**Basketball (Dribbling, Passing, Shooting)**

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| **Teacher Name** | Amy Oates |
| **Subject** | Physical Education |
| **Unit (Core Idea)** | Basketball – Focus: Dribbling, Exercise log, Plyometrics  |
| **Grade Level** | 9-12th Grade |
| **Length of Lesson** | 60 minutes |

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| **Learning Outcome(s)** | Outcome(s)**Standard:** * Alaska Standard A-Demonstrate competency in motor and movement skills needed to perform a variety of physical activities:
	+ #1: Demonstrate competent skills while participating in modified team activities

**Outcome:** * Psychomotor Domain: Student demonstrates controlled dribbling with dominant and non-dominant hand by pushing the ball toward the floor with finger tips, keeping the ball low with eyes up.
* Cognitive Domain: Students will be able to verbally explain the proper dribbling technique with a partner and describe why dribbling is so an essential skill in the game of basketball.
* Affective Domain: Students will be able to communicate with peers in a positive and productive manner, and be able to explain the importance of sportsmanship.
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| **Lesson Connections**  |
| **Connection:** This lesson falls on day one of three lessons, starting with this lesson (dribbling), then lesson two (passing), then lesson three (shooting). Drost and Todorovich (2013) note that many elementary level teachers tend to de-emphasize the focus on games and sports, opting instead to instruct fundamental movement skills. This approach is aimed at equipping students with the necessary fundamental skills to better engage in organized sports later on. While fundamental movement skills such as locomotor, manipulative, and non-manipulative skills are crucial, Darst and Pangrazi (2009) propose that the instruction and reinforcement of these skills should extend well beyond elementary school. This recommendation stem from the recognition of rapid growth patterns observed in early adolescence. Given this, it is suggested that fundamental movement skill, like dribbling a basketball, should be continuously taught and reinforced, possibility extending into high school. This holds particular relevance, especially in the aftermath of the COVID-19 pandemic, during which a significant number of students engaged in online learning, often leading to prolonged periods of sedentary activities within their home. Dribbling a basketball can be applied to different activities and beyond its direct relevance to basketball. This skill contributes to agility and coordination, especially hand eye coordination and fine motor skills. **Reference**Darst, P. W., & Pangrazi, R. P. (2009). *Dynamic physical education: Education for secondary students*. (6th ed). Pearson. Drost, D. K., & Todorovich, J. R. (2013). Enhancing cognitive understanding to improve fundamental movement skills. *Journal of Physical Education, Recreation, & Dance, 84* (4), 54-59. <https://doi.org/10.1080/07303084.2013.773838>  |
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| **Assessment-** Explain assessment used + **attach** all assessment tools for this lesson |
| **Assessment I:****Basketball Dribbling Checklist-Rubric**

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| **Basketball Dribbling Rubric** | **Developing -2 pts** | **Competent - 4 pts** | **Proficient -6 pts** |
| **Dribbling Technique** | -Student cannot dribble with basketball with control while moving-Does not keep head up -Does not dribble with finger tips, uses palm of hand-Rigid stance, does not bend knees | -Student can dribble the basketball while moving-Sometimes dribbles with head up -Sometimes dribbles with finger tips-Sometimes pivots while dribbling  | -Student can dribble the basketball with good control and proper positioning-Student dribbles with head up-Dribbles with finger tips, knees bent-Able to pivot while dribbling  |

**Assessment II:** **Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Period: \_\_\_\_\_****West Valley Exercise Log*** Partner up with a classmate who **keeps count of your exercises**
* Do every exercise **for one minute** – take a brief break, if you must, then continue until the minute is over
* Record your reps
* Partners **switch after each exercise**

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| **EXERCISE** | REPS 1 | REPS 2 | REPS 3 | REPS 4 | REPS 5 | REPS 6 | REPS 7 | REPS 8 | REPS 9 | GROWTH1-9 |
| **PUSHUPS** |  |  |  |  |  |  |  |  |  |  |
| **REACHUPS** |  |  |  |  |  |  |  |  |  |  |
| **SQUATS** |  |  |  |  |  |  |  |  |  |  |
| **DIPS** |  |  |  |  |  |  |  |  |  |  |
| **JUMPJACKS** |  |  |  |  |  |  |  |  |  |  |
| **PLANK** (secs.) |  |  |  |  |  |  |  |  |  |  |

