

Planning Assignment:

Basketball



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Exercise Science, Physical and Health Education 310

Physical Education for General Classroom Teachers

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<p>Lesson #1</p> <p>Topic: Basketball (dribbling, control of the ball).</p> <p>Grade: 4</p> <p>Materials/Resources: Soft foam dodgeballs, basketballs (1 for every student and teacher), cones, and printed self-assessment forms.</p>	<p><u>Learning Objectives: These Students Will Be Able To ...</u></p> <ul style="list-style-type: none"> • Psychomotor: run, throw, dodge, stop, walk, dribble when still/when moving, control a basketball when still and when walking/running, steal a ball, knock a ball away, and protect a ball. • Cognitive: choosing which colours to say, deciding whether or not to throw the ball or keep it in their hands when tagging somebody, deciding how hard/soft to throw the ball, deciding what route to take to get across the gym safely, deciding who to tag or steal/knock the ball away from based on your surroundings, aiming, hand-eye coordination, self-awareness of how fast you can run across the gym while dribbling without losing control of the ball, and concentration while dribbling. • Affective: teamwork when deciding which colour to choose, choosing colours that will eventually have included everyone, not targeting certain people, understanding that everyone will be at different levels of dribbling, not getting annoyed at your team during dribbling drill #2 			
<p><u>Parts of the lesson</u></p> <p>Prep:</p> <ul style="list-style-type: none"> • Have soft foam dodge balls, basketballs and cones out and ready to go. • Have self-assessment forms already printed out. <p>Activities:</p> <ol style="list-style-type: none"> 1. Warm up 2. Dribbling drill #1 (Across the gym) 3. Dribbling drill #2 (Around the cones) 4. Sharks and Minnows 	<table border="1"> <tr> <td data-bbox="852 1192 1008 2091"> <p><u>Time:</u></p> <p>7 mins</p> <p>10 mins</p> </td> <td data-bbox="1008 1192 1588 2091"> <p><u>Teaching Points:</u></p> <div data-bbox="1341 1213 1572 1310" style="border: 1px solid black; padding: 2px;"> <p><i>UDL Checkpoint 3.2</i></p> </div> <p>-Warming up muscles from running and throwing.</p> </td> </tr> </table>		<p><u>Time:</u></p> <p>7 mins</p> <p>10 mins</p>	<p><u>Teaching Points:</u></p> <div data-bbox="1341 1213 1572 1310" style="border: 1px solid black; padding: 2px;"> <p><i>UDL Checkpoint 3.2</i></p> </div> <p>-Warming up muscles from running and throwing.</p>
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<p><u>Lesson Description</u></p> <ul style="list-style-type: none"> • Set up and Introduction: <ul style="list-style-type: none"> -Grab all materials while students are running a lap around the gym. -Once finished, get students to form a half circle around the teacher. -Go over the plan for the class. • Warm up (Rainbow Tag) <ul style="list-style-type: none"> -Every student will grab one soft foam dodge ball, while the teacher sets up the “safe zones”. -One person is designated as “it” and they go into the middle of the gym, all other students go onto one side of the gym. -The “it” person chooses a colour to say out loud and if a student is wearing that colour they have to run across to the 				

other side of the gym without being tagged by the “it” person’s ball (there will be cones to mark off the “safe” zone).

- The “it” person can either tag their classmates by touching them with the ball or they can throw it to tag them.
- If somebody gets tagged while running across, they then become “it” as well and they go to the middle.
- The “it” people keep deciding as a group which colour they want to pick until everybody has either been tagged or reached the other side of the gym.
- Once everybody has been tagged or reached the other side of the gym, the “it” people keep calling out colours one at a time until there is only 1 person left who hasn’t been tagged. The last person left is the winner.
- Clean up soft foam dodgeballs and cones.

(diagram in Appendix A)

-Modifications: UDL Checkpoint 7.1 & 8.2

- Students could use pool noodles instead of soft foam dodgeballs or just simply tag with their hand.
- If it’s too easy for the “it” people then they could have a maximum amount of number of people that they’re allowed to tag each round.

