

Connecting Hoops For Heart With Your Program

Pool Noodle Basketball Lesson Plan

National Standards

Standards 1,3,4,5

Grades

6 – 8

Grade-Level Outcomes or Performance Indicator

- ◆S1.M3 Catching
- ◆S1.M8 Dribbling with change of speed and direction
- ◆S3.M6 Engages in Physical Activity
- ◆S3M8,11 Fitness Knowledge
- ◆S4.M1,2,3,4,6,7 Responsible Behavior
- ◆S5.M6 Social Interaction

Lesson Objective

To develop basketball dribbling skills, cardiovascular endurance, eye-hand coordination, agility, fleeing/dodging skills, and knowledge of overload/target heart rate training in a variety of games/activities.

Materials

Noodle and basketball for each student

Safety Considerations

Players must stay inside the basketball court and always look where they are going, even when being chased.

Prior Knowledge

Understanding of target heart rate and the overload principle, basketball dribbling technique and fundamentals

Vocabulary

Overload principle, target heart rate, cardio, double dribble, traveling, crossover dribble

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Introductory Activities

Noodle Warm-Up: Each student has a noodle and attempts to copy the leader on the following activities: Thread the Noodle (between legs, around back and head, etc.) and jump rope noodle.

Partner Noodle Catch: partners play catch with noodle from about 8-10 feet away (throw like a javelin).

Noodle Tower Catch: Partners each have a noodle and stand about 8 feet apart. With each student holding the noodle straight up like a tower, students will communicate and let go of the noodle at the same time and try to catch their partner's noodle. Continue to work on this skill back and forth with partners.

Lesson Focus

Dribbling Noodle Tower Catch: (partners each have a ball and a noodle) Players each stand around 8 feet apart and stand the noodle up straight while dribbling. When they communicate to switch, each player lets go of the noodle and switches to their partner's noodle while dribbling. The object is to catch the other noodle before it hits the ground. Switch dribble hands and partners.

Cardio Check: Students take their pulse for 6 seconds (teacher uses stopwatch), and students add 0 and determine if they are at or above target heart rate zone. Indicate with thumbs up or down. Remind the students of the importance of training at target heart rate zone to overload the heart muscle and achieve the best gains.

Noodle Catch While Dribbling a basketball: (partners each have a ball and one noodle per group) Players work to play catch with the noodle while dribbling (switch hands). Rotate Partners.

Cardio Check: Students take their pulse for 6 seconds (teacher uses stopwatch), and students add 0 and determine if they are at or above target heart rate zone. Indicate with thumbs up or down. *Question: Why might your heart rate not have been at target heart rate zone during this activity?*

Partner "Hot Noodle" Tag: (partners each have a ball and one noodle per group) Partners play catch with a noodle when the coach says "catch." When the coach yells "tag," whoever has the noodle is "it" and must chase and tag their partner with the noodle.

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If the partner is tagged, he/she must do 3 push-ups and then become "it" and begin chasing. When the teacher yells "catch" all players stop running and go to their partner to play catch until they hear the word "tag." Remind students to be safe and watch where they are going when playing tag so they do not run into other students. Variation: players find new partner quickly every time they hear the word "catch."

Cardio Check: Students take their pulse for 6 seconds (teacher uses stopwatch), and students add 0 and determine if they are at or above target heart rate zone. Indicate with thumbs up or down. *What was different about this activity and how it impacted your heart?*

1 on 1 Dribble Noodle Joust Challenge: (partners each have a ball and a noodle) One-on-one dribble contest while trying to use the noodle to knock the ball away. (noodles may not be used to hit your partner) Keep track of points and switch every 30 seconds.

Cardio Check: Students take their pulse for 6 seconds (teacher uses stopwatch), and students add 0 and determine if they are in or above target heart rate zone. Indicate with thumbs up or down. *Have the students discuss the following question with their last partner: Why was your heart rate at "that level" after the 1 on 1 joust activity?*

Team Noodle Frozen Tag: (everyone has a ball and group is split into three teams – with one team having a noodle) Staying inside the basketball court, the players with noodles must tag the other teams to freeze them. Players must work to free the other players by tagging them while dribbling. Time how long it takes to get all the non-noodle players frozen. Noodle team must use weak hand to dribble, while non-noodle team can use either hand. (change jobs)

Cardio Check: Students take their pulse for 6 seconds (teacher uses stopwatch), and students add 0 and determine if they are in or above target heart rate zone. Indicate with thumbs up or down. *What advice would you give someone who did not make it into or above the target HR zone?*

The Ultimate Battle: (partners with everyone having a ball and only one partner in center circle with a noodle) Players take turns battling other teams in the center of gym (partner without the noodle is outside the basketball court doing assigned task and waiting to trade jobs). If a person with a noodle is tagged below the waist with a noodle or he/she loses the ball, the player must stop dribbling and go to the side to switch jobs with partner. Player on side must wait in upper plank position with both hands on the ball. (other ideas: dribbling between legs, hopping on one foot, squat position dribbling, squat jumps with the ball)

Cardio Check: Students take their pulse for 6 seconds (teacher uses stopwatch), and students add 0 and determine if they are in or above target heart rate zone. Indicate with thumbs up or down. *What changes could be made to this activity to increase the heart rate of all participants?*

Noodle Team Run: (teams of 4–6 players and 6-12 noodles per team) Each team must work together to get a player across the basketball court (sideline to sideline) without touching the floor while walking on the noodles (teams work to create a ladder on floor with the noodles – once player steps on and past a noodle it can be picked up and put in new location for the player to step on). If the player touches the ground, he/she must start over. After a player makes it across the floor successfully, the whole team must work to get a new player back to the other side using the noodles. The challenge continues until each player has crossed.

Conclusion/Assessment: Questions for the class

What skills were needed to allow someone to be successful during our activities today? (dribbling with both hands, eye-hand coordination, agility, fleeing/dodging skills, cardiovascular endurance)

What was happening to your heart during the movement activities (like the tag games)? (Overload principle. Increased heart rate – this is good for your heart!)

How does the "overload principle" apply to the activities we did today in class? (Since our heart is a muscle, our activities today strengthened our heart – especially if we trained at the target heart rate zone)

What allowed your team to be successful on the team noodle run that we did last? (teamwork, communication, balance, planning)

An evaluation of the intensity of cardio work was assessed after each activity through the cardio check. Students were then able to self-reflect on their own training level. Assessment on dribbling skills could be done through observation during each of the dribbling games and activities. Students would also be asked to give a skill level evaluation score for each hand dribbling as an exit survey.

Modifications

Lower-skilled students may use their strong hand instead of their weak hand for some of the activities. The teacher can assign students to be partners for the different activities so that similar skill levels are together or so that high-level students can help and mentor the lower-skilled students. Heart rate sticks could be used for certain students, or if heart rate monitors are available it would make finding an accurate heart rate much easier for students.