HEALTH AND PHYSICAL EDUCATION

Level

| F | 1 | 2 | 3 | **4** | 5 | 6 | B6 |

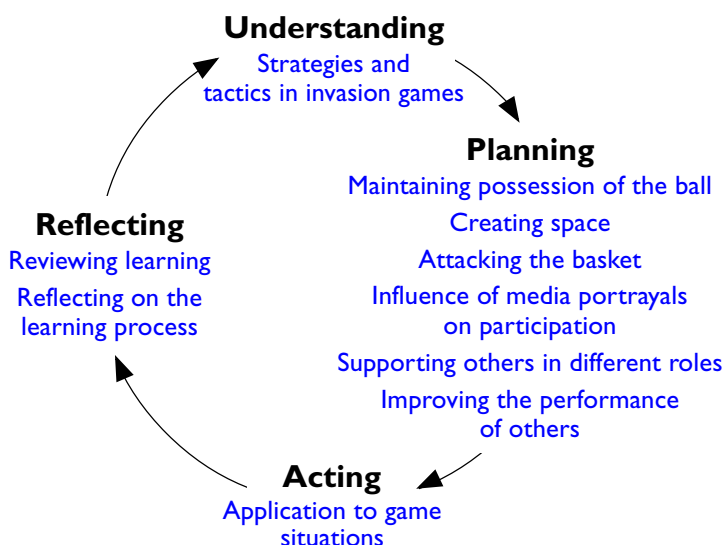# *F*air play: Basketball

> **Strands**
> Developing Concepts and Skills for Physical Activity
> Enhancing Personal Development

Purpose

Students practise motor skills and create and perform movement sequences within the game of basketball. They develop and practise strategies and tactics to enhance their own and others' performances in gaining and maintaining possession of the ball and scoring goals. They explore how adopting different roles and responsibilities in game play, such as those of coach, umpire and player, affects relationships, attitudes and behaviours. Students also analyse how their participation in games and attitudes towards fair play in games and sports are influenced by media images of physical activities.

Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.

Understanding
Strategies and
tactics in invasion games

Planning
Maintaining possession of the ball
Creating space
Attacking the basket
Influence of media portrayals
on participation
Supporting others in different roles
Improving the performance
of others

Acting
Application to game
situations

Reflecting
Reviewing learning
Reflecting on the
learning process

Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

Developing Concepts and Skills for Physical Activity

4.1 Students create and perform movement sequences in games, sports or physical activities, implementing ways to enhance their own and others' performances.

4.2 Students demonstrate basic tactics and strategies to achieve identified goals in games, sports or other physical activities.

4.4 Students explain how images of physical activity influence their own and others' participation in, and attitudes towards, physical activities.

Enhancing Personal Development

4.4 Students demonstrate skills and actions that support the rights and feelings of others, while adopting different roles and responsibilities in social, team or group activities.

Core content

This module incorporates the following core content from the syllabus:

Developing Concepts and Skills for Physical Activity

- specialised skills for movement in a team game;
- strategies for individual and team games, sports and other physical activities, in particular, offensive and defensive strategies, use of space, selection of skills, cooperation and teamwork;
- factors that influence attitudes towards, and participation in, physical activities, in particular the media;

Enhancing Personal Development

- interpersonal skills of communication, assertiveness and cooperation.

Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

Developing Concepts and Skills for Physical Activity 4.1, 4.2

Enhancing Personal Development 4.4

- **Students practise a basketball skill sequence and then teach it to a small group to improve their own and others' performances of this skill sequence. In their role as peer coach they demonstrate interpersonal and communication skills that are supportive of the rights and feelings of all group members. They then use the skill sequence as the basis for developing a tactic or strategy to achieve an identified group goal.**

  – Does the student's performance and the performances of others improve as a result of learning the skill sequence?

  – Can the student develop and implement a tactic or strategy that enhances the team's performance?

  – Can the student develop a tactic or strategy that is appropriate for the skill sequence selected?

  – Can the student identify how his or her own performance has improved?

– Can the student identify how the group's performance has improved?

– Does the student support the rights and feelings of others by selecting skills and developing tactics or strategies that are inclusive of all group members?

– Can the student adopt the responsibilities of a variety of roles?

Developing Concepts and Skills for Physical Activity 4.4

• **Students examine media reports about basketball and identify reports of fair and unfair play by players, referees and coaches. They discuss how these reports influence their own attitudes towards, and participation in, basketball.**

– Can the student identify reports about fair and unfair play?