-Safety Concerns:

Getting hit too hard with a ball, getting hit in the face/head with a ball (if this happens, the person who got hit would not become “it”), running into somebody, slamming into the wall on each side of the gym, and tripping.

• **Dribbling drill #1 (Across the gym)**

- Students will first be walking across the gym, dribbling the basketball with their dominant hand.
- Once they get to the other side, they will

-Preparing for sports that involve running and throwing/passing, such as: football, basketball, and baseball.

-Getting them in the mindset for the drills and the final activity.

-Looking for good participation.

-Achievable dribbling skills.

10 mins

- switch to their non-dominant hand.
- Once they arrive to the side they started on, they will run across the gym, dribbling with their dominant hand.
- Once they get to the other side, they will switch to their non-dominant hand (still running).
- Do a demonstration of what the dribbling looks like while walking and then running.
- Let the students practice dribbling on the spot for 10 seconds before telling them to go.
- The goal is to keep control of the basketball while moving.

-Modifications: UDL Checkpoint 7.1 & 8.2

- Students could continue just walking across the gym alternating between their dominant and non-dominant hand instead of running.
- Students could continue just walking across the gym only using their dominant hand instead of running and using their non-dominant hand.

-Safety Concerns:

- Tripping while walking or running, could potentially be from somebody else's ball that they lost control of, or even their own ball.
- Walking or running into another student, potentially if the students are only looking down and not ahead of themselves.
- Getting hit by somebody else's ball.

• **Dribbling drill #2 (Around the cones)**

- Set up 5 lines of 6 cones at one side of the gym.
- Students will be in even groups racing to see who can finish first.
- They will be in a line behind the line of cones. One person from each group will start off by running, while dribbling,

10 mins

- Emphasis on control of ball (don't let it get too far in front of you).
- Don't dribble too hard (so that the ball doesn't go too high).
- Dribbling with non-dominant hand will require more concentration.
- Use fingertips, not palms of hands (not slapping the ball).
- Keep hand on top of the ball
- Make sure students are in lowered stance
- Keep the ball generally low

-Attempt to spread out the athletically advanced students into different groups.

around every single cone in their line (diagram in Appendix A) and once they get to the end they will do the same thing to get back to where they started (show a demonstration of what it looks like).

-Once the first student gets back, the next student will go, and then the next, etc...

-Do this same drill a second time but now having the students use their non-dominant hand.

-Do this drill a third time but now having the students do it backwards.

-Clean up the cones at the end.

-The goal is to keep control of the basketball while moving quickly around obstacles.

-Modifications: UDL Checkpoint 7.1 & 8.2

-Give students time to practice going around the cones instead of starting the race right away.

-Safety Concerns:

-Tripping while running around cones, could potentially be from somebody else's ball that they lost control of, or even their own ball, or the cones.

-Getting hit by somebody else's ball.

• **Activity: Sharks and Minnows**

-There will be two students in the middle of the gym who will be the sharks. The sharks do not have basketballs.

- The rest of the students will be at one side of the gym and they are minnows. The minnows each have a basketball.

-The goal for the minnows is to try and cross the gym while dribbling their basketball, and avoid getting it stolen or knocked out of bounds by the sharks.

-The goal for the sharks is to eliminate as many minnows as possible within each round by stealing or knocking their balls out of bounds.

-If a minnow loses their ball, they become a shark.

15
mins

-Team building!

-Encourage students to make sure they are going around each cone.

-Draw attention to the importance of keeping control of the ball when moving around obstacles.

-Still just emphasizing and looking for the same key features that go into dribbling.

-Pay attention to surroundings.

-Don't be too aggressive.

-Very similar to warm up game but more to pay attention to.

-Teamwork!

- The round stops when each minnow has either made it across to the other side of the gym or they have become a shark.
- New round begins with the minnows once again trying to make it to the other side of the gym and the cycle continues until there is one minnow left.
- *Do a quick demonstration/explanation of how to safely protect a ball and knock away/steal a ball* (will touch on more next class).
- The goal is to keep control of the basketball while moving but also while somebody is trying to steal it/knock it away.
- Another goal is to be able to steal/knock away basketballs from other people.

