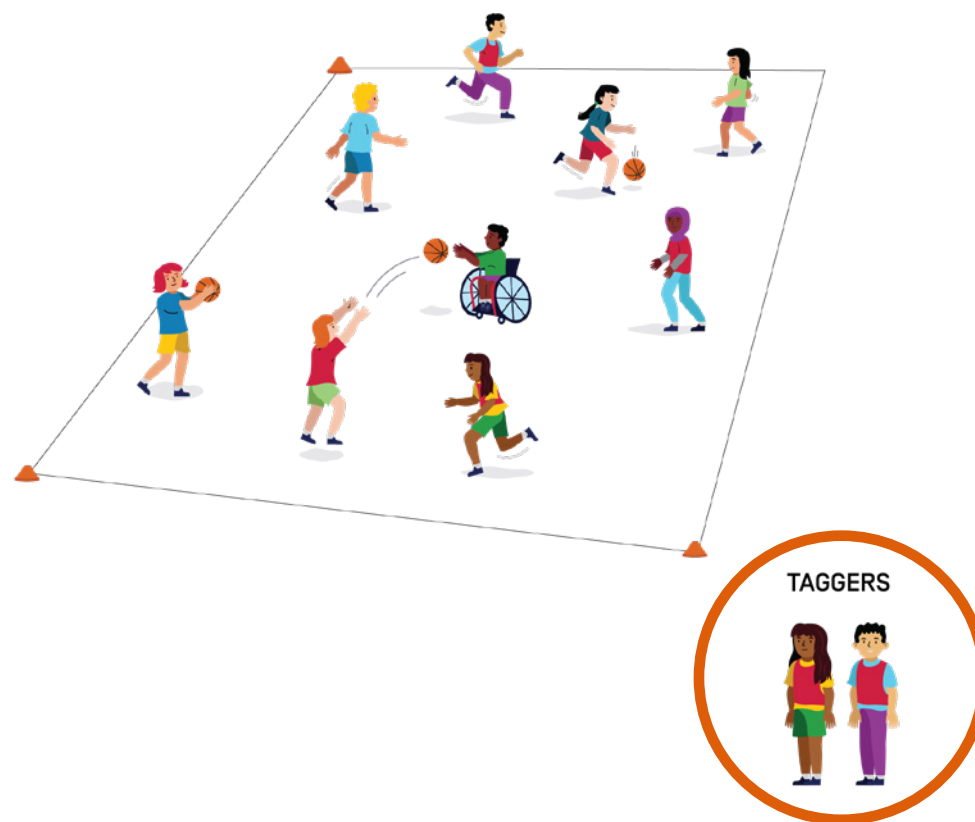
Warm-up
10 minutes

Equipment

- Marker cones
- Bibs or sashes
- One basketball for every 4 students

What to do

- Define the playing area with marker cones.
- Divide students into 2 teams.
- Taggers wear bibs.
- If a runner drops the ball, both students become storks.
- The game stops after a set period or when all the runners are tagged.
- Change runners and taggers frequently.



CHANGE IT

- To free a stork, both the stork and the runner must successfully throw and catch their balls, otherwise both students become storks.
- Introduce tag-free islands or safe zones.
- Change the size of playing area.
- Replace the stork pose with another position.
- For students still learning to throw and catch, allow one bounce.

INTERCEPTOR

SUMMARY

Two students pass a ball to one another while an opponent between the two students tries to intercept the ball. Students change roles frequently. Play in groups of 3 or 4.

Skill focus

- Passing

Details

Skill development
15 minutes

Equipment

- Marker cones
- One ball per group

What to do

- Define the playing area with marker cones.
- Divide students into groups of 3.
- Each group chooses an interceptor. The remaining 2 students are passers.
- The interceptor must stay on the line.
- The passers try to keep possession of the ball.
- The interceptor tries to touch or catch the ball.
- Encourage faking and pivoting when passing.
- Students cannot move their feet when they have the ball unless they are pivoting.
- Have students use different types of passes.
- Rotate roles after an agreed number of games.
- Alternatively, every time the interceptor touches or catches the ball, a point is scored.



FAKE



PIVOT



ONE STEP IN ANY DIRECTION

CHANGE IT

- The interceptor only scores when they catch the ball.
- Use zones for each passer.
- Restrict the kind of pass students can use.

PARTNER TAG

SUMMARY

Students form pairs. On your signal, one student from each pair tries to tag their partner as they dribble a ball.

Skill focus

- Ball handling
- Footwork

Details

Skill development
10 minutes

Equipment

- One basketball per pair

What to do

- The tagger counts to 5 to give their partner time to get away.
- The student being tagged must dribble a basketball, using different moves such as cutting and changing direction to avoid being tagged.
- When a student is tagged, roles swap – don't forget the count to 5!



CHANGE IT

- Add a stationary thrower who attempts to pass a ball to the attacker before they are tagged.
- Change the size of the playing area.

WARRIORS AND DRAGONS

SUMMARY

A team of warriors pass the ball to each other and try to tag students on the opposing team of dragons. If dragons are tagged, they become warriors. When the dragons are caught the teams swap over.

