Recreational Basketball, A Life-time Sports

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1. **Summary of the lesson**. This basketball lesson would be taught to a Middle School class, such as seventh or eighth graders. The major concept included in the lesson pertains to the education of how to play the game of basketball. Other concepts include the fundamental skills required to play the game well. These skills include dribbling, shooting, passing, rebounding, communicating and working together as a team, etc. Students will need to understand and perform the skills in order to enjoy the game and to be successful while playing. Dribbling and passing may come more easily then shooting, but with practice and modeling of correct form, the students will be able to practice and see how to shoot the ball correctly. Students will learn these skills in the introductory game as they play the game Bump. During this game, students will shoot the ball and after making a basket, they will need to pass the ball to the next player. The game will be explained in greater detail during the introductory activity. There will also be time to practice basketball skills during the fitness activity, which will include dribbling, passing, and shooting. Finally, the skills will be put to the test while playing a game of basketball. Students will be assessed on their ability to control the ball while dribbling, their ability to move to receive a pass and pass well, their shooting technique, and their defensive position. More?

\*Add EALRs

1. **Learning Targets**. The learning targets of this lesson will be met as so:
* **Cognitive**: Students will understand how to play the game of basketball. They will understand how scoring and points are awarded, as well as where the designated location for gaining the points (three arch for three points, within the arc for two points). Students will also know the pertinent vocabulary for the game, including: offense, defense, lay-up, and key. EALRs
* **Affective**: Students will play the game of basketball. The students will need to affectively communicate with one another to play efficiently. EALRs
* **Psychomotor**: The students will dribble, shoot, and pass. EALRs
1. **Connections to the State of Washington Student Learning Goals and Essential Academic Learning Requirements (EALRs).** EALRs that apply to lesson. How the lesson addresses the State of Washington’s “Student Learning Goals”
2. **Materials**. The materials needed include basketballs (4-5 balls), and a whistle.

**PE LESSON PLAN**

1. Basketball is a recreational sport that you will encounter throughout your life. Whether you are playing the sport yourself, or cheering on a team, understanding the game and the ability to play will benefit your life. The game is interactive, and provides a great workout for your arms, legs, heart, and brain. The goal is for you to leave this class with an understanding of the game, and you will be given time to practice the skills that are used to play the game.
2. Transitions will be made between each activity. The transitions will consist of numbering the students off into the correct number of groups (if needed) and explanation of the next activity. Transitions will be smooth and time efficient.
3. Repetition: important things to reiterate throughout the lesson include vocabulary, such as dribbling, shooting, lay-up, defense, offense, key, and points. Also repeating the rules of the game will be important.
4. Students will be asked to show that they have understood the skills and rules of the game. Rather then simply repeating, “this is the key, and this is the three-point line,” students will be asked to show the location of the key and the three-point line. The teacher will be responsible for teaching the rules and skills, and the students will be responsible for demonstrating the skills and reiterating the rules throughout the lesson.
5. For the introductory games the students will be number into two groups by counting off 1-2. The two groups will play the game at opposite ends of the gym on the designated basketball hoops. For the fitness activity and the lesson, the students will be divided into equal groups of four, by numbering off 1-2-3-4.
6. HAVE FUN! YAY!
7. **Introductory Activity/Game**. The introductory game that will be played is bump. The students will be broken up into two separate groups. The groups will be at either end of the gym playing the same game. The game begins by having everyone line up in a straight line on the free-throw line. The first and second players in the line have basketballs. The goal is to get the other players out and be the last player still shooting. You get a player out by making a shot before the player in front of you, which eliminated the player in front of you (if player 2 makes the basket before player 1, then player 1 is out). Those players who are out of the game stand on the sidelines. One to two rounds will be played, depending on the skills of the students and permitted time. This activity will last 5-10 minutes. During this activity, the students will be practicing their shooting and passing. Students will be required to be good sports and kind to those they are playing against. Those who do not exemplify proper behavior will not participate and will stand on the sidelines.
8. **Fitness Activity**. This activity will be a relay. The students will be split into four teams. The players will have to dribble to the free-throw line, then dribble and make a lay-up on the basketball hoop. After the player makes the lay-up, the player rebounds the ball and passes the ball to the next player in line on their team. The team who completed this activity first wins. For safety reasons two teams will be on one side of the gym with the remaining two teams on the opposite side of the gym.
9. **Lesson Focus**. Basketball. Step by step directions and referencing the appropriate EALRs
10. **Closure and Closing Game/Activity.** Stretching. The students will be called to make a semi-circle with the teachers in front of the students. The teachers will lead the students in stretching. They will make sure to stretch those muscles that were used while playing, such as: neck, arms, shoulders, hamstring, quads, and calves. While stretching the teacher will discuss with the students again how to play basketball, the skills needed, and the rules. During this time students will also be asked to demonstrate some of the skills, such as dribbling and passing.
11. **Assessing**. Attached on separate sheet of paper.
12. **Meeting Individual Needs**. The game would be difficult to adapt to students with an orthopedic/disease disability due to that it is an active game. However, those students could participate in some ways by rebounding balls, and doing those skills that they are able to, such as dribbling in a wheel chair, passing with one hand if on crutches, or shooting with one hand if the other is in a cast. Individuals can practice the skills that they are able to perform. Those students with a limited English proficiency can learn the games through demonstrations that will be shown to model each game and skill needed for the designated game.
13. **Managing the Classroom**. A strategy that will be used to manage the class and to get the attention of the class will be the blowing of a whistle. The whistle is used by basketball referees during a basketball game and will add authentication to the lesson. Those students who do not conform and give their attention to those presenting the lesson, or those students asking questions, will be asked to sit out of the activities.
14. **Documentation**. <http://www.scahperd.org/MS_Notebook_1-2007.pdf>

**Basketball Lesson**

**Middle School Basketball Assessment Task Scoring Rubric**

**Level 3**

* Dribbles with control with few observable errors
* Consistently moves into position to receive a pass
* Consistently appropriately executes lead passes
* Consistently uses good technique in shooting \*
* Consistently maintains appropriate defensive positioning \*\*

**Level 2**

* Consistently dribbles with control
* Usually moves into a position to receive a pass
* Usualy appropriately executes lead passes
* Usually uses good technique in shooting \*
* Usually maintains appropriate defensive positioning \*\*

**Level 1**

* Inconsistently demonstrates control while dribbling the ball
* Sometimes moves into a position to receive a pass
* Sometimes uses good technique in shooting \*
* Sometimes appropriately executes a lead pass
* Sometimes maintains appropriate defensive positioning \*\*

**Level 0**

* Rarely demonstrates control while dribbling the ball
* Rarely moves into a position to receive a pass
* Rarely executes a lead pass
* Rarely uses good technique in shooting \*
* Rarely demonstrates appropriate defensive positioning \*\*

Good technique in shooting is identified with the following performance cues:

 Lay ups Other shots

 Right hand & right knee up Bend knees

 Left hand & left knee up Extend

 Follow-through

\*\* Appropriate defensive position is identified with the following performance cues

 Hands up

 Knees bent

 Feet shoulder width apart

 Move with the opponent

 **Basketball**

**Summary Score Sheet**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Collected: \_\_\_\_\_\_\_\_\_\_\_**

**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_ Class Period: \_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Name** | Student Gender | Dribbles with Control | Moves to Receive Pass | Lead Passes | Shooting Technique | Defensive Position | Level (0-3) |
| Ashley Burke | Female | Yes | Yes | Yes | Average | Needs some work | 2 |
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