– Does the student explain the images of basketball that these reports create?

– Does the student identify how the images created in these reports influence his or her own attitudes towards, and participation in, basketball?

– Does the student identify how the images created in these reports may influence others' attitudes towards, and participation in, basketball?

Background information

Tactical approach to teaching games

The tactical approach modelled in this module is game dependent and learner centred. It contextualises skills within a game and provides opportunities for students to practise problem solving. Students are presented with a game in which they can participate using basic skills they have already developed. The tactical approach promotes a greater understanding of game play; improved ability to play games skilfully, tactically and strategically; and a greater interest in learning games. This approach also provides opportunities for teachers to include aspects of sport education, and cooperative learning, such as peer tutoring.

Tactical awareness, critical to game performance, is the ability to identify tactical problems that arise during a game and to select appropriate responses to solve these problems. Responses might be using skills such as passing, shooting, supporting or defending.

To illustrate this approach, the tactical problems outlined in this module show a progression of game-question-practise-game. Each problem begins with a developmentally appropriate game form and is followed by skill or movement tasks that lead to reapplication of these skills in another game. The focus questions cover what to do and how to do it. The practice tasks help students develop their tactical awareness of movements and the skills necessary to implement the tactics. Students learn the rules of the game through the conditions applied (Griffin, Mitchell & Oslin 1997, pp. 7–16).

Invasion games are characterised by equal numbers of opponents occupying the same area of play and competing for space within that field of play. These games involve manipulating the use of space to develop strategies of attack and defence to maintain possession, evade the opposition and play as a team.

For the purposes of demonstration, this module focuses on motor skills, movement sequences, tactics and strategies in the context of basketball. The emphasis is on attack, this being the fundamental tactical basis for invasion games. Examples of other invasion games suitable for students at this level include hockey, touch football, soccer, water polo, Rugby Union, Australian Rules and Rugby League.

Note that the amount of practice required by students will be determined by their skill level, their previous level of experience and the need to vary the activities to maintain interest and challenge.

Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

attack	fair	opponents
attackers	feelings	rights
code of behaviour	gaining possession	role
cooperation	invasion games	strategy
defenders	maintaining possession	tactic

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies are of particular relevance in 'Fair play: Basketball'. Some safety issues that teachers should consider are:

- including appropriate stretching exercises in warm-up and cool-down activities;
- ensuring the area for the physical activities is suitable — for example, flat, free of stones and loose objects, non-slippery, large enough for the number of students participating;
- using a ball of appropriate size and weight for students;
- ensuring students wear footwear and clothing appropriate for the activities.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of equity and supportive environments. It includes activities that encourage students to:

- acknowledge the varying skills and abilities of individuals thereby allowing them to succeed in different activities;
- develop cooperative and teamwork skills and strategies that support the rights and feelings of others.

Students with disabilities or learning difficulties may require some activities to be modified in order to optimise their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

Support materials and references

Aussie Sport 1990, *Sportsfun Resource Manual: Ready, Set, Go! Modified Sports Program*, Australian Sports Commission, Canberra.

Aussie Sport 1994, *Sport It: Towards 2000*, Australian Sports Commission, Canberra.

Aussie Sport 1995, *Developing Young People through Sport: Codes of Behaviour*, Australian Sports Commission, Canberra.

Aussie Sport 1997, *Game Sense: Developing Thinking Players*, Australian Sports Commission, Canberra.

Australian Football League 1996, *AFL Teachers Resource Kit: Australian Football — It's More Than a Game*, Jolimont, Vic.

Australian Sports Commission, *Australian Sport WWW*. Available URL: http://www.ausport.gov.au (accessed September 1999).

Basketball Australia, *Nothin' but Net*. Available URL: http://www.dynamic.basketball.net.au/(accessed September 1999).

Griffin, L. L., Mitchell, S. A. & Oslin, J. L. 1997, *Teaching Sport Concepts and Skills: A Tactical Games Approach*, Human Kinetics, Lower Mitcham, SA.

Logsdon, B. J., Alleman, L. M., Straits, S., Belka, D. E. & Clark, C. 1997, *Physical Education Unit Plans for Grades 5–6: Learning Experiences in Games, Gymnastics and Dance*, 2nd edn, Human Kinetics, Lower Mitcham, SA.