Skill focus

- Ball handling
- Passing
- Footwork

Details

Skill development
15 minutes

Equipment

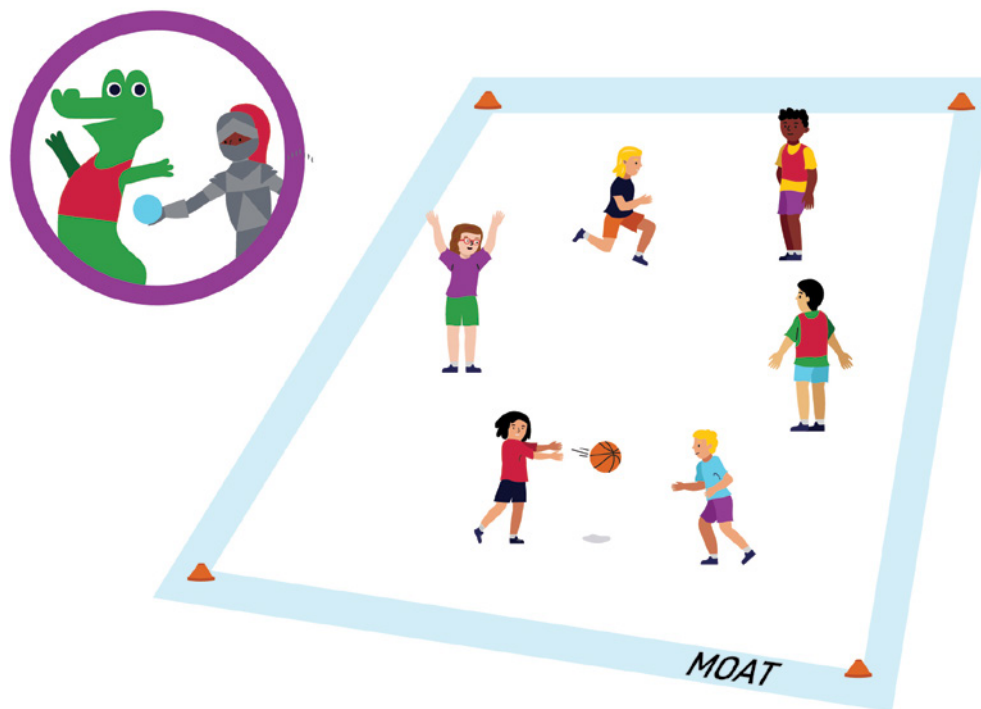
- Marker cones
- One basketball per game
- Bibs or sashes

CHANGE IT

- Try uneven team sizes. More warriors speeds up the game and makes it harder for dragons.
- Change the type and size of ball.
- Change the type of pass used.
- Change the size of playing area.
- Introduce safe zones.
- Restrict the type of movement that students can use.
- Introduce the hot potato rule. Students make a pass as soon as they catch the ball.
- If a warrior or dragon has limited mobility all students must hop or jump.
- Dragons cannot be tagged in safe zones but are not allowed to stay in a safe zone for more than a specified time.
- Dragons are not allowed to run.
- Dragons can only be tagged by a student dribbling the ball.

What to do

- Establish a playing area with a moat surrounding the playing area.
- Divide students into 2 teams.
- Dragons can run but not into the moat – dragons can't swim!
- Warriors are not allowed to step with the ball or throw it at a dragon.
- Warriors are not allowed to hold the ball for any longer than 3 seconds.
- Warriors must dribble when moving with the ball.



LOW 5S, HIGH 5S

SUMMARY

Students perform the nominated number of low 5s or high 5s with 4 other students. Play with 8 or more.

Details

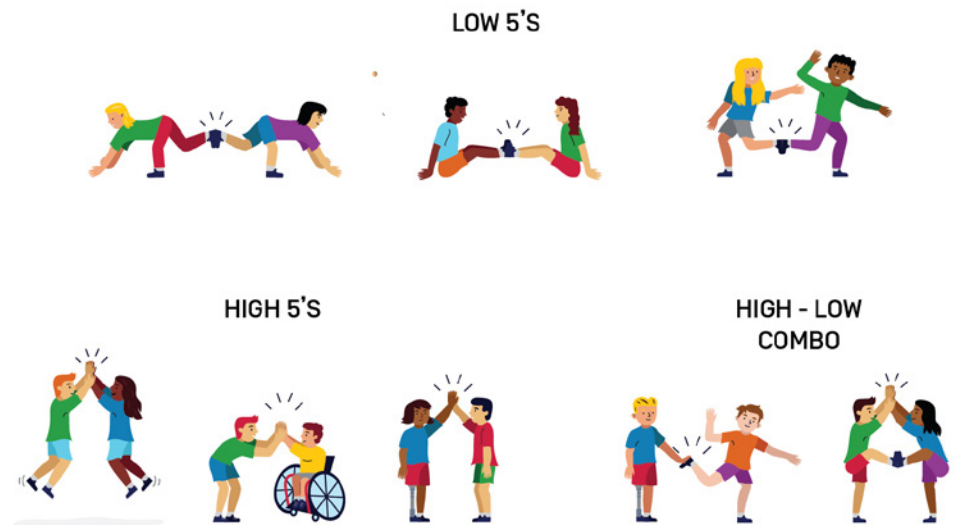
Finishing up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing area with marker cones.
- Students spread out across the playing area.
- Call on different pairs to demonstrate the actions the first time the activity is performed.
- On your call, students perform the action you decide with 4 other students.
- Repeat the game with different actions.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- How is passing and catching the ball made more difficult when an opposing student defends you?
- When you have the basketball, what do you need to do for your team to keep possession?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 6

LESSON 6

LEARNING INTENTIONS

To practise ball handling, passing, footwork and shooting skills in a modified game setting.

For students to peer assess their throwing skills [see the printable student peer assessment on page 70.]

Skill focus

- Ball handling
- Passing
- Footwork
- Shooting

Duration

60 minutes

Area

Similar in size to a basketball court, with end zones for goals.

Equipment

- Marker cones
- 2 skittles
- One basketball per pair
- Bibs or sashes
- Stopwatch

Activities

LOOK OUT FOR OTHERS

NAMES

D1 AND D2

5-POINT STUDENT

BEAT THE BALL

WHAT DID YOU LEARN?

ASSESSMENT

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M07

[NSW curriculum](#)

[VIC curriculum](#)

LOOK OUT FOR OTHERS

SUMMARY

Students run in random directions in a defined area, combining spatial awareness with footwork.

Skill focus

- Footwork

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One ball per student [optional]

What to do

- Define the playing area with marker cones.
- Students spread out across the playing area.
- Students move around, mindful of other students, the boundaries and the surface.
- Students avoid others by using change of direction footwork.
- When you call 'GO!', students start running again.



CHANGE IT

- Students try walking instead of running.
- Students stop with either a stride stop or a jump stop.
- Introduce the concept of travelling. The pivot must always be on the landing foot.
- Students run while dribbling with a ball. When you call 'FREEZE!', all students must stop, pivot and fake a pass.

NAMES

SUMMARY

Students stand in a circle and throw a ball to one another. One student stands inside the circle and tries to intercept the ball. Only the interceptor can move. Play in groups of 6 to 8.

