# 19 - THE TEACHING OF BASKETBALL PASSES AS A HELPER FOR THE FRONT THROW WITH ONE OF THE HANDS

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**Introduction**

It's understood that basketball is one of the most emotional sports of nowadays and it's noted that there is an increasing number of participants along the years, in the entire world. Besides, the constant actualization of its rules makes basketball a collective sport event interesting not only for competition, but also for leisure in the free time.

It's noted that, in Brazil, its practice and the taste for this sport, in spite of the last conquests by the female basketball team, as the World Championship, in 1994, in Australia, the silver medal in the Atlanta Olympic games, in the U.S.A., in 1996, and a bronze medal in the Sidney Olympic Games, in Australia, in the year of 2000, (www.cbb.com.br/2001), haven't evaluated.

Related to the basketball situation in Brazil nowadays, it's believed that the great reason for this, is, especially, the school sport, because, there is the idea that it's from schools that the future players come out, to play in clubs. And it's the Physical Education teachers' duty to make this connection, that's why, nowadays, the teachers who work in schools are not giving the necessary importance to this event, what, it really, differs from Paes' thoughts et al., (2001), which give responsibilities to the Confederation, Federations and Clubs.

It's understood that the discovery of the basketball essence depends, above all, of those who have the responsibility for its initiation, that is, beginners, teachers or coaches, it must follow a secure orientation, planned, based on the rules of a method, connected to the didactics capacity of the beginner.

Freire (1996, p. 28) emphasizes that to teach requires strict methodical and, also, research, in as much as, in the researches, there is a search, a question, being by this way the form by which it's proved the investigation.

It's spoken yet, that when there is a proof from what you research, it's possible to change determined methodological procedures, through the intervention. Lastly, Freire tells us that the research serves, to know what is still not known and to communicate or to announce the news. However, for all of this to happen, there must be strict methodical.

It's understood that the basic elements of any collective sport are the technical fundaments, which can also be called individual technique; and its perfect dominion or not, it can determine a success or a failure factor of the player in the long run.

It's possible to affirm that, for the teaching and development of the technical fundaments of the basketball event, the beginner will use, to realize all the educative related to the fundaments, the physical capacities, as: the strength, the speed, the resistance and the agility or the adroitness, but it's affirmed that the speed is the most used by the players during the game.

It's remembered that the evaluation becomes important, before and after the application of the methodology, realizing before and after tests, and, later the statistic treatment showing the statistic difference or not. Considering basketball, it's suggested three tests related to the specific abilities: 1) dribble speed, 2) pass speed and 3) dribble and throw, according to Knoux, apud Mathews (1980).

**Objectives**

The objective of this project was to investigate the methodology efficiency, formed by a protocol of sequential passes, succedaneum to the national literature, as a prerequisite for teaching the technical fundament of basketball: the front throw with one of the hands, for students of the female sex from 10 to 12 years old.

To verify and to analyze the efficiency in teaching applying the protocol of sequential passes (07), as well as, the teaching of the front throw with one of the hands, through before and after specific tests.

**Materials and Methods**

It's alleged that the experimental studies are, in general, the most difficult method, and technically, more exact, however, to study the educational problems, the researchers must, continually, be aware of the demands and of the continually search of experience. Being this way, the present project followed a "Design", which can be considered as experimental organized by a random selection.

**Sample**

The sample was formed by 17 students regularly enrolled in the 5$^{TH}$ and 6$^{TH}$ grade (elementary teaching), from the Public School called Profº. Hugo Miele in the city of Presidente Prudente - SP, involving the age from 10 to 12 years old, from the female sex.

**Sequential protocol of passes.**

It's affirmed that the pass is a used fundament during a Basketball match, looking for transferring the ball from its defense zone to the attack one, yet, it provides the position of a partner, in a real situation of shooting the basket.

Before the pass it's worried about the reception, that it's the moment in which the beginner student realizes a movement, to receive a pass or a ball that comes to his/her direction. Then, it's recommended to the beginner some cares.

It's orientated that the classes related to the passes are divided into three parts: initial: with elongation and heating; main: fundament teaching, and, final: sportive games related with a fundament.