Activities

Understanding

STRATEGIES AND TACTICS IN INVASION GAMES	Understanding the strategies and tactics of invasion games and how cooperation is an essential element in many physical activities

▶ Students participate in small group game of three players versus two (3 v. 2) within a defined area such as a half court. One team has possession of the ball (attackers) while the other team attempts to take possession (defenders). The aim of the game is to gain and maintain possession of the ball.

Focus questions could include:
- Is this activity fair? Why?
- How can you change the activity to make it fair?
- How can you help your team maintain possession?
- Where is a good place to position yourself when your team has the ball?
- Where is a good place to position yourself when your team is not in possession of the ball?
- How can players without the ball help the player with the ball?
- How can you make it difficult for your opponents to receive the ball?
- Where should you stand to mark your opponents?

Teaching considerations

Ensure that the team with only two players is changed frequently so that levels of motivation are maintained.

'Fairness' is not just a question of equal numbers. Have students also consider the skills and abilities of players in each team.

Place restrictions on the game depending on the sport or physical activity being played. For example, if students are playing basketball, they might be restricted to dribbling the ball for only five bounces before having to pass.

▶ Students participate in the same activity, but in teams of 3 v. 3 players. One team has possession of the ball (attackers) while the other team attempts to take possession (defenders). The aim of the game is to gain and maintain possession of the ball.

Focus questions could include:
- How do the roles of attacker and defender change in a 3 v. 3 situation?
- What strategies worked best in your game to gain and maintain possession?
- What is the best way to move within your area of play? Why?
- If a member of your team has possession of the ball, what is your role?
- If the opposing team has possession, what is your role?
- How does being an attacker or a defender influence your movement within the playing area?

▶ Students discuss their attitudes towards and feelings about participation in each of the two previous activities.

Focus questions could include:
- Which activity did you enjoy most? Why?
- How did you feel about participating in a game where the teams had different numbers of members?
- What skills were necessary to gain or maintain possession of the ball in each game?
- What strategies did you use in each game to improve cooperation within your team?
- What happened in the games if your team did not cooperate?
- How did you feel when your team cooperated?

Planning

MAINTAINING POSSESSION OF THE BALL	**Passing and receiving the ball, moving to an open space, protecting the ball and using the triple-threat position as tactics to maintain possession of the ball and enhance performance**

▶ Students participate in a 2 v. 2 basketball game in a half-court area. The aim of the game is to shoot as often as possible after the completion of three consecutive passes. No dribbling of the ball is allowed.

Focus questions could include:
- What must you and your partner do to be successful in this game?
- What skills are required to keep the defence from stealing the ball or blocking your shot?
- What type of passes should you make?
- Once you receive the ball, what can you do to make the defence unsure of whether you were going to pass or shoot?

Teaching consideration

Skills for maintaining possession could include making quick and accurate passes, moving to an open space, protecting the ball by keeping the body between the defender and the ball, or adopting a triple-threat position — that is, having the option to dribble, pass or shoot for goal (see diagram below).

▶ Students form small groups to practise passing to a moving target and receiving the ball in various positions around the court. They also practise the triple-threat position. Students move to a new position once they have passed the ball.

Triple-threat position

Focus questions could include:

- How do you pass or receive the ball successfully?
- When receiving the ball, how do you stop yourself from travelling?
- What is the advantage of using the triple-threat position?

Teaching considerations

When receiving the ball, students should place their hands to provide a target for the passer to aim at.

The advantage of using a triple-threat position is that it confuses the defender as to what your next move will be.

| CREATING SPACE | Supporting the player with the ball and using L-cuts and V-cuts as tactics to elude defenders to create space and enhance performance |

▶ Students participate in a 2 v. 1 game in a half-court area to practise passing and supporting. On the start signal the defender attacks the ball while the support player moves to either side of the attacker to receive the pass. The person with the ball (attacker) 'draws' the defender and then makes the pass to the support player.

Teaching consideration

The attacker could try to confuse the defender ('fake') as to whether he or she intends to pass, dribble or shoot for goal. As the defender approaches to intercept the move, the support player will be free to receive a pass.

