10 Day Basketball Unit Lesson Plans—Cooper Cox

**Basketball Unit Lesson 1**

Standards:

The state of North Dakota Physical Education Standards

* **Movement concepts, principles & knowledge-- S2.H1.L1\*:** Applies the terminology associated exercise and participation in selected lifetime activities, dance and rhythm, and fitness activities.
* **Fitness activities-- S1.H3.L1\*:** Demonstrates competency in one or more specialized skills in fitness activities.
* **Challenge-- S5.H2.L1:** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
* **Working with others-- S4.H3.L1:** Uses communication skills and strategies that promote team or group dynamics.
* **Safety-- S4.H5.L1:** Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Objectives:

* Students will be able to demonstrate the knowledge and skills addressed by:
* 1. Understand the different movements of basketball and when they’re used.
* 2. Using the manipulative skill of passing and dribbling a basketball.
* 3. Students will better enjoy basketball and be engaged by learning certain skill sets so they feel more confident when they play.
* Specific action verbs have been taken into account in order to be even more vivid with a description pertaining to my instructions.
* The only prior knowledge for this activity is to be able to perform certain locomotor skills with a basketball worked on from previous grades, sports, or activities. Students will need to work on their active listening skills.
* Both the objectives and goals are tied in with the selected standards that were chosen for students to be able to practice and use in the physical education setting.

Learning Activities:

* Play video of history of basketball for students. <https://www.youtube.com/watch?v=YSt8M98oNws>
* Brief talk about the history of basketball- Began with its invention in 1891 in Springfield, Massachusetts by Canadian physical education instructor James Naismith as a less injury-prone sport than football. James Naismith published rules for a new game using five basic ideas and thirteen rules. The first game played was 9 versus 9 and they used a soccer ball and two peach baskets. Peach baskets were used until 1906 when they finally replaced them with metal hoops with backboards.
* Students interest will be kept from the moment class begins by performing a warmup that will get their hearts pumping and their muscles stretched out for our main activity.
* **Warm-Up:** Have students stand on the end line of one of the sides of the gym floor and follow your instructions. High knees to half, butt kickers back, shuffle to half line and back, karaoke to half and back, finally sprint to half and back.
* **Skills:** Demonstrate partner passes in front of the class then have the students get a partner and one basketball and find an open space in the gym. Start with grabbing basketball and a spot along the wall and start working on your different passes against the wall and back to yourself. Then with a partner start passing (bounce pass, chest pass, overhead pass). For dribbling have each student grab a basketball and find an open space around the gym. Students will dribble in place using both hands and if they feel comfortable they can try to go through the legs or behind the back, etc. After this, students will all get on the end line in the gym and students will dribble down to the other end and back working on various skills that we worked on.
* **Main Activity:** The main activity is monkey in the middle. Students will get in groups of 3 and play monkey in the middle. One student is in the middle the other two are on opposite sides of the student in the middle. There will be one ball and the two students on the outside have to use the different passing techniques that we worked on earlier in class to try and keep it away from the classmate in between them. If there’s time play basketball golf in small groups. Place poly spots or cones around to mark out the holes and one student will start and they will shoot the first shot and if they make the basket they get a hole in one but if they miss they have to run to their ball and the sport where they get to the ball they have to shoot again to try and make it. Students will keep track of score and need to use math skills to add up their totals.
* **Cool Down:** Have everyone stand/sit in a circle and have them do a cool down stretch. (Toe touches, leg to butt, hamstring/groin side to side). While they are doing this we will be talking about the 3 different passing techniques that we used earlier in class and we will also discuss game scenarios where they could be used.
* **Adaptations/Modifications/Variations:** If the dribbling exercises are too easy challenge students to try through the legs or behind the back dribbles or even use non-dominate hand. When passing the ball they can try putting spin on the ball. I feel that this activity can be played by most diverse learners if they choose to play and the thought of these learners was already taken into consideration for this activity. For example someone with a Learning Disability, Down syndrome, etc. will still be able to do this activity because they will see the example of their classmates but will also have my instruction along the way.
* This lesson will be summarized and concluded with a few minutes left in the class to ask students if they enjoyed the activity to see if it’s something I can possibly use again, and also to see if they got a workout and learned any new things.

Assessment:

* I will know students have met the targeted objectives and standards by their display and ability of the activity while the activity is played. My assessment will be tied directly to the standards.
* In physical education I will assess a diverse learner simply on their participation or to the best of what they are capable of doing.
* Multiple assessment strategies have been implemented each lesson plan, and daily activity.

