

Fast starts

Backboard basketball

Stage: stage 2 upwards

Category: Invasion Game

Activity set-up

- Playing area is a basketball half court.
- Divide students into teams of 3.
- One basketball per game.

How to play

- Students have to successfully hit the backboard and have one of their teammates catch the rebound.
- Games go for 2 minutes.
- If no-one scores, the team who has been on twice goes off.
- Normal basketball rules apply for dribbling and defending.



Equipment

- 2 sets of bibs.
- 1 basketball per game.
- Basketball court.

Increase/decrease challenge

- Increase the challenge by having students achieve a certain number of passes before scoring.
- When students regain possession of the ball from the opposition, they have to dribble to halfway before they can start attacking.
- Decrease the challenge by allowing students to get a free shot at the backboard if they get within the key.

Additional variations

- Allow students to shoot a basket for bonus points.

Sample questions

- How will you defend when the opposition takes their shot?
- How will you know where to aim when taking your shot?
- If your teammate is taking a shot, where should you stand?

Fast starts is a physical activity resource developed as a joint initiative between the NSW Department of Education and NSW Health.

Activity considerations

Qualities of a Fast Start activity

A fast start activity provides an opportunity to:

- engage in moderate to vigorous physical activity (huff 'n' puff) with minimal rules within 2 minutes
- explore and practise movement skills (fundamental and specialised movement skills and concepts, tactical and creative movement, health and fitness enhancing movement)
- reinforce an inclusive learning environment that supports positive interactions and ongoing collaboration
- become familiar with equipment and space
- use age and stage appropriate language and concepts that act as a hook to engage students
- make planning adjustments based on observations of the physical preparedness of students and the group dynamic.

Inclusion

All students, regardless of disability, ethnicity, socio-economic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Considerations for teaching students from diverse backgrounds and sample adjustments can be accessed on the [Aboriginal education and communities](#)', [High Potential and Gifted Education](#), [Multicultural education](#), [Disability, learning and support](#) and NESA's [Adjustments](#) pages.

Linking to other learning areas

Skills, concepts and topics from other learning areas may be embedded into activities to reinforce student learning. Examples include, counting while passing the ball, labelling movements or objects with nouns / verbs, The 'Thinking while moving' programs available on the [NSW School Sport Unit](#) website provide additional guidance of how to link physical activity with other key learning areas.

Safety considerations

Prior to the commencement of any physical activities, teachers must ensure that the following has been addressed.

Activity: ensure that the activity being undertaken is suitable for the age, maturity and experience of the students.

Student safety: ensure that students have:

- personal safety (see [sport safety guidelines](#))
- adequate protection from the sun (eg. hats and shaded areas where possible)
- regular opportunities to hydrate
- access to necessary medications such as asthma puffers.

Equipment: all playing equipment must be inspected and in good working order.

Playing area / surface: choose a playing area suitable for the activity and weather conditions on the day. Playing area boundaries must be clearly marked using field markers or similar and be free from any dangerous objects or obstructions (such as slippery surfaces, rocks, trees, benches / seats, student bags).