▶ Students participate in a 2 v. 2 game in a half-court area. When in possession, each team should pass at least three times before shooting for goal. The attacking team practises creating space and using V-cuts and L-cuts.
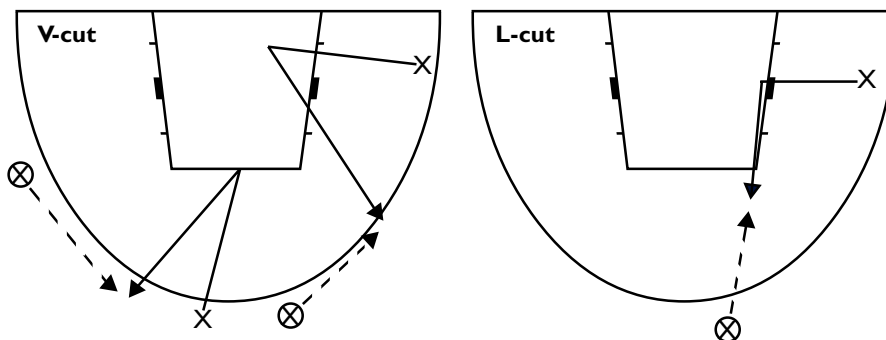
⊗ Player with ball
X Player receiving ball
⟶ Cutting path
--▶ Passing path

Focus questions could include:

- How can you support a player with the ball?
- When do you use a cut?
- What is the difference between a V-cut and an L-cut?

Teaching considerations

Skills for creating space include using 'fakes' and moving quickly.

To receive the ball, students should move to an open space — that is, a passing lane.

V-cuts or L-cuts are used to move away from a defender who is closely guarding you.

It is difficult for the defender to stay with the attacker when using these moves. Players should combine a change of pace (for example, start slowly and then move quickly to the spot where the ball will be received) with the change of direction to break free from their defensive player. The only difference between the V-cut and L-cut is the angle from which the attackers move in towards the defenders. V-cuts can be used anywhere on the court.

ATTACKING THE BASKET	**Receiving passes, squaring to the basket and shooting accurately as tactics for attacking the basket and enhancing performance**

▶   Students participate in a 3 v. 3 half-court game. The aim of the game is to score as often as possible. Three consecutive passes should be made before a shot is attempted.

Focus questions could include:
*   What are the key points to remember for successful goal shooting?
*   From where on court did you score most of your points?
*   Why is it best to shoot from a position close to the basket?

Teaching consideration

Tactics for scoring include 'driving' to the basket by dribbling the ball close to the basket and then shooting for goal. Key points when shooting include facing the basket, having the shooting hand behind the ball, and pushing with the legs.

▶   Students learn the skill of shooting for goal. They practise using the correct stance and shooting from various marked positions on the court.
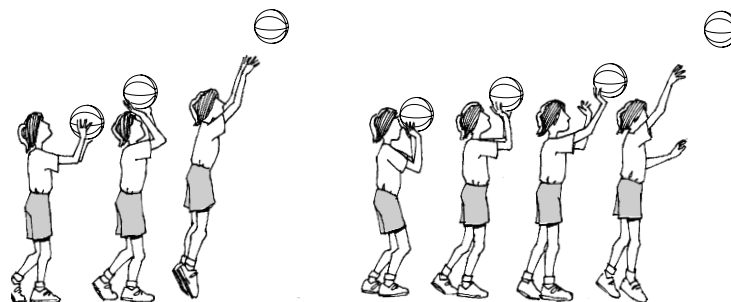
Correct stance for shooting

Teaching consideration

The correct stance for shooting in basketball is to:
*   square the shoulders to the basket;
*   ensure the elbow of the throwing arm is under the ball and close to the body;
*   ensure the throwing hand is behind the ball and the other hand is on the side of the ball;
*   adopt a staggered stance with knees slightly bent;
*   aim and follow through to the basket.

▶   Students apply the skills and tactics of attacking the basket in modified game situations.

Teaching considerations

Basketball provides a good opportunity for students to consider the participation of people with disabilities in sport — for example, wheelchair basketball.

INFLUENCE OF MEDIA PORTRAYALS ON PARTICIPATION	**Investigating the influence of the media on individuals' attitudes towards, and participation in, games and sports**

▶   Students examine media reports about basketball and identify reports of fair and unfair play by players, referees and coaches.