Reflection:

Lesson 2

Standards:

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* **Challenge-- S5.H2.L1:** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
* **Working with others-- S4.H3.L1:** Uses communication skills and strategies that promote team or group dynamics.
* **Safety-- S4.H5.L1:** Applies best practices for participating safely in physical activity, exercise and rhythmic activities/dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Objectives:

* Students will be able to demonstrate the knowledge and skills addressed by:
* 1. Using the manipulative skill of passing and dribbling a basketball.
* Specific action verbs have been taken into account in order to be even more vivid with a description pertaining to my instructions.
* The only prior knowledge for this activity is to be able to perform certain locomotor skills with a basketball. Students will need to work on their active listening skills.
* Both the objectives and goals are tied in with the selected standards that were chosen for students to be able to practice and use in the physical education setting.

Learning Activities:

* **Warm-Up:** Students will need to find a partner and grab 1 basketball per group and jog 3 laps around the gym while passing the ball with their partner whether it’s a bounce pass, chess pass, or overhead pass.
* **Skills:** Orally go over what we learned yesterday. Demonstrate the correct shooting form and have students grab a basketball and stand next to a wall around the gym and practice the correct shooting form. Next I will demonstrate a layup and students will do layups from each side of the basketball hoop.
* **Main Activity:** The main activity is Knock Out. Some students may know this game as lightning. Students will line up behind the free throw line and the first two in line will have basketballs. The first person shoots and then the second person shoots and if the second person scores before the first person then the first person is out. Once you make it pass your ball to the next person in line. There will be two games going at the same time on different hoops one game will be for beginners and the other will be for those who are advanced. If a student gets out instead of just sitting and watching grab a basketball and work on dribbling skills or partner passing until the game ends and the next one starts.
* **Cool Down:** Have everyone stand/sit in a circle and have them do a cool down stretch. While they are doing this we will be talking about the correct shooting form and how to do layups.
* **Adaptations/Modifications/Variations:** Two groups of different skill level are used so students have choice depending on their skill level and comfortability and if students want more of a challenge we can have the starting line start at the 3 point line instead of the free throw line. I feel that this activity can be played by most diverse learners if they choose to play and the thought of these learners was already taken into consideration for this activity. For example someone with a Learning Disability, Down syndrome, etc. will still be able to do this activity because they will see the example of their classmates but will also have my instruction along the way.

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Objectives:

* Students will be able to demonstrate the knowledge and skills addressed by:
* 1. Using the manipulative skill of passing, dribbling, and shooting a basketball.
* Specific action verbs have been taken into account in order to be even more vivid with a description pertaining to my instructions.
* The only prior knowledge for this activity is to be able to perform certain locomotor skills with a basketball. Students will need to work on their active listening skills.

Learning Activities:

* **Warm-Up:** Students will come into the gym and each grab a basketball. They will jog 2 laps on way while dribbling their ball and then switch and jog 2 laps the other way dribbling their ball.
* **Skills:** Orally go over the correct shooting form and how to do a layup properly. We will briefly practice layups again from both sides and then students will gather around the free throw line and I will introduce what a free throw is and model it for them.
* **Main Activity:** The main activity is called Around the Paint. It is similar to Around the World except it’s working on closer shots so students will not shoot from around the 3 point line. Students have to make one shot on each poly spot all the way around and back. Students have 2 chances at each spot so if they miss they can either try again or opt to stay at the poly spot that they are at until it’s their turn next. Poly spots will mark where students are to shoot from around the lane and free throw line. (7-9 poly spots) Students will be divided into smaller groups depending on how many basketball hoops are available and begin playing Around the Paint. If time allows and students finish their game have students get in a line with their group and practice taking free throws.
* **Cool Down:** Have everyone stand/sit in a circle and have them do a cool down stretch. While they are doing this we will be talking about where you stand and how you stand for a free throw. Have a few students possibly demonstrate.
* **Adaptations/Modifications/Variations:** The main adaptation for this activity is that you could move the poly spots closer to the basketball hoop or further away depending on the skill level in the group. I feel that this activity can be played by most diverse learners if they choose to play and the thought of these learners was already taken into consideration for this activity. For example someone with a Learning Disability, Down syndrome, etc. will still be able to do this activity because they will see the example of their classmates but will also have my instruction along the way.

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* The only prior knowledge for this activity is to be able to perform certain locomotor skills with a basketball. Students will need to work on their active listening skills.

