**BASKETBALL – Day 2**

**Skill(s):** Passing

**Introduction:** Passing is the act of transferring the ball from one teammate to another. It is important to keep the ball under control by going slowly while you are first learning the skill. The three most commonly used passes are the bounce, chest, and overhead passes.

**Individual Practice:** The teacher should demonstrate the skill while standing in place, passing the ball to a paraeducator. Instruct the students to find a spot along the wall or bleachers and practice their passes by throwing the ball at the wall or bleachers. Allow students to use any type of pass – bounce, chest, or overhead. Instruct those that are comfortable with the skill to find a partner and practice passing to each other.

**Activity:** Passing Practice

**Equipment:** Basketballs – different sizes

 Cones

 Optional: Poly spots, larger, softer balls.

**Set-up/Formation:** Divide **s**tudents into two groups. Two cones will be set up along the baseline of the basketball court for students to line up behind. The teacher or paraeducator will stand at the other cone placed 15-20 feet in front of the students’ line. Place a ball at each line. More groups can be added depending on the number of students.

 Teacher or T Paraeducator

x, o Students

 Cone

 Students pass

 Teachers pass

 x x x x T

 o o o o T

**Description:** Students will pass the ball to the teacher/paraeducator using any type of pass. The teacher will catch the ball and pass it back to the student. The student will catch the ball and pass it again in a stationary position. The object is to get control of the ball when it approaches them and then pass it back to the teacher/paraeducator. Each student will get three passes and then must rotate to the back of the line.

**Modifications:**

 **Step Up:**

* Increase the distance between the cones.
* Allow students to pass the ball to each other.
* Allow student to move while passing the ball.
* Allow students to dribble and then pass to each other.
* Turn the activity into a relay (and thus increasing the speed) – first team to finish gets a round of applause and high fives from the other team.
* Specify the pass the student must use – bounce, chest, and overhead.

 **Step Down:**

* Shorten the distance between the cones.
* Decrease the speed of the pass.
* Use larger, softer balls.
* Roll ball back to student instead of passing
* Use a beep ball or a bell ball.

 **Wheelchair Modifications:**

* Allow student to use the help of a paraeducator if needed.
* Allow student to hold the ball and roll it off of his/her lap to the teacher/paraeducator.
* Use larger, slightly deflated therapy balls.

**Tips:**

\*To help students line up correctly, place poly spots on the floor where you want them to line up. Tell students they must each find a spot and stand on it.

**North Carolina Standard Course of Study Competency Goals and Objectives:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **6th Grade** | **7th Grade** | **8th Grade** | **High School** |
| **Competency Goal(s)**  | **6** | **10** | **6** | **10** | **6** | **10** | **6** | **10** |
| **Objective(s)** | **6.04** | **10.01** | **6.05** | **10.01, 10.04** | **6.04** | **10.02, 10.04** | **6.02** | **10.03** |

**Adaptation Checklist**

1. \_\_\_Is the adaptation safe?
2. \_\_\_Does the modification maintain the concept of the game?
3. \_\_\_Was the child included in the adaptation and does he or she embrace the

 concept?

1. \_\_\_Is the game still age-appropriate?
2. \_\_\_Is the child still included successfully?
3. \_\_\_Is the adaptation holding the child back and not affording a challenge?
4. \_\_\_Does the adaptation still allow the child with the disability to work on

 either class goals or IEP goals?

1. \_\_\_Does the adaptation alienate the child from the rest of the class?
2. \_\_\_Could the adaptation be minimized or eliminated?
3. \_\_\_Other?

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