Focus questions could include:
- What reference do media reports make to fair and unfair play in basketball?
- How do media reports influence how you feel about participation in basketball?
- What reference do media reports make to violence by spectators and players?
- Are violence and fair and unfair play portrayed in positive or negative terms?
- What attitudes, ideas and feelings are expressed about fair and unfair play in media reports?
- What attitudes do the writers or presenters appear to have towards violence and unfair play in sports?
- Whose point of view is presented? Whose views are left out?
- Why do you think players engage in unfair play? What can be done about this?
- How are referees, coaches and scorers portrayed in media reports?
- How does this make you feel towards these people?
- How does the portrayal of officials influence your attitudes towards, or participation in, basketball?

▶   Students analyse whether media reports present stereotypes related to games and sports, particularly basketball — for example, stereotypes of ethnicity, socioeconomic status or gender.

Focus questions could include:
- Who is reported in the media?
- What words are used to represent them?
- What impression do these words give?
- Whose point of view is this?
- What other points of view might there be?
- What images are used by the media in describing spectators, individual members of teams or teams in a competition?
- Why are these images prevalent?
- How might these images make teams or team members feel?
- Do these descriptions and images influence your own participation in these activities? In what way?

SUPPORTING OTHERS IN DIFFERENT ROLES	**Adopting different roles while participating in various activities**

▶ Students participate in modified games — for example, 4 v. 4 players. They take turns at being the referee, scorer and team leader. In these roles they practise skills such as negotiation, cooperation and assertiveness to make decisions and solve problems while supporting the rights and feelings of others.

Focus questions could include:

- How did you ensure the rights of all participants were supported in your role as referee? scorer? team leader? player? team member?
- What responsibilities were associated with each role?
- How do the roles differ in the types of support that can be offered?
- How did your relationship with team members vary as you adopted different roles?
- What attitudes towards each role did you develop as a result of adopting the roles?
- How have your behaviours towards others been affected as a result of adopting different roles?
- From your experience in these different roles, what did you learn about successful participation in sport?
- From your experience in these different roles, what did you learn about enjoyable participation in sport?

Teaching considerations

Allow students to gain experience in a number of roles. If necessary, teach students the responsibilities and skills associated with some of the roles.

After adopting different roles in activities, students could review questions from the previous activities to see if their beliefs about these different roles have been influenced by stereotypical representations in the media.

▶ A group of students participates in role-plays or modified basketball games for which the teacher has established scenarios. The remainder of the class observe the behaviours of the participants, spectators and officials in the scenarios. The scenarios could include:

- even scores close to full time;
- domination of the game by one team;
- incompetent officiating;
- very vocal spectators;
- a player constantly breaking the rules;
- a grand final match.

Students observe and note any changes to attitudes of, and relationships between, participants as a result of the different scenarios.

Teaching considerations

It is important to brief students as to the role they are playing in each scenario and to debrief students after each role-play.

Role-plays may be stopped at any time for discussion.

FAIR PLAY: BASKETBALL • UPPER PRIMARY

▶ Students discuss their findings, as observers, about changes to attitudes and relationships amongst the players, the type of support offered by people in the different roles, and the behaviour of the players during the scenarios.

Focus questions could include:
- How did the actions and behaviours of the players influence your attitudes towards, and willingness to participate in, the sport?
- How did the actions and behaviours of the officials influence your attitudes towards, and willingness to participate in, the sport?
- Did opportunities exist for all players in the scenarios to experience success in this game? Why?
- What are some of the roles and responsibilities associated with being a participant in any sport?

IMPROVING THE PERFORMANCES OF OTHERS	**Planning ways to improve individual and team performance through implementing strategies and tactics and by encouraging cooperation between team members**

▶ Working in small groups, students take turns at selecting a skill (for example, passing, dribbling, making a set shot, receiving, defending the player or the key) and teaching it to their peers to improve their team's performance. They identify the components of each skill in order to explain it to their peers.

Focus questions could include:
- Was this skill suitable for the playing abilities of all team members?
- How did learning the skill enhance the performances of team members?
- As coach, how can you cater for the different skill levels of your peers?
- How can you encourage and support your peers?
- As a team member, how can you cooperate with the coach when learning skills?

▶ Each student uses the skill he or she has just taught the team as the basis for developing a tactic or strategy to achieve a goal identified by the team.

Focus questions could include:
- How does the skill form the basis of the strategy?
- Did the strategy contribute to achieving the team's goal?
- Was the team able to cooperate to practise the strategy? Why?
- How did you include all team members in developing and implementing the strategy?
- As coach, how did you support the rights and feelings of others?

