

Planning Assignment  
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EPHE 310, Section A01 Dan Geneau

**Lesson Topic:** Basketball

**Lesson #:** 3 of 6

**Grade:** 5

**Materials/Resources:** one dodgeball (or more depending on modifications), class set of basketballs, cones

**Level of physical activity:** moderate

**Activities:**

1. Warm-up
2. Passing, Dribbling and Shooting Drills
3. Basketball Game

**Purpose & Learning Objectives:**

**Warm Up:**

- To prepare muscles for throwing skills, practice passing the ball to teammates, get warmed up by running around, and work efficiently with a partner to accomplish a task.
- Psychomotor: passing the ball to your partner (requires some accuracy), running around the gym/field to get away from the students who are it
- Cognitive: strategic thinking (working with your partner to try and tag other players)
- Affective: team-work (working with other students to tag)

**Skill Builder:**

- To practice proper passing, dribbling and shooting techniques in order to get ready to play a full game of basketball.
- Psychomotor: passing the ball with proper technique, correctly learning the bounce pass and chest pass, shooting the ball into the net with proper technique (for right handed people: use left hand for support and right hand for shooting motion), correctly dribbling the ball with good ball control
- Cognitive: deciding whether to bounce pass or chest pass, problem-solving with shooting: figuring out angles and how hard to throw
- Affective: team-work skills (working with your partner on passing the ball), sportsmanship (cheering on peers while shooting the ball, even if a student misses)

**Culminating Activity:**

- To showcase skills previously learned during skill builder and previous lessons and practice the rules of a formal basketball game.
- Psychomotor: passing, dribbling, shooting, running
- Cognitive: students being strategic with their roles (defense/offense)
- Affective: team-work, sportsmanship

**Warm-Up: HandBall Tag**

- The teacher begins the game by choosing two students to be it. The students then spread out across the gym and the game begins.
- The first person who is it begins with the ball. This person can either try to immediately tag someone or take up to three steps then tag someone or pass it to the other person who is it.
- Once one of the people who is it tags

**Teaching Points**

- Time: 2 minutes to set up and explain game, 10 minutes to play
- Emphasize on proper passing techniques.
- Inform students on how to properly tag other players without hurting them (softly touching them below the shoulder with the ball)
- Team-work skills (working with your partner if you are it)

<p>someone, the person who was tagged is now it and the person who did the tagging is now a regular player in the game who can be tagged.</p> <ul style="list-style-type: none"> <li>- The maximum amount of steps a tagger who is holding the ball can take is three.</li> </ul>	<ul style="list-style-type: none"> <li>- Multi-tasking skills and focus (running around and passing the ball but also keeping the 3 step rule in mind)</li> </ul>
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<p><b>Skill Builder: Passing, Dribbling, &amp; Shooting</b></p> <ul style="list-style-type: none"> <li>- begin by pairing off students and having the pairs line up in front of a basketball net.</li> <li>- Have the pair pass twice (one bounce pass and one chest pass)</li> <li>- The person who ends with the ball after the passes will shoot the ball into the net.</li> <li>- Once they retrieve the ball the pair will go to the end of the line and wait for their turn to pass and shoot again.</li> <li>- Once it is their turn again the pair will switch roles (whoever did the bounce pass last time will now do a chest pass and the person who did the chest pass will do a bounce pass, the person who did not shoot the ball last time will now shoot the ball)</li> <li>- When students are not passing/shooting, they can practice dribbling the ball by having students navigate their way through cones while dribbling</li> <li>- Challenge drill: students can do a lay up to shoot the ball</li> </ul>	<p><b>Teaching Points</b></p> <ul style="list-style-type: none"> <li>- Time : 2 minute explanation, 10 minutes for drills</li> <li>- Explain bounce pass: hold the ball with both hands at chest, take a step forward, extend your arms and aim the ball towards the floor about halfway between student and their partner, ball should bounce on the floor and go in direction of the partner</li> <li>- Explain chest pass: hold the ball with both hands at chest level, take a step forward, extend your arms up and aim the ball towards your teammate</li> <li>- Explain when to use which type of pass: bounce pass is for when the defender has their hands high and chest pass is for when a defender is not too close by trying to block</li> <li>- Explain how to shoot: emphasize on proper stance (knees bent, knees shoulder width apart, shooting foot slightly in front-verbal cue: shooting stance), grip the ball with non-shooting hand on the side of the ball for support, the shooting hand will push the ball forward once arms are extended, at the same time that arms are extending and the ball is being pushed towards the net knees need to be straightened in a jumping motion</li> <li>- Explain dribbling: use finger tips not palms (ball control), low stance, eyes up, avoid double dribbling</li> <li>- Demonstrate these skills and also use student volunteers to show the class proper technique</li> <li>- Briefly explain lay-up: step with right foot, jump with left foot, shoot with one hand (will be further explained and focused on in next lesson)</li> </ul>
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<p><b>Culminating Activity: Basketball Game</b></p> <ul style="list-style-type: none"> <li>- Form 4 teams of 6 students (class size dependant)</li> </ul>	<p><b>Teaching Points</b></p> <ul style="list-style-type: none"> <li>- 5 minute games, switching teams after each 5 minute interval</li> </ul>
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<ul style="list-style-type: none"> <li>- Based on skills previously learned (passing, shooting, dribbling, teamwork)</li> <li>- Two teams sit out (if there is space they can continue to work on drills-possibly split gym in half)</li> <li>- Have teams designate defense and offense players (Recruiting Interest checkpoint 7.1)</li> </ul>	<ul style="list-style-type: none"> <li>- defense/offense strategies: have students pick a partner on the opposing team to stay on, getting open to help your teammates to work together</li> <li>- Encourage the teams that are not playing to work on a game plan (Executive Functions checkpoint 6.2)</li> <li>- Explain point system: 2 point, 3 point, and free throws</li> </ul>
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## Appendix