It's understood that the types of passes shown in this research are the most used, mainly during a basketball game, being them:

1 - Front pass, with two hands, or pass at the chest height; 2 - cut pass with two hands; 3 - A pass over the head, with the two hands; 4 - Under pass, with one of the hands; 5 - Lateral pass or of shoulder; 6 - Hook pass, and finally, differing the proposed sequence from the other procedures, for the existing initiation in the national literature, it was created the seventh pass: Front pass, with one of the hands.

It's patented in this sequence the total of seven classes, for the teaching of the different types of passes and two classes for the front throw with one of the hands. This way, for each type of pass in the sequence of this project, it was developed a specific class, and, two for the throw.

It's observed that the passes realized with one of the hands must be realized with the hand which you have the best dominion (from the strongest arm).

**Front pass, with the two hands in the chest height.**

The front pass with the two hands or the pass in the chest height as it's called is one of the most used during the basketball game. That's the reason to start it. The student/beginner gets in the expected position or in the defense position; he/she holds the ball with both hands; the elbows position must be near the body, at the moment in which he/she will pass the ball; the arms must be stretched to the front, directed to the target which is supposed to be achieved; in the, case, a partner. It must be done a half circle with a ball in his/her hands, pulling it for the back and down, driving on it with the two arms and wrists to the front. The wrist position is of rotation, with the thumbs turned to the inside. This way, this procedure provides the correct bent in the pass moment.

It's understood that the feet movements are really important in the initiation moment. It's observed that the foot that is behind must move to the front, with the pass, in the moment in which he/she is releasing the ball in the last movement; this is the motive which will help in the impulse and in the recovery of the balance. After it's started, it's noted that the student doesn't think in reception in the moment of receiving the ball, because the gesture is already automated.

For all the beginners' classes of different types of passes it's followed the same procedures, being: initial part, main part (the pass to be begun in the day), and, final part, this, with sportive games related to the fundament taught in the class, about 10 minutes of duration.

**Cut pass, with the two hands.**

In this type of pass, it's realized the same movement that the front pass with the two hands; but changing the angle, to realize the pass, which it will be down and to the front, and it must be executed in a distance of, about, 1,50m of who is going to receive the ball.

**Over the head pass, with the two hands.**

It's noted that this type of pass is recommended, in the attempt of serving the players who act in the pivot position. The player who realizes the pass, over the head, must hold the ball correctly and bring it over the head; the elbows must be semi-bent and, in the moment of the pass, the beginner must stretch the arms, drive on the ball with fore fingers and thumbs, making the rotation of the ones to inside the median line of the body, and at the same time, to put the leg which was behind to the front.

**Under pass, with one of the hands (long pass)**

In the under pass, with one of the hands, considered a kind of long pass, the beginner student should put the ball in one of the hands (right or left); the other hand only helping, to give sustenance and strength, while holding the ball; the leg which should be behind will be the one in the same side where the ball is. The beginner student will make a movement backward and will throw the ball to the front, leaving his/her arms stretched.

**Lateral or shoulder pass, with one of the hands.**

Shoulder pass or lateral pass is considered a long pass, this is, having the necessity of realizing a pass to a partner and that this one is far away, it's realized the shoulder pass. It must be realized, putting the leg of the opposite side where the ball is to the front. The ball should be at the shoulder height, being thrown as if it were a baseball throw, being driven on to the front, leaving the arms stretched, finishing with the correct bent of the hands; and the leg which was behind should come to the front, making the beginner/student to recover the balance.

**Hook pass, with one of the hands.**

It's warned that the hook pass is used, most of the times, when the player, during the game needs to get rid of the scoring and this one has a taller height than the player who is realizing this pass. Also because of this, it's begun the hook pass, being realized this way: through a jump with impulsion only in one leg, happening this way a body slant to the same side of the impulsion; and, when the maximum height of the jump is reached, the ball is driven on, strongly, with the wrist directed to the wanted place.

**Front pass, with one of the hands.**

Authors as Bezerra (1999), Coutinho (2001), Daiuto (1974 and 1984), Ferreira & De Rose (1987), Paula (1994), among others, don't relate, in their literature, the front pass, with one of the hands. That's why; it's observed one of the biggest differences of this study, related to the national existing bibliography.

The front pass, with one of the hands, was created, through the realized experiences during the initiation, with children from 10 to 12 years old, when it was practiced in public, private and sports formation schools.

It's stated the front pass, with one of the hands, in this research and in this moment of initiation, by the fact of being the last class in the sequence of passes, what, until the moment, through the educative exercises, related to the passes, provided body experience, the necessary movements in the development of the front pass, with one of the hands.