Skill focus

- Ball handling
- Passing

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One ball per team

CHANGE IT

- Play with more than one interceptor.
- After 2 successful consecutive passes, play stops. Students rotate 2 places around the circle in the same direction to a new position. Play continues.

What to do

- Define the playing area using marker cones.
- In groups, students form circles, with one student in the centre.
- Students call the name of other students before passing the ball to them.
- When the ball is caught by the student in the centre of the circle, this student swaps places with the student who threw the ball.
- Students pivot as they pass.



D1 AND D2

SUMMARY

Teams of students try to knock down their opponents' skittles. Play in 2 teams of up to 4 students.

Skill focus

- Ball handling
- Passing

Details

Skill development
15 minutes

Equipment

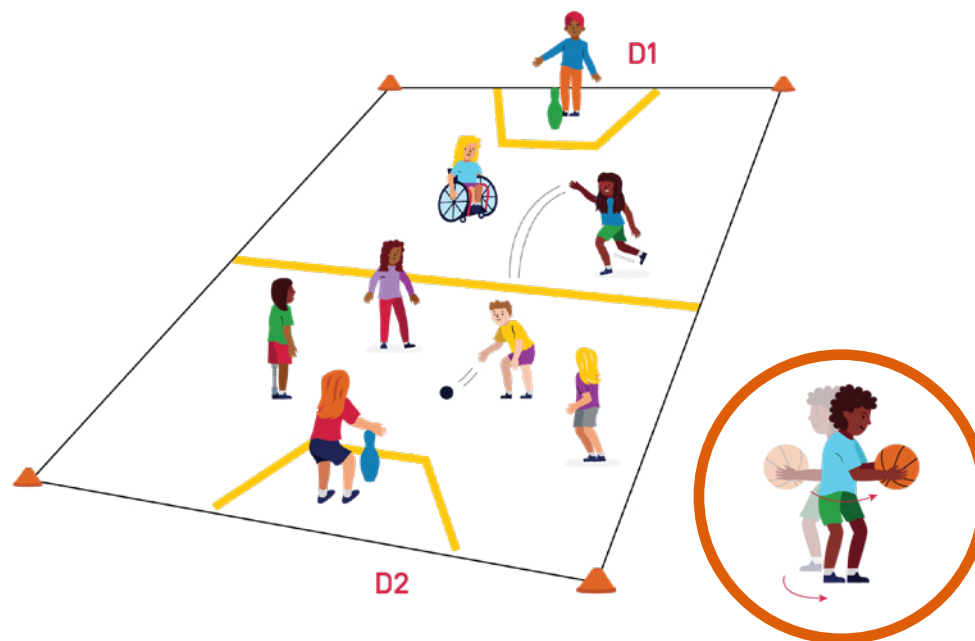
- Marker cones
- One ball per game
- Bibs or sashes
- Skittles or alternative goals

CHANGE IT

- Remove D1 and D2 for set periods.
- Attacking students must dribble the ball over the half-way line instead of passing it. Dribbling over half-way will stop teams just throwing the ball from one end of the court to the other.
- Change the type of pass used to knock down the skittle.

What to do

- Use marker cones to define a playing field with a goal zone at each end.
- Divide students into 2 teams.
- Each team nominates one student to be the defender and stand in their opponents' goal zone.
- Defenders aim to intercept the ball when opponents try to knock down their skittle.
- The attacking team starts in the centre of the playing area with the ball.
- Team mates pass the ball to one another until one student is close enough to knock down their skittle with a bounce pass.
- Students are not allowed to run with the ball and can only hold the ball for up to 5 seconds.
- Students should use different attacking moves such as cutting and changing direction.
- Each attacking student must touch the ball before anyone has a shot at the skittle.
- Students can only score from outside the goal zone.



5-POINT PLAYER

SUMMARY

Teams score points by making 5 successful consecutive passes. For bonus points, the ball is passed to the team mate in their end zones on the fifth pass. Play with 2 teams.

Skill focus

- Passing
- Footwork

Details

Skill development
15 minutes

Equipment

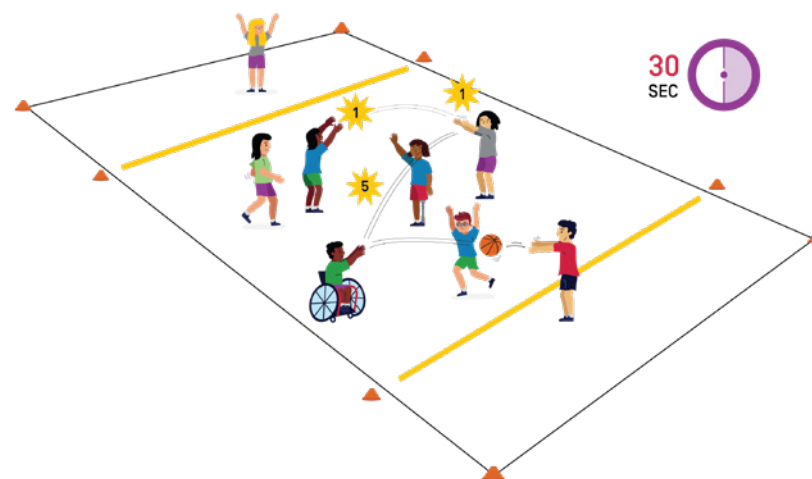
- Marker cones
- Bibs or sashes
- One basketball per game
- Stopwatch

What to do

- Define the playing field and end zones with marker cones.
- Divide students into 2 teams.
- One student from each team stands in their team's end zone.
- Teams score a point for every 5 successful consecutive passes.
- A bonus point is scored if the fifth pass is received by the student in their end zone.
- Students on the defending team stand 1m away from students on the attacking team and try to intercept the ball.
- Students should use cutting and changing direction to receive a pass.
- After scoring, the last student to pass the ball swaps places with their team mate in the end-zone.
- There is no restriction on the number of defenders allowed in their opponents' end zone.
- Keep a running score for each side.

