

**Subject/Grade: Grade 8 Physical Education**  
**Teacher(s): Dalton, Jonah, Mark, Josh**  
**Class Length: 60 minutes**

**Lesson Title: Team Basketball**  
**Day of Unit: #3**  
**# of Students: Approx. 15-18 Students**

**Stage 1: Identify Desired Results**

**Outcome(s) & Indicator(s):**

**Outcomes/Indicators: PE8.4**

Utilize, including smooth transitions, complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills (e.g., lay-up in basketball, spike in volleyball, hoop dancing, dribbling to a shot in soccer, rhythmical gymnastics movement, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, ball control while moving in double ball) to enhance personal performance and enjoyment in a variety of movement activities.

(e)

Perform a variety of combinations of movement skills that reflect smooth transitions between skills (e.g., dance routines, gymnastics sequences, yoga sequences).

**PE8.6**

Design and implement, collaboratively, plans to develop the performance concepts and application of tactics and strategies to enhance individual and team performance, involved in each of:

- target games (e.g., bowling, curling, archery, golf, bocce ball)
- striking/fielding games (e.g., long ball, softball, slow-pitch, cricket)
- net/wall games (e.g., badminton, tennis, table tennis, volleyball, pickleball)
- invasion/territorial games (e.g., double ball, basketball, soccer, soft lacrosse, touch football, floor hockey, ultimate frisbee, rugby, team handball)
- low-organizational and inventive games (e.g., wallyball, capture the flag, prisoner's base, speedball, kick the can, snowsnakes, bombardment).

- b) Communicate, with clarity and correctness, and practice offensive and defensive tactics and strategies that reflect the performance concepts to be used as a team while participating in striking/fielding, invasion/territorial, net/wall games, and low-organizational and inventive games (e.g., slo-pitch: one out, runner on first, grounder hit to shortstop; volleyball: having a full team of six people receiving a serve compared to five, four, or three team members receiving a serve).

**Key Understandings/Lesson Objectives (“I Can... /The student will be able to...”)**

**Affective**

- I can focus on team success, not individual scoring.
- I can show good sportsmanship.

**Cognitive**

- I can use my spatial understanding to know where I need to go on offense or defense.
- I can understand the steps to dribble a ball.
- I can understand when my teammate is open and ready for a pass.

**Psychomotor**

- I can shoot a basketball into the net 2-4 times during a game.
- I can pass a basketball to a moving teammate during the game around 5 times.
- I can dribble the basketball while moving at a proficient speed.

**Essential Questions Essential Questions**

- How can we utilize principles of space to strategize offense and defense in basketball?
- How do we encourage team success over individual scoring?

**Prerequisite Learning:**

- Dynamic and static stretching movements.
- How to dribble a basketball.
- How to shoot a basketball.
- How to pass a basketball.

**EXIT SLIPS**

**The exit slip will include questions of:**

Do you think that your participation in these activities helped you learn the skill-specific components of basketball?  
How did you implement strategy in the first game and was the strategy effective?  
How did strategies change after our adaptation for offence and how did it change for defence?

**Observation**

Are students able to shoot a basketball into the net 2-4 times during the games  
Students demonstrate an ability to move while dribbling the ball 2-4 times during the game

**Stage 3: Build Learning Plan**

**TIME**

**0:00**

**Motivational Set/Anticipatory Set/Intro (Engagement)**

Meet around the board in order to go through our plan for the day and be able to split teams into groups.

**0:05**

Dynamic stretching Students will line up on the sideline (of the basketball court) with a partner and spread out in order to give space for stretching. A leader (one of our group members) will demonstrate how to do each of the dynamic stretches, these will include:

- Knee hugs, there
- Quad pulls, back
- Hug clap, there
- Arm circles, back

And end with bounds into a short sprint one way  
once the students have got to the far side after sprints they will split to their respective sides  
group A and C to the west side of the gym while group B and D go to the east side  
Partner will go once the first student hits the half court line allowing for optimal space between students.  
When groups hit the opposite side line the person who went second will then go first on the way back.