-Modifications: UDL Checkpoint 7.1 & 8.2

- If it's too easy for the sharks then they could have a maximum amount of number of balls that they are allowed to steal/knock away per round.
- If it's too easy for the minnows they could be told that they're only allowed using their non-dominant hand while dribbling.

-Safety Concerns:

- Tripping while walking or running, could potentially be from somebody else's ball that they lost control of, or even their own ball.
- Walking or running into another student.
- Getting hit by somebody else's ball.
- Getting hit by somebody who is trying to steal/knock your ball away.

• **Closure**

- Students put basketballs away and form half circle around teacher.
- Discuss today's learning of how to dribble and how to control their basketball while walking, running, and avoiding obstacles and people.
- If there is time get students to fill out the self-assessment forms (copy in Appendix D)

-Still just emphasizing not to dribble too hard.

-Remind to use fingertips, not palms of hands.

-Keep hand on top of the ball for more control.

-Make sure students are in the athletic stance.

-Keeping themselves and the ball generally low.

Questions:

-Being able to run while dribbling is key during

7 mins

(continue onto next page)

-Next class they will be learning how to protect a basketball, how to steal/knock away a basketball, and how to pass.

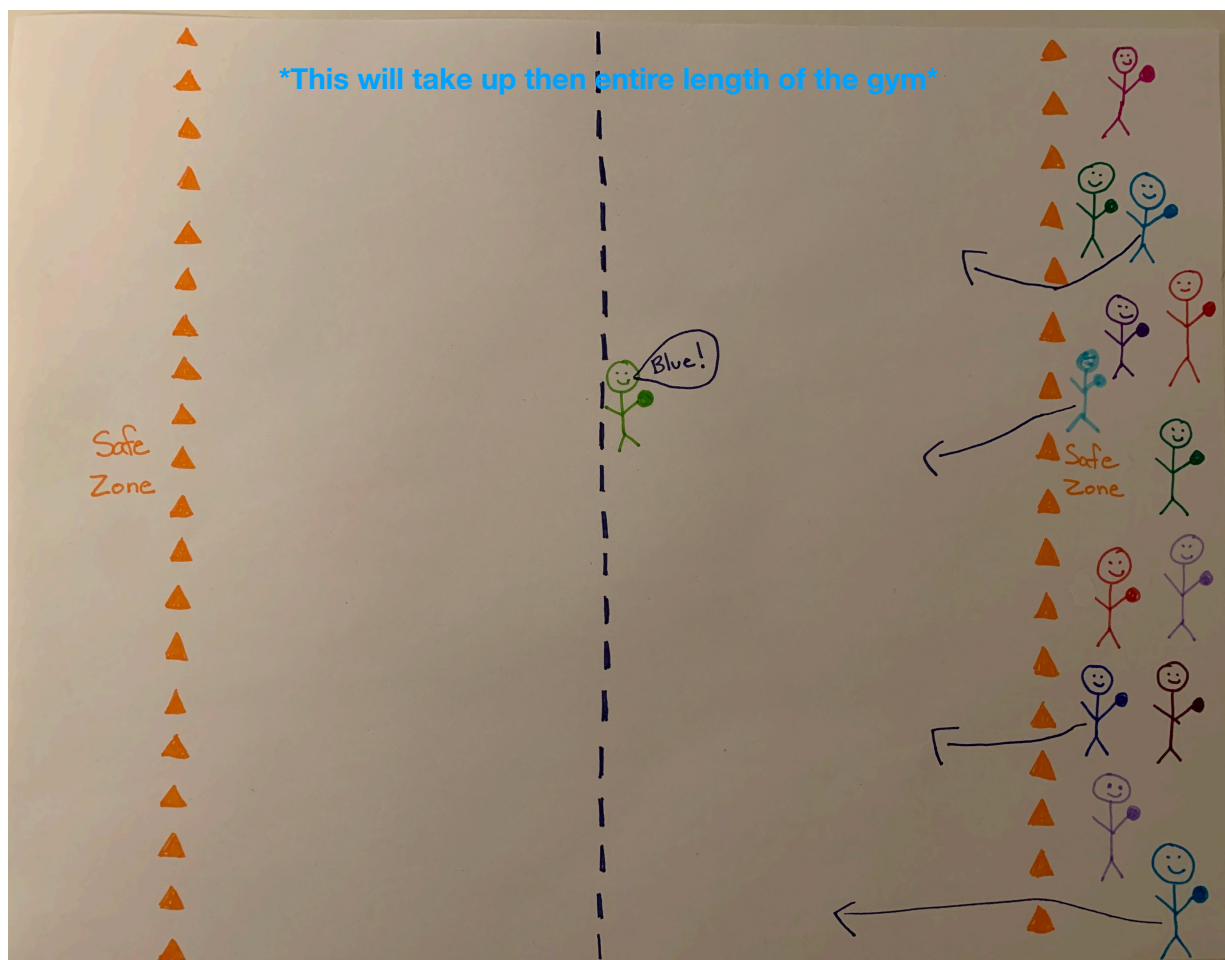
basketball, how can we run faster while still keeping control of the ball?