CHANGE IT

- Play with no restriction on the number of defenders in the end zone.
- Play with more attackers than defenders.
- Change the size of the end-zone.
- When defenders intercept the ball, have them place it on the ground for an attacker to resume play. Play continues for attackers until 30 seconds elapses, then the ball changes over.
- If the defenders intercept the ball, they may also score 5 bonus points by dribbling the ball to an end zone before an attacker tags them.
- Remove the end zones. Play with a 5-point player that can move around the playing area freely.
- Remove the end zones and choose a student from each team to be the scoring students. Points are only scored when the ball is passed to one of these students.
- Limit the number of defenders in the end-zone.
- Change the passing method.
- Set a time limit.
- The end-zone can be used to include students with limited mobility.
- A bigger end zone with fewer defenders permitted in it allows more 5-point scores.
- Change size of the playing area.



BEAT THE BALL

SUMMARY

A dribbling team and a shooting team race to complete their challenges before the other team. Play in 2 teams of 5. [See the printable student peer assessment on page 68-69].

Skill focus

- Ball handling
- Passing
- Shooting

Details

Skill development
15 minutes

Equipment

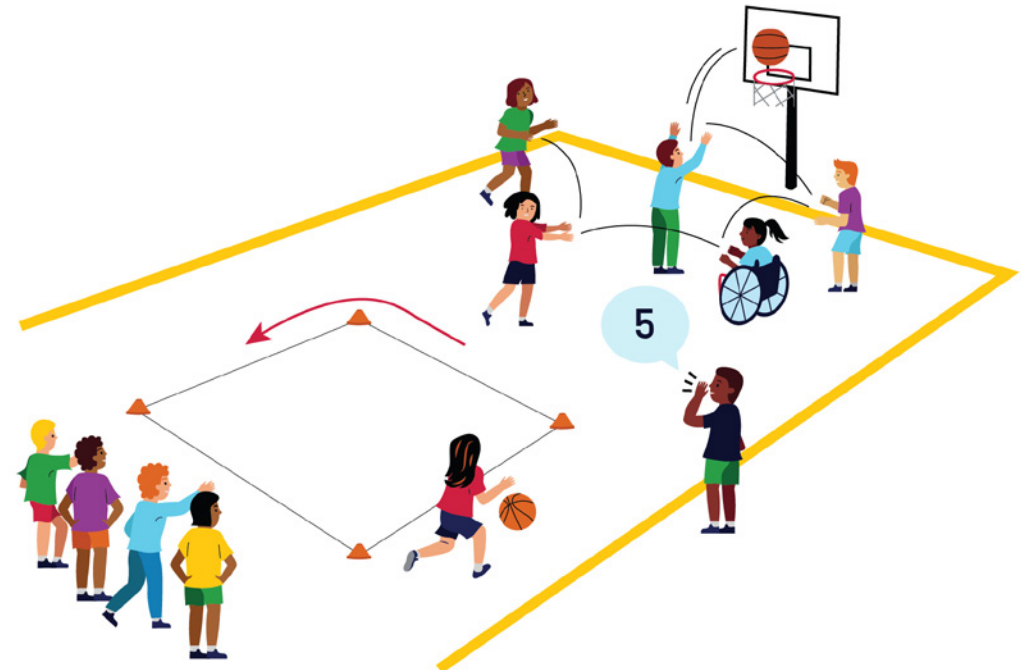
- 4 marker cones or softball bases
- Boundary markers and a marker to show bowling distance
- One basket, or a similar target
- 2 basketballs

CHANGE IT

- Shooting students are only required to hit the square behind the target.
- Each student on the shooting team has to shoot a basket.
- The shooting student who fields the ball dribbles to the goal and shoots.
- Change the size of the playing field and/or the distance the dribbling team is required to run.

What to do

- Define the playing field and bases using marker cones.
- Divide students into 2 teams: dribblers and shooters.
- One student from the dribbling team rolls a basketball into the playing area and then dribbles a second ball around the bases.
- The shooting team collects the ball rolled by the dribbling team.
- Call out a number between one and 5 to determine how many passes the shooting team must make before they can shoot a basket.
- Match the ability of the dribblers to the number of passes required by the shooters.
- The last student on the shooting team to receive a pass dribbles the ball to the basket and shoots.
- The dribbling team must roll the ball underarm to the shooting team.
- No passes are allowed inside the runner's base area.
- Team race to complete their challenges.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

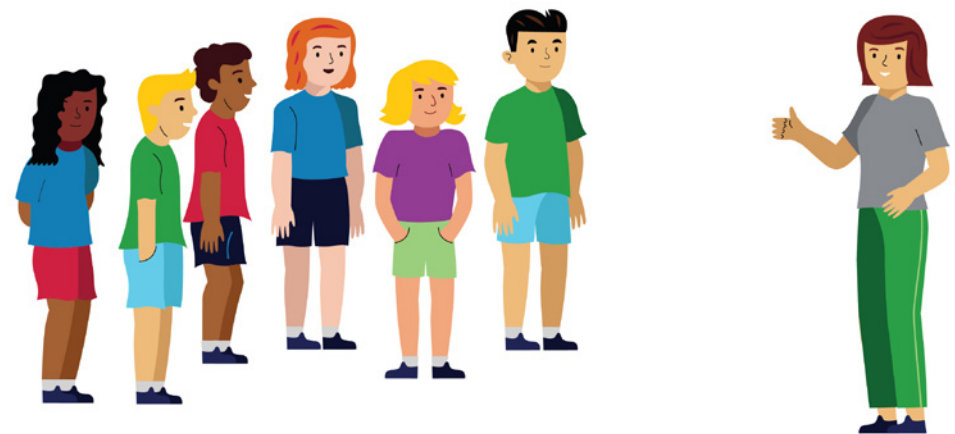
What to do

In pairs, students discuss:

- What feedback from your partner was most useful when they assessed your throwing today?
- Was there anything that challenged you today?
- How did you feel before you came to class? And how do you feel now?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Unit focus: Chest pass
Lesson 6 – 5-point student

Any areas for improvement?

Movement skills

Observe another student play 5-point player. Record what you observe about their chest passes.

Skill	Keep trying	Almost there	Got it!
Pass the ball from the chest.			
Ball is easily caught by your partner.			
Can pass the ball to their partner standing close and further away.			

Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
Stands front on, with preferred foot forward to pass the ball.			
Hands start from the chest and aimed at chest of partner.			
Hands push forward with fingers pointing towards their partner.			
After passing, the student moves forward in the direction of the ball and / or moves into open space.			

PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Unit focus: Basketball – overhead pass
Lesson 6 – 5-point player

Any areas for improvement?

Movement skills

Observe another student play 5-point player. Record what you observe about their overhead passes.

Skill	Keep trying	Almost there	Got it!
Throw the ball from overhead using two hands.			
Ball is easily caught by a team mate.			
Can throw the ball at varying distances and speeds.			

Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
Stands front on, with preferred foot forward to pass the ball.			
Maintains a balanced position when preparing to throw the ball.			
Releases the ball with throwing hand/s following through with the fingers pointing toward their partner.			
After passing, the student moves into open space.			

LESSON 7

LESSON 7

LEARNING INTENTIONS

To practise maintaining possession of the ball while dribbling in a modified game.

To introduce the concept of defending.

Skill focus

- Ball handling
- Passing

Duration

60 minutes

Area

Similar in size to a basketball court, with end zones for goals.

Equipment

- Marker cones
- 2 baskets, or similar targets
- 4 bases
- 2 basketballs per team, or balls of a similar size
- Bibs or sashes

Activities

TWO HALVES

KEEP THE BALL

DEFENDERS ON THE LINE

END TO END

HERE, THERE, NOWHERE

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M07

[NSW curriculum](#)

[VIC curriculum](#)

TWO HALVES

SUMMARY

This activity is used for dividing the group in half. Students form groups based on their answers.

What to do

- Call out a question with 2 answers, for example:
 - Who kicks with their left leg?
 - Who throws with their right arm?
 - Who folds their arms with their left arm on top?
- Be creative with your questions!



Skill focus

- Ball handling
- Passing

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One ball per team

KEEP THE BALL

SUMMARY

The team with the ball aims to make 5 passes between team mates without the ball being intercepted. Play in 2 teams of 3.

Skill focus

- Passing

Details

Warm-up
10 minutes

Equipment

- One basketball per team, or a ball of a similar size
- Bibs or sashes

CHANGE IT

- Allow students to dribble with the ball. If they are tagged by a defender, the ball changes possession.
- Set a time limit and challenge students to make as many passes as possible before time runs out.
- Students can only hold the ball for 5 seconds before they make a pass. Teams compare scores.
- Change the size of the teams.
- Try uneven teams. For example, 3 v 4 or 2 v 3.

What to do

- Divide students into 2 teams and have them spread out across the court.
- The team with the ball aims to make 5 passes between team mates without the ball being intercepted.
- Travelling with the ball is limited to 2 steps.
- The defending team try to intercept the ball.
- If the defenders successfully prevent 5 passes being made, they score one point and become the attacking team.
- The ball cannot be taken out of the hands of a student.



DEFENDERS ON THE LINE

SUMMARY

The team with the ball aims to pass or dribble the ball over their opponent's scoreline. Play in 2 teams of 4.

Skill focus

- Ball handling
- Passing
- Footwork

Details

Skill development
15 minutes

Equipment

- Marker cones
- One basketball for each team, or a ball of a similar size
- Bibs or sashes
- Stopwatch

CHANGE IT

- Change the time limit.
- Have students take turns scoring.
- Change the size of the teams.
- Try uneven teams. For example, 3 v 4 or 2 v 3.

What to do

- Using marker cones, define a playing area with a scoreline at each end.
- The team with the ball aims to maintain possession of the ball for 3 minutes and cross their scoreline as many times as possible.
- After 3 minutes, possession changes.
- After scoring, the ball is thrown from the scoreline to a team mate.
- Defenders must stay back 3m until the ball is in play.
- Students in possession catch and dribble the ball across their own scoreline to score 2 points.
- Score as many points as possible in 3 minutes.
- The team without the ball tries to intercept the ball or tag a student with the ball. If successful, they receive one point. Attackers keep the ball for the full 3 minutes.
- If the ball goes out-of-court, possession is maintained but the ball is taken from the sideline.



END TO END

SUMMARY

Pair off students from 2 opposing teams and spread them the length of the court. On your signal, the student with the ball at one end passes the ball to a team mate in the next zone. This continues until a basket is scored. Uses the skills, rules and tactics of modified basketball. Play in 2 teams of 5.

Skill focus

- Ball handling
- Passing
- Footwork
- Shooting

Details

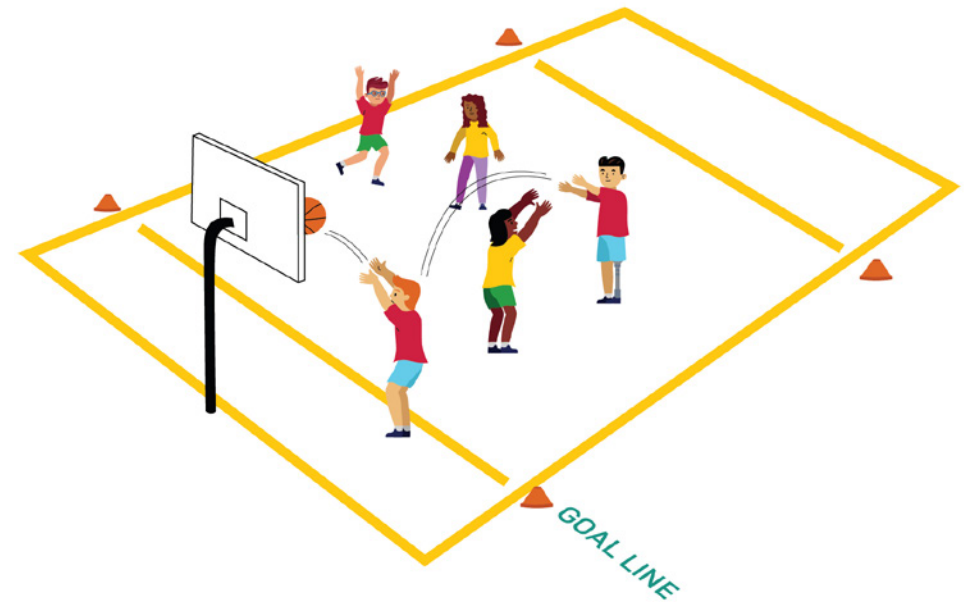
Skill development
20 minutes

Equipment

- Marker cones
- One basket at each end, or similar targets
- One basketball per team, or a ball of a similar size
- Bibs or sashes

What to do

- Use marker cones to define a playing field with 3 zones: 2 goal areas and a central zone.
- Each team nominates a goal scorer and a goal defender.
- The goal defender of the attacking team starts with the ball.
- The ball must be passed to a team member in each zone.
- Students are not allowed to run with the ball.
- Defenders try to intercept the ball.
- Students in the goal area score by shooting a basket.
- Teams must have a shot at the basket within 30 seconds.
- Rotate the goal scorer and goal defender positions after each goal is scored.
- Modified basketball rules apply.