Teaching consideration

Goals identified by the team might include maintaining possession for more than three passes, successfully defending opponents, or shooting from close to the basket.

▶ Students play in a game without a referee while other students observe and record the type and frequency of conflict and cooperation that arise. Students discuss these, offering suggestions for improving the activity for those participating.

Focus questions could include:
- How did you feel about participating in the game without a referee?
- How important do you think the role of the referee is?
- Who makes the rules of games and how are they made?
- What happens if rules are not followed in sport at school level or club level?

Acting

APPLICATION TO GAME SITUATIONS	Applying the skills, strategies and tactics developed in the planning phase to game situations

▶ Students participate in a modified game (for example, 5 v. 3) in which they experience a variety of positions and roles. They practise the skills and implement the tactics and strategies they have developed to achieve the goal identified by their team.

Focus questions could include:
- Did the tactic/strategy assist in achieving your team's identified goal? Why?
- Did the team cooperate to implement the tactic or strategy?
- How does it feel to be a member of a team that achieves its identified goal?
- How does it feel to be a member of a team that is unable to achieve its identified goal?
- How do you feel about participating in a game where teams have different numbers of members?

▶ Students participate in a 5 v. 5 game of basketball. They apply the skills they have learnt and the tactics and strategies they have developed to achieve a goal identified by the team. Students should negotiate amongst themselves the positions each person plays and the goal they are trying to achieve, giving consideration to the skills and abilities of all players.

Reflecting

REVIEWING LEARNING	Considering what has been learnt about tactics and strategies and supporting others

▶ Students report on what they consider to be appropriate sporting behaviour and fair play and how this influences participation in basketball. In their reports, they reflect on what they have learnt during the module. Reports could be presented in written or oral form.

Focus questions could include:
- What did you learn about appropriate behaviour in basketball?
- How can full participation by all team members be promoted?
- Has your attitude changed towards referees, coaches, scorers and other officials as a result of adopting these roles during activities?
- How has your behaviour changed on the court in terms of being more supportive of other team members?

▶　Students discuss the skills they developed and whether the tactics or strategies they implemented were successful.

Focus questions could include:
- How has your own skill level improved?
- In which areas do you think the skill level of the team improved?
- Were there any areas in which the skill level of the team did not improve? Why?
- What tactics and strategies did you learn?
- Were these tactics and strategies appropriate for all situations? Why?
- Did these tactics and strategies contribute to the team's achieving its identified goal?
- Could you have used another tactic or strategy to achieve the same goal? If so, which one?
- Were the tactics and strategies appropriate for the skill level of all team members? If not, which may have been more suitable?

REFLECTING ON THE LEARNING PROCESS	**Students consider the value of the 'understand, plan, act, reflect' process and the tactical approach to learning games**

▶　Students discuss the success of using a tactical approach to learn the skills, tactics and strategies of the invasion game of basketball.

Focus questions could include:
- Were these lessons presented differently from other lessons you have undertaken? What was different?
- Did the way you learnt help you identify the skills and strategies needed for basketball? How?
- What are the advantages and disadvantages of learning sports skills and strategies this way?
- What are some other ways of learning sports skills and strategies?
- Was this way of learning more successful and enjoyable for you? Why?

R **Resource Sheet 1**

▶　Students reflect on how the skills they developed and the tactics/strategies they learnt in this module influenced their attitude towards participating in other games and sports. They complete a plus-minus-interesting (PMI) chart to help them in their reflection (see Resource Sheet 1).

Focus questions could include:
- What did you learn about your own and others' reasons for participating in physical activities?
- What did you learn about the social factors that influence your participation in physical activities?
- How can full participation by all team members be promoted?
- How has your behaviour changed on the court to be more supportive of other team members?
- Has learning the tactics required for basketball made this module more interesting?

Teaching consideration

A PMI chart enables students to identify aspects of the module that they consider a plus (P) or a minus (M) to their learning, or interesting (I).

PMI chart

Reflect on how your attitude towards participating in other games and sports has been influenced by the skills you developed and tactics and strategies you learnt in this module. The following PMI chart will help you in your reflection.

Plus	Minus	Interesting

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Health and Physical Education Syllabus
Years 1 to 10 Health and Physical Education Sourcebook: Guidelines
Health and Physical Education Initial In-service Materials