-Being able to steal/knock away the ball from somebody is important, how can we safely do that?

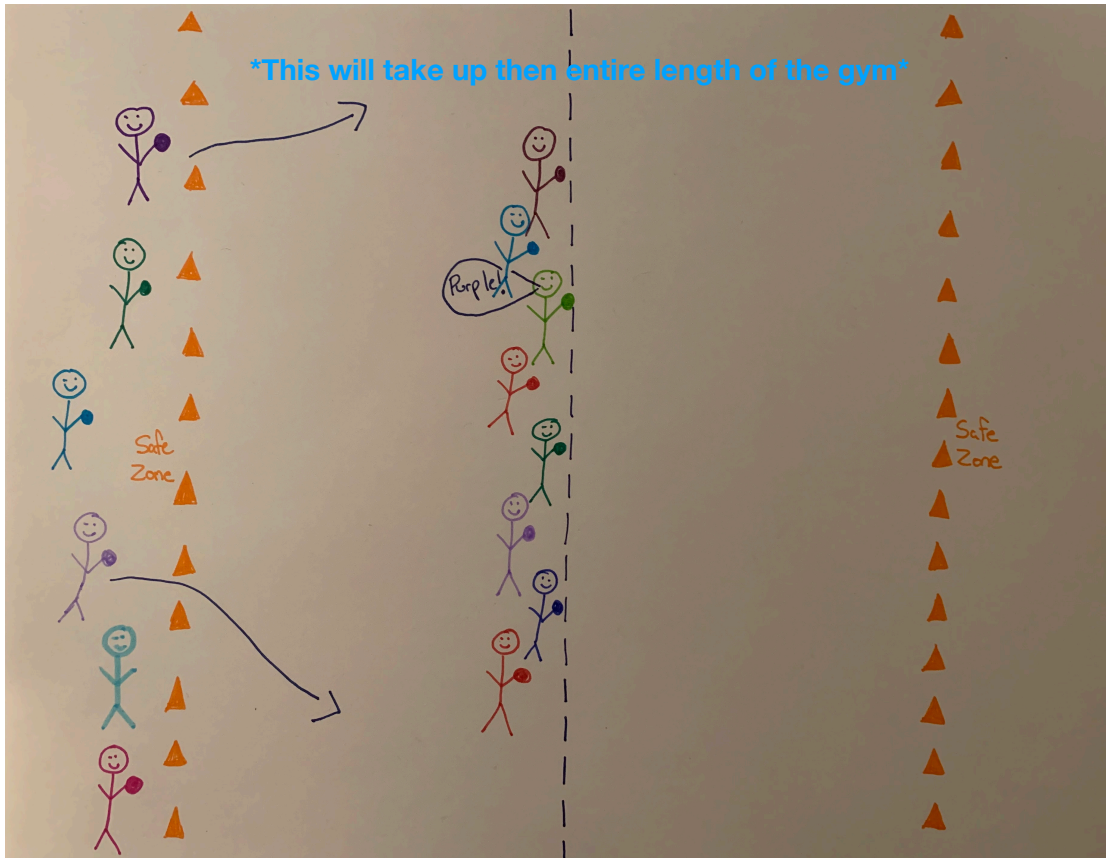
-On the other hand, how do we protect the ball from being taken?

