

Advanced Shooting II

by
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Grade Level: K-12

National Standards:

#1:
#2:
#3:
#4:
#5:
#6:

Learning Objectives:

- The student will review the beginning and intermediate steps for shooting.
- The student will practice proper technique for shooting.
- The student will practice incorporating proper technique of shooting while attempting to shoot the ball into a basket.
- The student will work cooperatively with a partner and maintain proper personal responsibility.
- The student will use proper social support.

Space Needed:

- A large basketball court is best; however a cafeteria, blacktop, or any flat surface is acceptable.

Equipment & Materials Needed:

- One ball per pair.
- Cones to designate boundaries.
- Chalk, paint, or poly spots.
- One (1) basket per pair.

Set-Up:

- Place the cones around the area to designate the boundaries.
- Draw two lines opposite one another, approximately five feet apart (distance may vary according to skill level).
- Draw blocks in the proper location on the sides of the keys.

Description of Learning Activities:

Beginning Shooting I:

- Partners sit criss-cross, opposite one another.
- The teacher verbally cues and demonstrates proper arm position for shooting.
- Extend your dominate arm straight out in front of you, fingers pointing to your partner, with the palm down.
- Bend at the elbow, bringing your forearm perpendicular to the ground, with your palm still facing the ground ("make a duck"), and your tricep parallel to the ground.
- Flip the head of the duck (wrist) back, so that the palm of your hand is now facing the sky, and your fingers are pointing back at you.
- Shoulders should remain square to the target.
- The teacher verbally cues and demonstrates the proper movement of the arm for shooting.
- Push your arm straight up to the sky with your elbow close to your ear.
- Flick your wrist so the palm of your hand is facing the ground.

- Finger tips should be pointing to the target.
- Leave your arm and hand up in the air for a count of five (5) seconds (“hang-time” or the follow through).
- Practice the arm position and the movement with no ball at least five (5) times.
- Have one of the students get ready to shoot, arm should be in the proper position, they should then place a ball on their finger tips; once that is completed, their other hand should be placed behind their back.
- The student shooting then “shoots” the ball to their partner on the verbal cue; their partner catches the ball.
- Repeat activity 5-10x for each partner.
- Have the students sit on their knees, tall (quadriceps fully extended, and backs straight).
- Remind students to keep their shoulders straight (or square to the target).
- Repeat previous sequence.
- In the same position, have one of the students verbally cue their partner for the arm position and movement.
- Repeat this 5-10x per student.

Beginning Shooting II:

- The teacher will verbally cue and demonstrate the proper foot position for shooting.
- For a right-handed shooter, place the right foot slightly in front of the left foot; both feet shoulder width apart.
- Practice bending the knees at least 5x.
- Put the arm position, arm movement, foot position, and knee bend together: “bend, extend, flick, follow through”, which means, bend the knees bringing the entire body down; arm extension/movement; wrist flick; follow through with fingers/hand.
- Repeat this sequence 5x for each student with no ball.
- Repeat the sequence, adding a ball. Their partner should catch the ball.
- Repeat the sequence 5-10x per student.

Intermediate Shooting I:

- Practice bending the knees and extending up onto the toes at least 5x.
- Put the arm position, arm movement, foot position, and knee bend together: “down, up, extend, flick, follow through”, which means, bend the knees bringing the entire body down; extend the knees, going onto the toes; arm extension/movement; wrist flick; follow through with fingers/hand.
- Ball release is at the top of the “jump” (students should not be jumping at this stage of shooting).
- Repeat this sequence 5x for each student with no ball.
- Repeat the sequence, adding a ball. Their partner should catch the ball.
- Repeat the sequence 5-10x per student.

Intermediate Shooting II:

- Practice the complete shooting movement with a slight jump instead of extending onto the toes at least 5x with no ball.
- Repeat sequence adding a ball with their partner catching it, 5-10x per student.

Advanced Shooting I:

- Students should practice all the above steps prior to moving to a basket.
- With a partner, the student stands at the block, using proper technique and form; shoots the ball into the basket, banking it off the backboard. Repeat on both sides of the key 5-10x for each student.
- Students then shoot from the middle of the key, 5 feet from the basket.
- If the students are successful, they may start taking 5-10 shots at each spot, around the inside edge of the key.
- If the students are successful, they may begin to take 5-10 shots at each spot, from 1-3 feet from the outside of the key.
- Students may continue to move further away from the basket as long as they are using proper technique/form and are making the baskets.

Advanced Shooting II:

- One student passes the ball to their partner, who then uses proper technique to shoot the ball into the basket. Repeat at the same spot 5-10x per student.
- Repeat the process at all the designated spots on the court.
- Once the students have been successful, they will practice moving, catching a pass, and shooting.
- The shooter must be in motion when the passer passes the ball. When the shooter catches the pass, they jump stop, set, and shoot the ball. Continue this activity for either a set number of shots or given amount of time, and then switch.
- Once the students have been successful, the shooter starts with their back to the basket; while the passer is on the outside of the shooting area.
- The passer passes the ball to the shooter; who turns, sets, and shoots the ball. Continue this activity for either a set number of shots or given amount of time, and then switch.

Authentic Assessment:

- Peers observe one another during the activity and give an assessment score of their social support and etiquette of the game.
- Teacher observation of students' social support and etiquette of the game.
- Peers observe the form of their partner and give verbal feedback for corrections and strong points.
- Teacher uses a skill development assessment check sheet for each student.