### Important Notes/Safety Concerns:

**Warm-Up:** Although we are using a dodgeball for this game, it is important to explain to the students that we are not going to be violently throwing the ball at one another but rather gently tapping to tag other players only below the shoulders. If possible use a ball that is soft and will not hurt as much if you are hit with it. It is possible to fall while running so students need to be aware of their surroundings and the people around them.

**Skill Builder:** Tell students to call out their partners name when passing to get their attention and avoid accidentally hitting them with the ball. Explain keeping your eye on the ball and being aware of your surroundings especially after shooting to avoid being hit by the rebound.

**Culminating Activity:** Emphasize calling out to teammates when passing the ball. Be aware of surroundings while running around and while dribbling to avoid falling or bumping into others.

### Modifications:

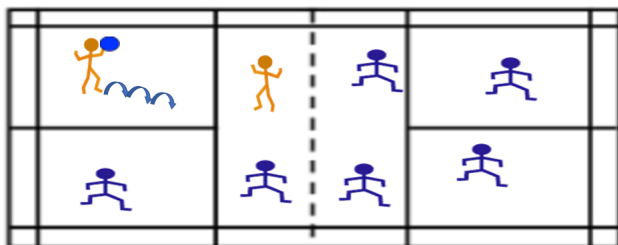
**Warm-Up:** To make the game easier or harder, depending on student grade level you can add more people to be it, add more balls that can be used, and either make the playing space larger or smaller.

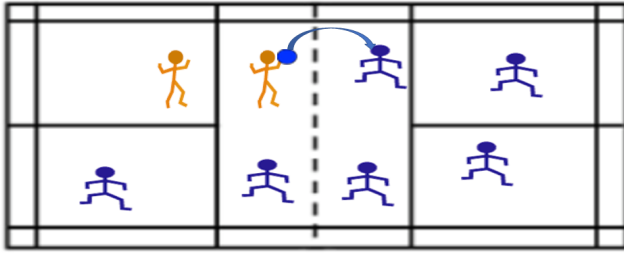
**Skill Builder:** To make the game easier or harder, you can have the student either shoot closer or further away from the basketball net.

**Culminating Activity:** If some students are not participating as much or some students are taking control of the game, implement a pass to everyone rule to make sure everyone is included. To make the game easier or harder, make the hoops lower/higher.

### Diagrams/Videos:

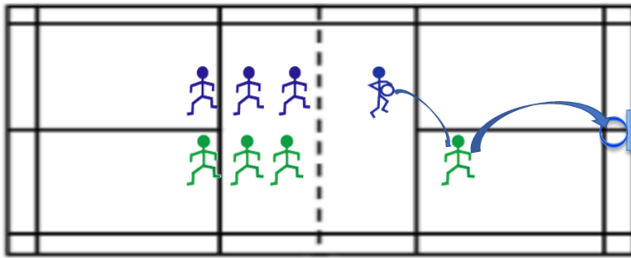
Warm-Up:





[https://drive.google.com/file/d/1ll14go-uyhl1ltdHn2ooqD0ss8\\_4\\_sU/view?usp=sharing](https://drive.google.com/file/d/1ll14go-uyhl1ltdHn2ooqD0ss8_4_sU/view?usp=sharing)

Skill Builder:



[https://drive.google.com/file/d/1kiVlbD\\_NRYeJ6HNasovpBLDvtjXNTQIV/view?usp=sharing](https://drive.google.com/file/d/1kiVlbD_NRYeJ6HNasovpBLDvtjXNTQIV/view?usp=sharing)

**Previous Classes:** In our basketball unit, students worked on similar passing, dribbling, and shooting drills but not in much detail. Students played a short basketball game with modified rules to make it easier. This lesson is a review of skills that were previously but briefly taught.

### **Task Analysis:**

#### Systematic Task Analysis for Passing in Basketball

1. Identify a teammate who is open and ready to catch the ball.
2. Get open and away from defense players.
3. Hold the ball with both hands at chest level
4. Take a step forward.
5. Extend arms
6. For chest pass: aim at teammate chest level  
For bounce pass: aim at floor about halfway between yourself and teammate
7. Push ball in direction of teammate.

#### Developmental Task Analysis for Shooting in Basketball

1. Hold the ball with two hands and aim upwards, towards the ceiling. Extend arms and push the ball up.
2. Aim the ball and shoot upwards and forwards towards a hoop (aim at backboard). Student is not in proper shooting stance and is close to the hoop.
3. Shoot towards a hoop with proper stance and hand placement (bent knees, feet shoulder width apart with one foot slightly forward, grip ball with non-shooting hand on the side of the ball and shooting hand pushes the ball forward).
4. Continue shooting with proper stance and hand placement. Increase distance between student and the hoop.
5. Dribble the ball and walk towards the hoops before taking a shot.
6. Add defense players while the shooting player continues to dribble and run prior to taking a shot.

**UDL:**

Executive Functions checkpoint 6.2: I am meeting this checkpoint as I am allowing students to create strategies together as a team. After planning and deciding, students are able to implement their thinking and see the effects of their decision making. With this students are able to reflect about what went well and what might not have worked. Then students can “stop and think” about how to fix any issues they encountered.

Recruiting Interest checkpoint 7.1: I am meeting this checkpoint as I am allowing students to work together and participate in the formation of their team. Students will also be able to choose a position that best fits their skill set or choose a position that they may prefer. This will hopefully increase engagement and connection to the activity.




**Assessment Tool:** Attached below, print off a copy for each student

Date \_\_\_\_\_

Teacher Assessment Checklist  
Lesson Topic: Basketball

Student Name \_\_\_\_\_

Grading Scale: If criteria is met then place a ✓, if criteria is not yet meeting then place a ✘.

Chest Pass	Shooting	Dribbling
<ol style="list-style-type: none"> <li>1. Hold ball with two hands</li> <li>2. Extend arms while taking step forward</li> <li>3. Aim and pass ball up towards partner</li> </ol>	<ol style="list-style-type: none"> <li>1. Bent knees</li> <li>2. Feet shoulder width apart, one foot slightly in front</li> <li>3. Non- shooting hand on the side, shooting hand pushes the ball forward</li> </ol>	<ol style="list-style-type: none"> <li>1. Fingertips not palms</li> <li>2. Low stance</li> <li>3. Eyes up, focused on surroundings not staring at the ball</li> </ol>
		

Cues			Cues			Cues		
1	2	3	1	2	3	1	2	3

Stars:

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Wishes:

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Additional Comments:

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Date \_\_\_\_\_

Peer Assessment Checklist  
Lesson Topic: Basketball

Student Name \_\_\_\_\_ Partner Name \_\_\_\_\_

Grading Scale: If criteria is met then place a ✓, if criteria is not yet meeting then place a ✘.

Chest Pass	Shooting	Dribbling
4. Hold ball with two hands 5. Extend arms while taking step forward 6. Aim and pass ball up towards partner	4. Bent knees 5. Feet shoulder width apart, one foot slightly in front 6. Non- shooting hand on the side, shooting hand pushes the ball forward	4. Fingertips not palms 5. Low stance 6. Eyes up, focused on surroundings not staring at the ball
		

Cues			Cues			Cues		
1	2	3	1	2	3	1	2	3

Stars:

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Wishes:

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## References

The UDL Guidelines. (2020, October 06). Retrieved from <http://udlguidelines.cast.org/>