Appendix A

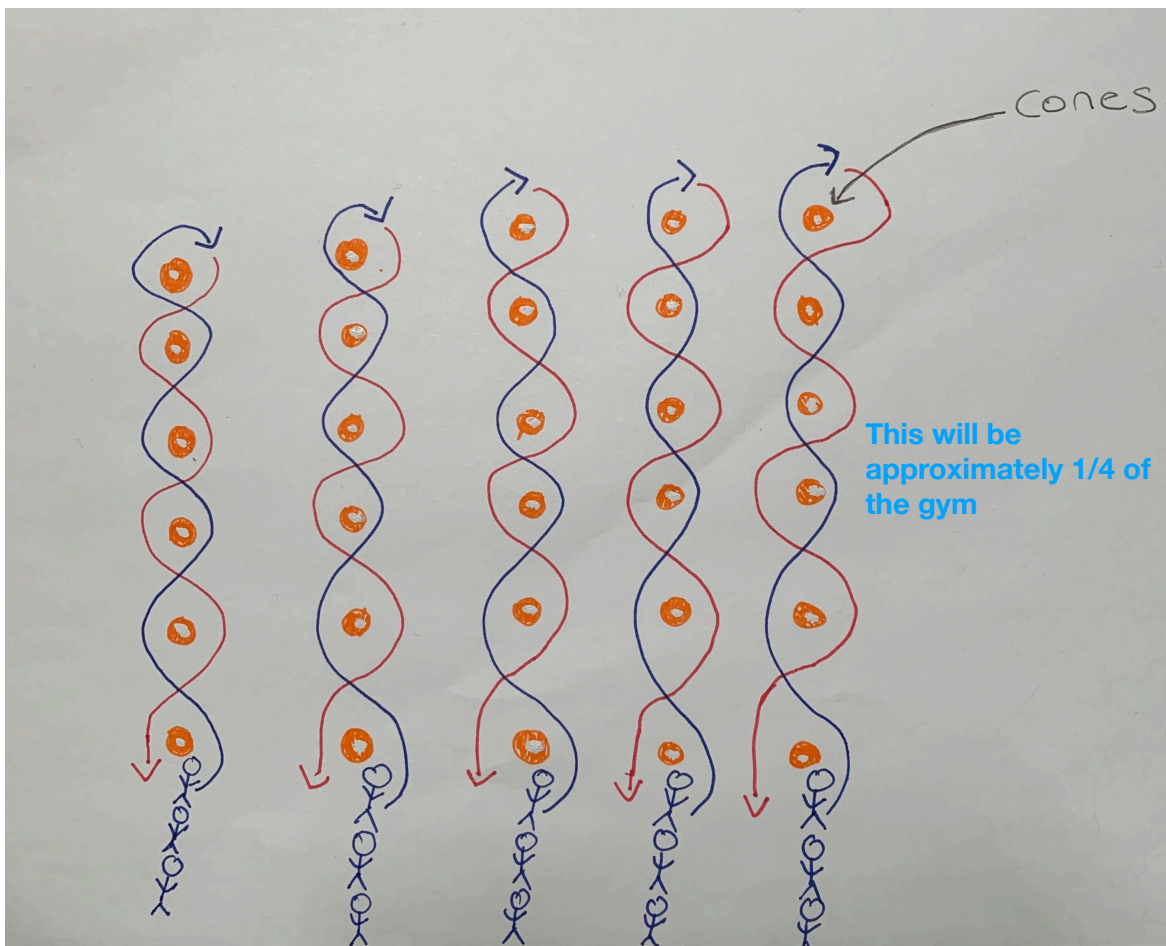
Warm up Activity Diagrams



Appendix A



Dribbling Drill #2 Diagram



Appendix B

Systematic Task Analysis

Dribbling a Basketball:

Step 1. While holding a basketball, place your feet shoulder width apart and bend your knees to get into a lowered stance.

Step 2. Spread and relax your fingers around the ball.

Step 3. Using your dominant hand, push the ball (with force) towards the ground by extending your elbow and snapping your wrist at the bottom of the movement.

Step 4. When the ball is on its way back up, make contact with the ball with your fingertips at about knee to hip level and push it back down.

