

Stage 1: Identify Desired Results

Outcome(s): PE7.5

Demonstrate control, including smooth transitions, of complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills as they apply to games and sports (e.g., lay-up in basketball, spike in volleyball, dribbling to a shot in soccer, gathering a grounder and throwing to a base in softball, stick handling a shot in floor hockey, paddling a kayak, passing a lacrosse ball) while participating in movement activities.

Indicators:

(g) Combine locomotor, non-locomotor, and manipulative skills to perform game or sport required combination skills (e.g., soccer – dodge an opponent, run to an open space, receive a pass, fake, dribble in for a shot on net) in practise, and in modified game-like and game situations (e.g., three-on-three soccer, five-on-five soccer).

(h) Combine movement skills that have been practised and learned for unpredictable situations and for the flow of the game in game situations (e.g., gathering and throwing while moving, dribbling and shooting while moving, shifting appropriately to receive).

Key Understandings: ('I Can' statements)

- I can communicate with my teammates
- I can shoot a basketball
- I can pass a basketball
- I can share the ball
- I can locomote up and down the court
- I can be a good sport
- I can be a positive teammate
- I can play strong defense
- I can follow commands/directions
- I can name 1-2 different positions on the court
- I can talk basketball with teachers/peers

Essential or Key Questions:

Is doing a warm up activity useful before being physically active?

Why is it important to use our teammates?

Is presenting a target and communicating important?

What happens if our teammates are not looking at us before we pass the ball?

How do screens or fakes benefit us on the court?

Prerequisite Learning:

- Demonstrate 6 basic skills (running, jumping, passing, catching, dribbling, shooting)
- Understand rules
- Perform individual & team offensive and defensive skills and strategies
- Locomote
- Body control
- Space awareness

Instructional Strategies:

Present target to your teammates

Call for the ball when open

Direct traffic

Position taller players for rebounds

<ul style="list-style-type: none"> - Communication - General knowledge of past & current basketball players <p>Locomotor movements: (walking, running, jumping, hopping, shuffling, marching, climbing, galloping, sliding, leaping,, and skipping)</p> <p>Non-locomotor movements: (Bending, bouncing, pushing, rocking, stretching, twisting, turning, weight transfer)</p> <p>Manipulatives: (Bouncing,catching,dribbling (moving a ball with the feet, as in soccer), kicking or rolling (a ball), lifting, pushing and pulling (the object might be a wheeled toy). striking (such as swinging a baseball bat or golf club to hit a ball), throwing.</p>	<p>Make sure teammates are looking before passing (eye contact)</p> <p>Utilize different forms of passing (bounce, chest, overhand)</p> <p>Use screens & fakes</p> <p>Direct teaching “follow my lead”</p> <p>Student teams</p>
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Stage 2: Determine Evidence for Assessing Learning

- Students will be monitored during their participation with warm up activity as well as warm up dribbling activities.
- Effectively sharing the ball, utilize teammates
- Students will watch the teacher perform the drill, making notes on body and foot placement. Students will then be split into 4 groups of 3 to each practice the new skill. Each student will take turns being the defender, ball handler and screener.
- Students will end the lesson with a 6-on-6 scrimmage giving them the opportunity to showcase their new skills in an actual game setting.
- The teacher will be able to watch the scrimmage and gauge if the students are able to adapt the skill in a real game (assess student learning) or see what adjustments need to be made in future.

Stage 3: Build Learning Plan (planning for 60 minute class)

<p>(allow 3-6 minutes for students to get in the gym and get settled)</p> <p>Set (Engagement): Length of time: <i>2-3 mins</i></p> <p>Start the lesson by rounding up students to sit in a circle, then explain what the class will look like for the next 50 mins. (Warmup activity, warmup skills, groups of 3 and later scrimmage)</p> <ul style="list-style-type: none"> - Discuss locomotor skills (what they are and which are used in basketball) - Why is it important to work on skills <p>*Warmup: Length of time: <i>6-8 mins</i></p> <p>Buffalo Run - Curtis to explain - get students into pairs (group of 3 if</p>	<p>Materials/Resources:</p> <p>Basketball hoops down and ready (long way and short if possible)</p> <p>Gym cleared</p> <p>Gym clothes/shoes</p> <p>Basketballs for students to warm up (can adapt if there is not enough)</p> <p>Some form of pinnies to separate teams</p> <p>*Music player for warmup activities*</p>
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needed) Identify space around gym to run around (volleyball court, basketball court) decide on a locomotion to do while moving around the court, decide on action to complete with your partner when you meet

When music starts (or whistle if no music) one student begins moving in one direction, partner moves in opposite direction. When whistle goes or music stops, students run to their partner *staying outside the boundary* and do the activity that was decided, when done sit down.

Repeat a few times to get locomotion movements in

Development: **Length of time:** 30 Mins

Warmup options (can do as a class or split into two groups, likely won't have time to do everything) *10-15 mins*

- Dribbling (stationary/ moving/ through cones)
- Partner passing (stationary/moving/ option to pass & shoot)
- 3 person weave (good drill to fill lanes, communicate, pass & shoot)
- Fakes & screens

1. Have the teacher first explain the drill and then demonstrate it for the class.
2. Split the students into groups of 3 if we get to the 3 person weave. Teacher will walk around making sure feet and body placement are correct.
3. The students will be split into teams based on basketball knowledge: (Laura)
 - o Does everyone know who Lebron James and Michael Jordan are?
 - o What age did Lebron James start playing basketball?
 - o What age did Michael Jordan start playing basketball?
 - o What are some of the basketball skills we discussed and worked on today?

The students will either be team Lebron or team MJ and play a scrimmage against each other showing the new skills they learned.

Depending on options for basket, can play both the short and long way. Have *15-20 minutes* to play while including adaptations/ different strategies to give students various tasks within the game. Based on numbers can decide how many will be on the court at any given time

Learning Closure: **Length of time:** 5-7 mins

Wrapup lesson by bringing in class for discussion

Possible Adaptations/Different Strategies:

Manage time, allow for all students to participate

Can play the short way in the gym, versus the long way

Reduce number of players on each team (3 on 3 with spares makes for more touches)

Pass a certain number of times to your teammates

Must pass to everyone on your team before shooting

Change points awarded based on location

Change points awarded based on how baskets are scored

Must dribble with your non-dominant hand

Only defense is allowed in the key

No moving/dribbling allowed

Management Strategies:

Focus on remembering names & building relationships

Allow time for water

Keep in mind students may get fatigued

Reduce number of students sitting out

If a team does not win, get them playing again right away

If a team is struggling, change up teams

<ul style="list-style-type: none"> - Form big circle around us - If student are spread out, say something funny to bring them closer (I don't bite) - Discuss if the warmup game was useful - Discuss if the dribbling activities were useful - Which adaptations to the game worked or not 	<p>Once known - spread out strong players across teams</p> <p>Encourage teamwork and sportsmanship over winning and losing</p> <p>Safety Considerations:</p> <p>Shoes untied/unstrapped</p> <p>Walls close to court</p> <p>Benches alongside of gym</p> <p>Objects on gym floor</p> <p>Equipment not put away</p> <p>Spatial awareness</p>
Stage 4: Reflection	
<ul style="list-style-type: none"> - What worked well/not well - Could terminology be different - Was everyone able/willing to participate - Were our voices loud enough for everyone to hear 	