CHANGE IT

- Students can run with the ball until tagged. They then must pass within 5 seconds.
- Play without a time limit for shooting for a basket.
- Use an alternative goal such as a bin or wall target, or have a student stand in the goal area and receive a pass to score.

HERE, THERE, NOWHERE

SUMMARY

On your call, students perform an action. Play with 6 or more.

Details

Finishing up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing field with marker cones.
- Choose an activity each round, such as:
 - shuffling
 - walking
 - lunges
 - skipping
 - hopping
 - jumping
 - high knees
 - running.
- When you call 'HERE!', students run towards you.
- When you call 'THERE!', students run away from you.
- When you call 'NOWHERE', students do an activity on the spot.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

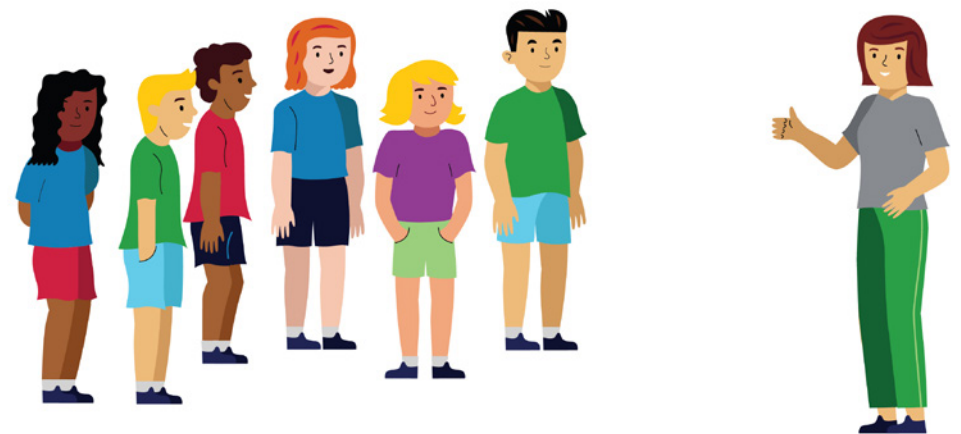
What to do

In pairs, students discuss:

- How could you, and your team mates, improve your ability to keep possession of the ball?
- What other games or sports do we have to learn to both attack and defend in?
- What was your favourite part of class today?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 8

LESSON 8

LEARNING INTENTIONS

To provide an opportunity for students to apply their new basketball skills in a range of modified team activities.

To provide an opportunity for teachers to observe and record student attainment [see the printable teacher assessment rubric on page 83].

Skill focus

- Ball handling
- Passing
- Footwork
- Shooting

Duration

60 minutes

Area

Basketball court, with an end zone at each end of the court.

Equipment

- Marker cones
- One basket at each end, or alternative targets
- One basketball for each court, or a ball of a similar size
- Bibs or sashes

Activities

FUN ON THE SPOT

FORM A GROUP

FIND THE LINE

END BALL

WHAT DID YOU LEARN?

ASSESSMENT

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4M08
Years 5 and 6	AC9HP6M01
	AC9HP6M02
	AC9HP6M07

[NSW curriculum](#)

[VIC curriculum](#)

FUN ON THE SPOT

SUMMARY

A quick energiser where students perform short bursts of a specified movement.

Skill focus

- Footwork

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One basketball per student

CHANGE IT

Basketball variation

- Call 'GREEN LIGHT!' for students to start jogging.
- Call 'RED LIGHT!' and students stop by using a jump stop or a stride stop.
- Students get into the basketball triple threat position before continuing to jog.

What to do

- Define the playing area with marker cones.
- Students spread out across playing area and start with easy jogging.
- On your call, students perform short 15 second bursts of a specified movement.
- Add dynamic flexibility activities, such as swings and lunge walks.



FORM A GROUP

SUMMARY

Students run around the playing area in random directions, avoiding body contact with other students. When you call out a number, students form groups of that size.

Skill focus

- Footwork

Details

Warm-up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing field using marker cones.
- Students spread out across the area.
- Have students start with slow jogging.
- On your call, students move around in different directions using only the movements set by you, such as:
 - walking
 - hopping
 - jogging
 - inch worm
 - bear crawl
 - other.
- Try several group sizes before you get to the number you would like for the next activity.



4 HANDS



3 FEET

CHANGE IT

- Students run to the nearest boundary and touch it with their feet before forming a group.
- Students run across 2 large zones. When you call 'STOP!', students must form a group with students in the same zone.
- When you call 'FREEZE!', students freeze on the spot.
- Use music – while the music plays, students move around. When the music stops, students form a group.

FIND THE LINE

SUMMARY

The team with the ball passes it among their team mates, aiming to get it over their goal line. All team mates must touch the ball at least once before a team shoots a basket. Running with the ball is not permitted. Once a student catches a ball over their goal line, they can take a shot at the basket. Play in 2 teams of 6.

Skill focus

- Ball handling
- Passing
- Footwork
- Shooting

Details

Skill development
20 minutes

Equipment

- Marker cones
- One basketball per court, or a ball of a similar size
- Baskets or alternative goals such as buckets, bins or hoops
- Bibs or sashes

What to do

- Define the playing field with marker cones.
- Divide students into 2 teams.
- The team with the ball passes it from student to student without running.
- The defending team may run as they try to intercept the ball.
- Once a student gets the ball over their goal line, they can take one shot at the basket for a bonus point.



ALTERNATIVE GOALS

CHANGE IT

- Students shooting cannot be defended.
- When attackers drop a pass, they lose possession.