Step 5. Continue repeating step 4 every time the ball has bounced off the floor (slightly to the side and ahead of the foot that is on the same side of the dribbling hand) and is on its way back up.

UDL Inclusive Episodes

Checkpoint 7.1: “Optimize individual choice and autonomy”

Many students benefit from having choices of how they can reach the intended end learning objective, in this case it is being able to dribble a basketball. There is many different modifications that students have the option to choose between, such as only walking while using their dominant hand while they are dribbling or they have the option to try dribbling while running and using their non-dominant hand. Knowing that the students have options to choose from will allow them to feel independent and connected to their learning.

Checkpoint 8.2: “Vary demands and resources to optimize challenge”

In a class there will always be students who love being challenged, it helps them become more engaged with their participation and learning. Although, from student to student, the challenges that motivate them will vary, therefore it is important to offer diverse levels and demands. In this case, having all of the modifications which allows the warmup, the drills, and the culminating activity to either be easier or more difficult will allow the students to have multiple different options to be challenged at the level that will motivate them. For example, the warmup has the

Appendix B

option to either throw a soft foam dodgeball to tag somebody or they can use their hand to tag. For drill #1, there is the option while dribbling to either walk or run, and use their dominant hand or their non-dominant hand. The different challenges can allow students to become more motivated in participating and learning.

Checkpoint 9.3: “Develop self-assessment and reflection”

Students benefit from self-assessment, they are able to see where their strengths and weaknesses are and they are able to see their progress. Seeing their strengths and progress can be very motivating for them. In the closure of this lesson plan, there is a self-assessment that evaluates the level at which they think they are completing certain skills in order to dribble a basketball. It is the same assessment tool (with a few extra questions) that the teacher uses, this way the teacher can compare what they observed throughout the class to how the students feel they did. The self-assessment also allows them to reflect on the class and really think about everything that was accomplished in class that day.

Checkpoint 3.2: “Highlight patterns, critical features, big ideas, and relationships”

As a teacher, it is effective and important to include teaching cues that help students pay attention to important information. This can be done by making connections between patterns, by emphasizing big ideas, etc... I have included teaching cues to ensure that certain big ideas are being emphasized, such as controlling the ball when dribbling, paying attention to their surroundings when running and dribbling, making sure they are working as a team, etc... There are also prompts to guarantee that the patterns and connections between every aspect of the lesson plan are being pointed out and explained to the students, such as how the warm up activity is preparing them for basketball because they are running and throwing, making the connections between the similarities between the warmup, the drills, and the culminating activity, etc... These teaching cues are beneficial in ensuring important information is being given and taught to students.

Appendix C

Assessment for Basketball (Dribbling)

Score: **1** = Emerging **2** = Developing **3** = Proficient **4** = Extending

Student Name:	Athletic Stance -Bent knees. -Low to the ground. -Spread feet shoulder-width apart.	Hand Placement on Ball -Spread and relaxed fingers. -Hand on top of ball	Bouncing of the Ball -Using fingertips. -Extending elbow and snapping wrist at the bottom of movement. -Dribble should be quick, steady, controlled.	Bouncing of the Ball (continued) -Ball should hit floor slightly to the side and ahead of the foot that's on same side of dribbling hand. -Keep the ball low. -Firm bounce with force.	Comments:
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	

Athletic Stance
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Hand Placement
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Self-Assessment for Basketball (Dribbling)

Score: 1 = Emerging 2 = Developing 3 = Proficient 4 = Extending

Your Name:	Athletic Stance	Hand Placement on Ball	Bouncing of the Ball	Bouncing of the Ball (continued)	Comments:
	-Bent knees. -Low to the ground. -Spread feet shoulder-width apart.	-Spread and relaxed fingers. -Hand on top of ball	-Using fingertips. -Extending elbow and snapping wrist at the bottom of movement. -Dribble should be quick, steady, controlled.	-Ball should hit floor slightly to the side and ahead of the foot that's on same side of dribbling hand. -Keep the ball low. -Firm bounce with force.	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	

What is something we did today that you believe you showed a lot of skill in?

What is something we did today that you think you need more practice with?

What was your favourite part of today's class?