The front pass movements, with one of the hands, are almost alike the front throw, with the two hands. What is really different is the final movement that, instead of the ball goes out of the two hands and with the hand palm turned out the median line of the body, the final movement must be done only with one hand, making the correct bent, as in picture 8.

It's begun the front pass, with one of the hands, because, it's understood that it facilitates the front throw, with one of the hands, providing the beginner the necessary body experience, to realize the front throw, with one of the hands later.

**Front throw, with one of the hands.**

As the pass can be realized by different forms and ways, the same happens to the throw. Sometimes, it's asked: What is the best kind of throw for a player? It's thought that the best is that one which the player conforms, but inside a correct technique of movement that it's compound by the realization of the throw.

It's based in the idea that the throws are the various types of passes, and that what is different is only the angle of throw, because the basket is 3,05 height from the soil.

It's stated that this type of throw, by the fact that, at the moment that the student was introduced in the technical fundament: front pass with one of the hands, the one got body experience, to realize and execute the front throw, also, with one of the hands, letting other types of throws for another phase, which is the performance.

In the front throw, with one of the hands, the ball and hand movement is similar to the front pass with one of the hands, changing only the direction angle of the ball and movement. It's noted that in the pass the way the balls goes through is straighter and faster, the opposite of the throw that is described by a parable and slower. It's defined that the important is the arm movement and the correct bent, especially in the final moment of the throw.

**Presentation and discussion of the results**

The before and after tests were compared, with the objective to evaluate the sequential protocol of teaching the passes, as well as, to evaluate if there were meaningful differences in the performance related to the data of beginning and end of the activities.

| Student | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Before | 20 | 15 | 18 | 18 | 15 | 20 | 16 | 12 | 15 | 17 | 17 | 17 | 17 | 15 | 15 | 15 | 15 |
| After | 21 | 18 | 19 | 19 | 17 | 21 | 15 | 16 | 20 | 17 | 18 | 18 | 19 | 16 | 17 | 19 | 19 |

Table 1. Test: Pass Speed.

| *Students* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Before | 12,1 | 21,2 | 12,2 | 13,9 | 19,2 | 14,5 | 30,1 | 24,1 | 14,8 | 16,5 | 21,3 | 26,6 | 29,6 | 50,6 | 31,3 | 25,9 | 15,1 |
| After | 11,6 | 14,03 | 12 | 22,9 | 13,5 | 14,7 | 15,6 | 23,3 | 19,5 | 12,6 | 11,5 | 20,4 | 19,7 | 28 | 19,4 | 17,7 | 13,4 |

Table 2. Test: Dribble and Throw.

**Conclusion and Recommendations**

The basis which involves the subsidy shown here is, in fact, a sequence where what was taught, before, facilitates the new fundament to be learned by the children. In most of the educative exercises developed during the classes, specially when the ball was involved, it was worked with adroitness, and, this, in the understanding of Knapp (S/D) and Schmidt (1993), once adhered, it provokes the interference, this, considered as a positive transference. Consequently, it's possible to say that success was obtained in this project.

It's concluded that, related to the matter that was analyzed, supposing to be, the most efficient proposal of the author, related to the present existing procedures in the national literature for the teaching of the different types of passes, specifically the front pass with one of the hands, as a facilitator for the front throw teaching with one of the hands, after being applied the final tests, using the statistic technique it was detected difference at the meaning level á (á = 0,05).

It's affirmed that the methodology applied to teach the succedaneum passes to the national literature, emphasizing the positive transference to the teaching of front throw with one of the hands was meaningful to the level of 5%.

One of the analyzed justifications at the beginning of this project was that, the children after the period of teaching the technical fundaments couldn't transfer to the next phase what they have learned. Because of this, it's celebrated that the methodological sequence of initiation for the teaching of Basketball passes, shown as a teaching proposal of the author, was suitable, to be applied in students from 10 to 12 years old from the female sex, confirming this way one of the matters that was analyzed.

It's considered that the numbers of hours shown in the matters studied were enough for the development and learning of the different types of passes, being as a total, seven classes for the passes and two classes for the front throw with one of the hands.