END BALL

SUMMARY

Pair off students from 2 opposing teams and spread them the length of the court. On your signal, the student with the ball at one end passes the ball to a team mate in the next zone. This continues until a basket is scored. Uses the skills, rules and tactics of modified basketball. Play in 2 teams of 5.

Skill focus

- Ball handling
- Passing
- Footwork
- Shooting

Details

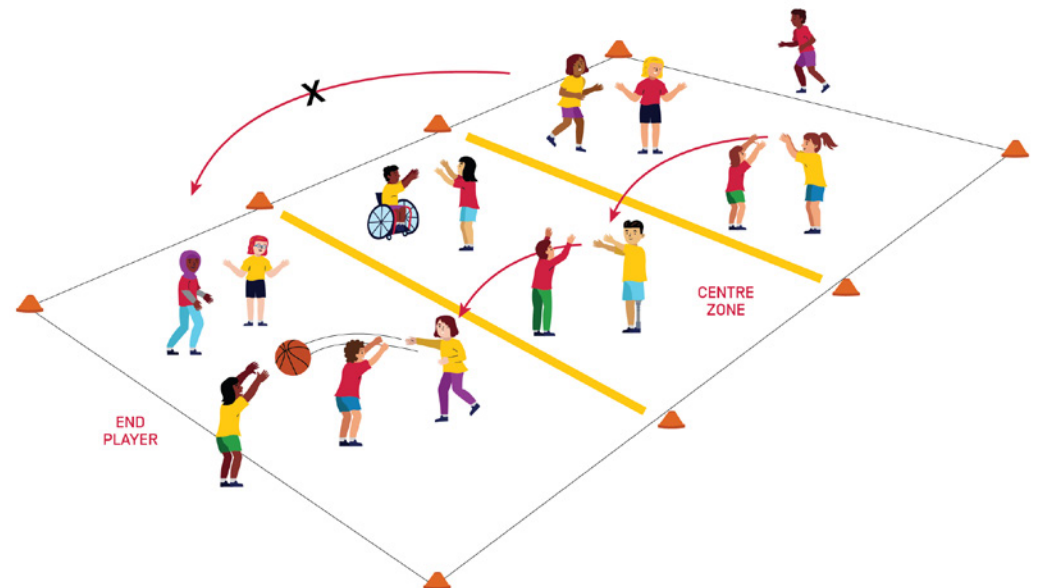
Skill development
25 minutes

Equipment

- Marker cones
- One basket at each end, or similar targets
- One basketball per court, or a ball of a similar size
- Bibs or sashes

What to do

- Use marker cones to define a playing field with 3 zones: 2 goal areas and a central zone.
- Each team sends a student to stand behind the opposite end line. Rotate this position.
- The game starts with one student in the centre zone in possession.
- Students can pass in any direction but are not allowed to run with the ball.
- Defenders try to intercept the ball.
- Modified basketball rules apply.
- The ball must be passed to a team member in each zone.
- To receive a bonus point, the end student has one attempt to shoot a basket.



CHANGE IT

- Students score one bonus point for hitting the goal square.
- Students score 2 bonus points for shooting a basket.
- A set number of passes must be made before the ball can be passed to the end student.

WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

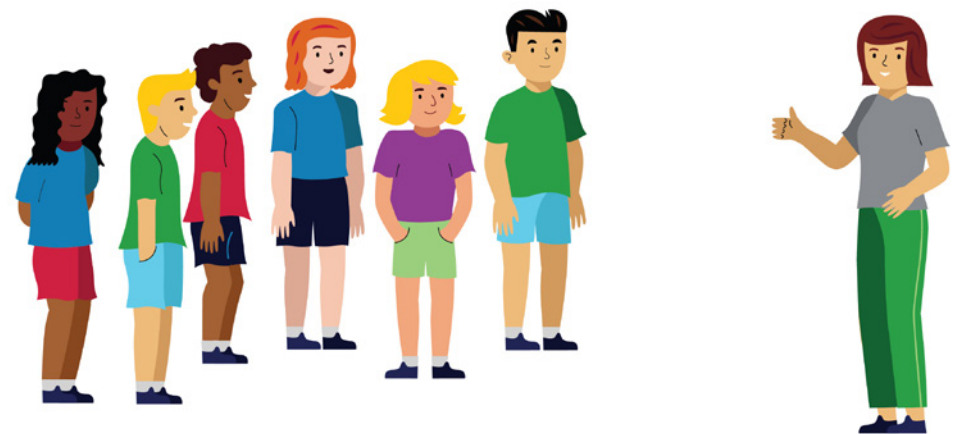
What to do

In pairs, students discuss:

- What basketball skill and tactic do you think you have improved most?
- What basketball skill and tactic are you going to continue to focus on?
- Did you have fun learning new basketball skills?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



BASKETBALL ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	<u>AC9HP4M08</u> Apply rules and scoring systems to promote fair play when participating or designing physical activities.	The student cannot apply rules and scoring systems to promote fair play when participating or designing physical activities.	The student can apply most rules of games to promote fair play when participating or designing physical activities.	The student can use all the rules of games to promote fair play when participating or designing physical activities.
Movement skill development	<u>AC9HP4M01</u> Refine and apply fundamental movement skills in new movement situations.	The student can pass, catch and move around the court but is yet to apply these skills in games and activities.	The student can pass, catch and move around the court and apply these skills in most games and activities during lessons.	The student can pass, catch and move around the court and apply these skills in all the games and physical activities during lessons.
Strategy and tactical development	<u>AC9HP4M02</u> Apply and adapt movement strategies to achieve movement outcomes.	The student rarely applies and adapts movement strategies to achieve movement outcomes to improve their performance.	The student can apply and adapt movement strategies to achieve movement outcomes to improve their performance.	The student can transfer a range of movement strategies to achieve movement outcomes to improve their performance.

