

Intermediate Shooting I

by
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Grade Level: K-12

National Standards:

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

Learning Objectives:

- The student will practice the beginning steps for shooting.
- The student will practice the next step in the progression of shooting.
- 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.
- Two (2) lines marked in chalk or paint.

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).

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.

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.