**Instructional Strategies:**

Explicit Teaching- Students will be told what shooting cues are needed.  
Questioning- We will stop in between games and before games to take questions.  
Demonstrations- If needed, students can receive a demonstration on performance cues.

**Equipment:**

Exit slips and pens are needed for students.  
Approx. 6 basketballs.  
4 basketball nets across from each other to create 2 playing courts.

<p><b>0:12</b></p>	<p>Make sure to focus on getting a proper stretch as it is important to loosen up the muscles.</p> <p>Transition into 3 Person Weave</p> <ul style="list-style-type: none"> <li>- this is done after bounds into sprint, as stated above students will go to their side of the gym where their groups are</li> </ul>	<p><b>Possible Adaptations, Extensions (Differentiation):</b> - If available use smaller balls for better shooting and controlling the ball.</p>
<p><b>0:13</b></p>	<p>3 Person Weave</p> <p>Group A and C on the west wall, group B and D on the east wall to ensure that students do not stand around for a long period of time.</p> <p>The 3 person weave is very simple and easy to understand while also implementing multiple aspects of basketball (passing, running, dribbling, defence and scoring.</p> <p>Students will get into three lines on the baseline line with the ball in the middle, the student in the middle will pass either left or right and follow their pass, students will continue this motion (the weave) until they hit half court. Once they hit half court the person who touched the ball last will put the ball down and will become a defensive player while the other two students need to pick up that ball and try to score (one attempt is allowed in order to not halt the flow of the activity.</p>	<ul style="list-style-type: none"> <li>- Use a smaller playing court, you may use half court to change possession and use 1 net.</li> <li>- Allow for a few travelling steps or double dribbling if it helps students succeed.</li> <li>- Include passing rules before being able to score, students with high skill should pass amongst the team and include students of lower skill (in the second half we can call for only 3 steps before needing to pass).</li> </ul>
<p><b>0:18</b></p>	<p>Transition into teams in order to begin games, give 1-2 minutes in order for the teams to create team names.</p>	<p><b>Management Strategies:</b></p>
<p><b>0:20</b></p>	<p>Game 1 starts (Each game will be 3 minute halves, in the second half students will be made to pass the ball after 3 or fewer steps. A small 1 minute break to strategize and plan for the next half will be given after the initial 3 minutes)</p>	<ul style="list-style-type: none"> <li>-Teams will be made by having them go into groups of four and then splitting them from those groups to attempt to encourage different pairings.</li> <li>-Students will be given responsibility to choose their team names to hopefully encourage effort and desire to participate in the activity.</li> </ul>
<p><b>0:29</b></p>	<p>Game 2 start</p>	
<p><b>0:38</b></p>	<p>Game 3 start</p>	
<p><b>0:47</b></p>	<p>Static Stretching- Circle up, butterfly, lunges, leg extensions, etc.</p>	

<p><b>0:52</b></p> <p><b>0:57</b></p> <p><b>Total Time: 60 minutes</b></p>	<p>Exit Slips- Students will be given an opportunity to reflect on their experiences from the day's lesson and will be asked to fill out the exit slips included above</p> <p><b>Closure (Conclusion)-</b> Circle up, ask if students understood all the cues and games; ask if students have any questions.</p> <p><b>Lesson Development</b>  Performance Cues  -Head up when dribbling  -Eyes focused on the target  -Knees bend when shooting  -Flick the wrist at the apex of their shot</p>	<p>-Every team will play every other team to ensure that everyone gets as similar of an experience as possible.  -Teachers will circulate in order to solve any issues regarding team or rule conflicts.</p> <p><b>Safety Considerations:</b>  -Students should be wearing appropriate footwear and clothing in order to move without restraint.  -Explain basketball boundary lines to students and be aware of the surrounding walls that could cause injury.  -Students will be told to try and keep an arm's length away from opponents.</p>
<b>Stage 4: Reflection</b>		