It's was tried to analyze matters related to the initiation and the execution of different types of basketball passes, facilitating, this way, the understanding of teaching another technical fundament, that is the throw, through a logical and dynamic sequence, having as objective, yet, to help teachers, coaches and students from graduation in Physical Education, who work in the area of basketball, during the initial phase of the teaching-learning process of the technical fundaments.

It's expected that this way, this project can, provide, relevant contributions to the professional who looks for building and constituting knowledge, pedagogically correct.

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**THE TEACHING OF BASKETBALL PASSES AS A HELPER FOR THE FRONT THROW WITH ONE OF THE HANDS**

**ABSTRACT**

The basketball is a collective event with implications that come from the necessity of athletes with a specific body, obliging the professional who works in the beginner's level to work with different methodologies. To get at the game there are several technical fundaments which must be orientated by a secure and consistent way during the initiation level for children, because when he/she gets at the game, it will depend on body actions related to the perfect execution of learned fundaments in the initiation. It was the objective in this project to investigate the application of a sequential protocol of passes, succedaneum to the national literature, giving this way, body experience to the initiation of the front throws with one of the hands. The methodology can be characterized as an experience, and the sample was formed of 17 girls of a public school in the city of Pres. Prudente - SP. To verify the evolution of the teaching, it was realized before and after tests, the ones specific for basketball, as in the passes as in the throw, (Knoux, apud Matheus, 1980), applying the teaching passes and the throw between them. In the statistic treatment it was used the comparison test of two averages for neck and neck data, in the two fundaments, which consists in the difference between the obtainable observations and compared with a critical value based in the t-Student table at the level of meaning á (á = 0,05). The statistic test rejected the hypotheses of averages equality, accepting the difference between the averages at the level of meaning of 5%, in the teaching of passes as in the throw. Hence, the protocol of passes used, succedaneum to the national literature is efficient, as well as, it provides

necessary body experience for the teaching of throw. It's concluded that the sequential protocol of passes can serve as a model for teachers who work in the initial phase of basketball, giving also positive transference for the teaching of the front throw with one of the hands.

Key Words: teaching; technical fundaments; Basketball.

**L'ENSEIGNEMENT DES PASSES AU BASKET-BALL COMME FACILITATEUR POUR LE JET DE FRONT AVEC UNE DES MAINS.**

**RÉSUMÉ**

Le basket-ball est une modalité colective avec des implications qui résultent de la besoin d'athlètes avec de la qualité spécifique, en obligeant le professionnel qu'actue dans l'initiation pour travailler avec de différentes méthodologies. Pour arriver au jeu, il y a plusieurs fondements téchiniques qui doivent être suivrés de manière sûre et consistente pendant l'initiation pour les enfants, parce que quand ils y arrivent, ils dépenderont des actions motrices relatives à la parfaite exécution des fondements appris dans l'initiation. L'objectif de ce travail, il a été de faire une recherche à l'aplication d'un protocole de séquences de passes concernant à la litérature national, en donnant de cette manière, l'expérience motrice à l'initiation de jet de front avec une des mains. La méthodologie peut être caractérisée comme une expérience, et la preuve s'est constitué de dix-sept petites filles d'une école publique dans la ville de Presidente Prudente - São Paulo. Pour vérifier l'évolution de l'enseignement, Il a été realisé pré-tests et après tests, spécifiques pour le basket-ball, aussi aux passes qu' au jet,(Knoux, apud Matheus, 1980), En aplicant l'enseignement des passes et le jet entre eux. Dans le traitement statistique s'est utilisé le test de comparaison de deux moyennes pour des dès l'un à côté d' autre, dans les deux fondements, qui consiste aux différences entre les remarques obtenies et comparées avec une valeur critique fondémontée au tableau Student au niveau de signifiance a (a=0,05] . Le test statistique a rejeté l'hipotèse d'égalité de moyennes, en acceptant la différance entre les moyennes au niveau de signifiance de 5%, aussi à l'enseignement de passes qu'au jet. Donc, le protocole de passes utilisé, concernant à la litérature national est efficace, ainsi comme, il propose l'expérience motrice nécessaire pour l'enseignement de jet. On concluit que le protocole des séquences de passes peut servir de modèle pour les professeurs qu' actuen dans la phase d'initiation au basket-ball, en proposant aussi le changement positif pour l'enseignement de jet de front avec une des mains.

Mots de la clef : L'enseignement ; fondements téchiniques ; basket-ball.