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| **EXERCISE** | REPS 10 | REPS 11 | REPS 12 | REPS 13 | REPS 14 | REPS 15 | REPS 16 | REPS 17 | REPS 18 | GROWTH10-18 |
| **PUSHUPS** |  |  |  |  |  |  |  |  |  |  |
| **REACHUPS** |  |  |  |  |  |  |  |  |  |  |
| **SQUATS** |  |  |  |  |  |  |  |  |  |  |
| **DIPS** |  |  |  |  |  |  |  |  |  |  |
| **JUMPJACKS** |  |  |  |  |  |  |  |  |  |  |
| **PLANK** (secs.) |  |  |  |  |  |  |  |  |  |  |

**Assessment III:** **Exit Ticket**Students describe two ways they displayed positive communication with their peers, and describe the importance of being a helpful, encouraging teammate and opponent (4 pts) |

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| **Instructional Strategies/Learning Tasks to Support Learning** |
| *Sequenced Instruction for the full 60-min lesson* |
| **Activity Name/****Time** | **Teacher’s Role** | **Students’ Role** |
| Warm-up Jog (5 mins)  | Tell students to keep a steady pace jogging for 5 minutes  | Start of music, start jogging, when music stops, stop jogging  |
| Dynamic Stretches (3-5 minutes)  | Call out dynamic stretches  | Students perform dynamic stretches when instructed  |
| Plyometrics (ladder & hurdle footwork) (10-15 mins)  | Demonstrates plyometrics (Ladder & hurdles) footwork, divide students into 2-4 groups for plyo’s  | At the start of music, each group goes through plyo’s until music stops, students switch between plyo ladders & hurdles  |
| Exercise Log (12-15 mins) | Pass out exercise log  | Students pair up and complete each exercise for 1 minute  |
| B-ball Dribbling Technique (3-5 mins) | Discuss proper technique & form of dribbling a basketball & discuss positive communication w/partner throughout class period  | Students sit quietly and answer CFU questions after discussing techniques  |
| Partner Dribbling (10-15 min)  | Ask students to pair up, go to baseline, partner #1 goes (R hand) down and back, then partner #2 goes, stop, wait for signal  | Students pair up, partner #1 goes to get ball & meets partner at baseline, partner #1 goes (R hand) down and back, then partner #2 goes, stop, wait for signal  |
| Offense/defense partner dribble (10 mins)  | Discuss “cold defense” and dribbling in small zig zag direction while going down & back, then switch  | Partner#1 dribbling-offense, Partner#2- “Cold” defense, down & back, then switch  |
| Re-group (2-5 mins)  | Whole group, CFU on dribbling technique & positive, uplifting communication, pass out Exit ticket, collect exit ticket  | Fill out exit ticket & turn in  |

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| **Resources and Materials** |
| **Materials** -Plyometric ladder-Plyometric (low) hurdles-Exercise log (1 per student)-Basketballs (1 per pair)-Exit Ticket (1 per student) -Basketball of pencils (just in case) **References**Darst, P. W., & Pangrazi, R. P. (2009). *Dynamic physical education: Education for secondary students*. (6th ed). Pearson. Drost, D. K., & Todorovich, J. R. (2013). Enhancing cognitive understanding to improve fundamental movement skills. *Journal of Physical Education, Recreation, & Dance, 84* (4), 54-59. <https://doi.org/10.1080/07303084.2013.773838>  |

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| **Differentiation**  |
| **Modifications**-Plyo ladder & hurdle modification, demonstrate without use of equipment-Dribbling teacher demonstration, student demonstration, picture of dribbling technique & written out cues -Dribbling with no defense/ “Cold defense” -Exit ticket, if need, student verbally explains ways in which they showed uplifting, positive communication with peers or classmates  |