BASKETBALL ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	<u>AC9HP6M07</u> Predict and test the effectiveness of applying different skills and strategies in a range of movement situations.	At times, the student can predict and test the effectiveness of applying different skills and strategies in a range of movement situations.	The student displays the ability to predict and test the effectiveness of applying different skills and strategies in a range of movement situations.	The student displays the ability to predict and test the effectiveness of applying different skills and strategies and can transfer this into other situations.
Movement skill development	<u>AC9HP6M01</u> Adapt and modify movement skills across a variety of situations.	The student can adapt and modify one of the fundamental movement skills of catching, passing, dribbling and shooting in basketball.	The student can adapt and modify the fundamental movement skills of catching, passing, dribbling, and shooting in a variety of situations.	The student can adapt and refine the fundamental movement skills of catching, passing, dribbling, and shooting in basketball and in three or more situations.
Strategy and tactical development	<u>AC9HP6M02</u> Transfer familiar movement strategies to different movement situations.	The student sometimes transfers familiar movement strategies to different movement situations in basketball.	The student regularly transfers familiar movement strategies to different movement situations in basketball.	The student always transfers familiar movement strategies to different movement situations in basketball.

WHERE TO FROM HERE?

Join a club

Did your students enjoy learning about basketball?

Sharing information with parents is a great way to encourage students to join a community club.

The Australian Sports Commission has information on their website about different opportunities.

Visit sportaus.gov.au/schools/find-a-club

Coach basketball

Did you enjoy teaching basketball?
Are you interested in coaching?

Visit coach.basketball.net.au



APPENDICES

New South Wales curriculum links:

NSW curriculum-relevant course content outcomes

YEARS 3 AND 4

Course content outcomes

PD2-4

Performs and refines movement skills in a variety of sequences and situations

PD2-5

Applies strategies to solve movement challenges

PD2-10

Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

YEARS 5 AND 6

Course content outcomes

PD3-4

Adapts movement skills in a variety of physical activity contexts

PD2-4

Performs and refines movement skills in a variety of sequences and situations

PD3-11

Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

Victorian curriculum links:

Victorian curriculum-relevant content descriptions

YEARS 3 AND 4

Content descriptions

VCHPEM097

Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings

VCHPEM099

Practise and apply movement concepts and strategies

VCHPEM104

Apply basic rules and scoring systems, and demonstrate fair play when participating

YEARS 5 AND 6

Content descriptions

VCHPEM116

Design and perform a variety of movement sequences

VCHPEM115

Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings

VCHPEP117

Propose and apply movement concepts and strategies

BEHAVIOURAL CONSIDERATIONS

Behaviour	Identifying behaviours	What you can do	Example
<p>Over competitiveness</p> <p>The desire to always be successful can promote harmful behaviours and hinder the cooperation and participation of others.</p>	<ul style="list-style-type: none"> • Not cooperating during group activities • Breaking rules to win the game • Criticising other students and their abilities • Disrespectfully celebrating a win 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Highlight examples of cooperative play and good sportsmanship. • Issue bonus points to reward desirable behaviour. • Use small group activities, or circuits, to narrow students' attention to their own performance. • Encourage team building routines, such as handshakes and three cheers at the end of the game. • Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges. • Select a 'spotter' who rewards sportsmanship. 	<p>During a netball game, one of the students, Rachel, was becoming increasingly frustrated and yelling at her team mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.</p> <p>This behaviour escalated until the teacher, Roger, decided to stop the game, and introduce a game of Numbers Netball where the focus was on teamwork and cooperation.</p> <p>Roger strongly encouraged the team's supportive behaviour until Rachel started providing positive comments, even when a team mate missed their shot. Roger then rewarded Rachel's behaviour through praise and felt ready to try another game of netball.</p>
<p>Domineering behaviour</p> <p>Groups can include students of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the teacher and affect the involvement of others.</p>	<ul style="list-style-type: none"> • Assuming team leader roles and direct other students • Dominating discussions and questions by the teacher • Continually influencing the pace and direction of activities • Intentionally or unintentionally ignoring those less skilled in the group • Dominating the games or activities 	<ul style="list-style-type: none"> • Use smaller groups and evenly space out more experienced students between teams. • Highlight examples of cooperative play and issue bonus points to reward desirable behaviours. • Score in a way that allows students to individually challenge themselves to achieve success. • When questioning students about changing an element of an activity, use responses such as, 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing. • Delegate extra roles to more experienced students as part of an activity, such as keeping count of the number of passes, to provide more of a challenge. 	<p>Susie decided that the students would play a game of 'End to End' as part of the day's hockey session. She knew that a couple of the students, Jodie and Ryan, had played for the school team and had a greater skill level than the others.</p> <p>Susie broke the group into two teams, with Jodie in one and Ryan in the other.</p> <p>As the session progressed, Susie observed students losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the group what changes could be made, to ensure every student got to touch the ball, including considering better positioning.</p> <p>They decided if the ball was passed to three different team mates before scoring, that team should receive bonus points.</p> <p>Once the game started again Susie saw a big change, Jodie and Ryan were doing their best to include their team mates to get those bonus points.</p>

Behaviour	Identifying behaviours	What you can do	Example
<p>Non-participation</p> <p>Students have different motivations when it comes to their involvement in sport and some may not want to participate at all. As these reasons may not be obvious, understanding and patience are essential, to ensure everyone has an opportunity to get involved.</p>	<ul style="list-style-type: none"> • Refusing to participate in activities • Refusing to play certain roles as part of games • Making no effort or attempt to engage with other students 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Ask one of their friends, or a more experienced student from the group, to encourage their participation in the activities. • Think of different roles that can be played, for example, scorer or umpire. • Look for signs of interest during the activities, to invite participation. • Use changes that increase or decrease complexity of the activity to provide more opportunities for success. • Ensure the fun and the joy of movement are emphasised. • Engage students by: <ul style="list-style-type: none"> – asking for suggestions on how to improve or change that activity, or – providing choices for how they may participate. • Encourage students' efforts rather than focusing on the results once the student becomes involved. 	<p>Sarah brought her group of students together to introduce the next activity: volleyball.</p> <p>Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'.</p> <p>The last time Peter played volleyball he was unable to serve the ball over the net, but the other students could. Peter wanted to avoid further embarrassment so he sat out.</p> <p>After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow students to serve from different spots around the court.</p> <p>Sarah made the rule for the whole group, not just Peter, so all the students could choose the spot they felt most comfortable with to make a serve.</p> <p>After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.</p>