**LA ENSEÑANZA DE LOS PASES EN EL BALONCESTO COMO FACILITADOR PARA EL LANZAMIENTO DE FRENTE CON UNA DE LAS MANOS.**

**RESUMEN**

El baloncesto es una modalidad colectiva con implicaciones que transcurren de la necesidad de atletas con biotipo específico, imponiendo el profesional que actúa en el comienzo a trabajar con metodologías distintas. Para llegar al juego hay diferentes fundamentos técnicos que deben ser orientados con seguridad y consistencia durante el comienzo para niños, porque cuando ellos llegan al juego dependerán de acciones motoras relacionadas a perfecta ejecución de los fundamentos aprendidos en el comienzo. Este trabajo tuvo como objetivo investigar la aplicación de un protocolo secuencial de pases, que suceden a literatura nacional, proporcionando de esa manera, experiencia motora al comienzo del lanzamiento de frente con una de las manos. La metodología puede ser caracterizada como experimental, y la muestra se compuso de 17 niñas de una escuela publica en la ciudad de Pres. Prudente - SP. Para observar el progreso de la enseñanza fue realizados testes específicos antes y después para el baloncesto, tanto en los pases como en el lanzamiento, (Knoux, apud Mathews, 1980), aplicando a enseñanza de los pases y el lanzamiento entre ellos. En el trato estadístico fue utilizado el teste de comparación de dos medias para dados emparejados, en los dos fundamentos, que consisten en las diferencias entre las observaciones obtenidas y comparadas con un valor crítico fundamentado en la tabela student al nivel de significancia (). El teste estadístico rechazó la hipótesis de igualdad de medias, aceptando la distinción entre las medias al nivel de significancia de 5%, tanto en la enseñanza de los pases como en el lanzamiento. Por lo tanto, el protocolo de pases utilizado, que suceden a literatura nacional es eficiente, así como, proporciona experiencia motora necesaria para la enseñanza del lanzamiento. Se concluye que el protocolo secuencial de pases puede servir de modelo para profesores que actúan en el inicio de la instrucción al baloncesto, posibilitando también transferencia positiva para la enseñanza de la remeso de frente con una de las manos.

Palabras llave: enseñando; las bases técnicas; El baloncesto.

**O ENSINO DOS PASSES NO BASQUETEBOL COMO FACILITADOR PARA O ARREMESSO DE FRENTE COM UMA DAS MÃOS.**

**RESUMO**

O basquetebol é uma modalidade coletiva com implicações que decorrem da necessidade de atletas com biótipo específico, obrigando o profissional que atua na iniciação a trabalhar com metodologias diferenciadas. Para se chegar ao jogo há diversos fundamentos técnicos que devem ser orientados de maneira segura e consistente durante a iniciação para crianças, porque quando ela chegar ao jogo, dependerá de ações motoras relacionadas à perfeita execução dos fundamentos aprendidos na iniciação. Objetivou-se nesse trabalho investigar a aplicação de um protocolo seqüencial de passes, sucedâneos à literatura nacional, proporcionando desse modo, experiência motora à iniciação do arremesso de frente com uma das mãos. A metodologia pode ser caracterizada como experimental, e a amostra constituiu-se de 17 de meninas de uma escola pública na cidade de Presidente Prudente - SP. Para verificar a evolução do ensino, realizou-se pré e pós-testes, específicos para o basquetebol, tanto nos passes como no arremesso, (Knoux, apud MATHEWS, 1980), aplicando o ensino dos passes e o arremesso entre eles. No tratamento estatístico utilizou-se o teste de comparação de duas médias para dados emparelhados, nos dois fundamentos, que consiste nas diferenças entre as observações obtidas e comparadas com um valor crítico fundamentado na tabela t-Student ao nível de significância (). O teste estatístico rejeitou a hipótese de igualdade de médias, aceitando a diferença entre as médias ao nível de significância de 5%, tanto no ensino dos passes como no arremesso. Portanto, o protocolo de passes utilizado, sucedâneo à literatura nacional é eficiente, assim como, proporciona experiência motora necessária para o ensino do arremesso. Conclui-se que o protocolo seqüencial de passes pode servir de modelo para professores que atuam na fase de iniciação ao basquetebol, proporcionando também transferência positiva para o ensino do arremesso de frente com uma das mãos.

Palavras chaves: Ensino, fundamentos técnicos; basquetebol.