Learning Activities:

* **Warm-Up:** Students will come into the gym and jog 3 laps.
* **Skills:** Ask students why we jog/run? Briefly talk about free throws from the day before. Get into same groups as yesterday and play Around the World this time so the 3 point line is included. Poly spots will mark where students are supposed to shoot from.
* **Main Activity:** The main activity is 1 on 1 or 2 on 2 depending on class size and available hoops. Students will find a partner similar in skill level so it’s fair and also challenges the student. During this activity students will work on dribbling skills and shooting along with offense and defense.
* **Cool Down:** Have everyone stand/sit in a circle and have them do a cool down stretch. While they are doing this we will be talking about attacking and defending in basketball. We will also go over a few key terms in basketball that students should know or will need to know. Provide students with a key terms paper to study for test at the end of the unit.
* **Adaptations/Modifications/Variations:** The main adaptation for this activity is that you could move the poly spots closer to the basketball hoop or further away depending on the skill level in the group while playing Around the World. I feel that this activity can be played by most diverse learners if they choose to play and the thought of these learners was already taken into consideration for this activity. For example someone with a Learning Disability, Down syndrome, etc. will still be able to do this activity because they will see the example of their classmates but will also have my instruction along the way.

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Learning Activities:

* **Warm-Up:** Students will come into the gym and jog 3 laps while dribbling a basketball and do layups while they jog by the basketball hoops.
* **Skills:** Briefly talk about offensive and defensive strategies in basketball and talk about fouls in basketball. Play 1 on 1 or 2 on 2 like the day before with a partner equal in skill.
* **Main Activity:** The main activity 3 on 3 basketball games. Divide into beginner, intermediate, and advanced groups depending on availability of basketball hoops. Rules are you must pass 3 times before you shoot, every basket is 1 point, call your own fouls, play to 11 and win by 2.
* **Cool Down:** Have everyone stand/sit in a circle and have them do a cool down stretch. While they are doing this we will be talking offense and defense and I will ask different questions about that and about fouls in basketball.
* **Adaptations/Modifications/Variations:** You can try dribbling with your non-dominate hand if everything seems really easy and also when we play the games there are different skill leveled courts so students can possibly move up or down depending on their comfortability levels.

Assessment:

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Objectives:

* Students will be able to demonstrate the knowledge and skills addressed by:
* 1. Using the manipulative skill of fitness activities.
* Specific action verbs have been taken into account in order to be even more vivid with a description pertaining to my instructions.
* The only prior knowledge for this activity is to be able to perform certain locomotor skills on a treadmill or stationary bike. Students will need to work on their active listening skills.

Learning Activities:

* **Warm-Up:** Students will come into the gym and jog 2 laps.
* **Main Activity:** We will be in the fitness center for this day. Students will bike on the stationary bike, walk on the treadmill, or lift weights if available. Students will stop periodically when I tell them to and check their heart rates. This will tell me and the students if they need to work harder and challenge themselves more.
* **Cool Down:** While they are cooling down from the main activity we will be discussing how important physical fitness is and I will ask questions about different muscles that we worked and relate it to basketball since you need muscular strength, muscular endurance, regular endurance, etc. I will also remind them to be studying and reviewing the basketball handout.
* **Adaptations/Modifications/Variations:** I feel that this activity can be played by most diverse learners if they choose to play and the thought of these learners was already taken into consideration for this activity.

Assessment:

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Learning Activities:

* **Warm-Up:** Students will come into the gym and begin playing 2 on 2 with equally skilled partners.
* **Skills/Main Activity:** The main activity is 3 on 3 basketball games just like the day before. Switch up teams if possible and same rules still apply. Must pass the ball 3 times before you can shoot it, every basket is worth 1 point, call your own fouls, play to 11 and win by 2.
* **Cool Down:** Have everyone stand/sit in a circle and have them do a cool down stretch. While they are doing this we will be talking about how the mini games went and what muscles were being used throughout the game.
* Space, time, equipment, and safety will be addressed vividly right at the start so it doesn’t leave any questions for the students. No touching other students, use active listening ears, no running into other students.
* **Adaptations/Modifications/Variations:** You can try dribbling with your non-dominate hand if everything seems really easy and also when we play the games there are different skill leveled courts so students can possibly move up or down depending on their comfortability levels.

Assessment:

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Learning Activities:

* **Warm-Up:** Students will come into the gym and jog 2 laps and then there will be a student that will lead a warmup for the rest of the class.
* **Skills/Main Activity:** The main activity is 5 on 5 basketball games just like the day before. We will either have one game or two games going depending on how many hoops are available and the size of the class. Teams will be split evenly and students will sub in every 2-3 minutes so that everyone gets the chance to play. Same rules will apply from our games of 3 on 3.
* **Cool Down:** Have everyone stand/sit in a circle and have them do a cool down stretch. Remind students to be looking over their terms sheet and studying it for the test in 2 days.
* **Adaptations/Modifications/Variations:** You can try dribbling with your non-dominate hand if everything seems really easy and also when we play the games there are different skill leveled courts so students can possibly move up or down depending on their comfortability levels.

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Learning Activities:

* **Warm-Up:** Students will come into the gym and will have a 5-8 minute shoot around to get themselves ready for our games.
* **Skills:** Play basketball golf with groups of 3-5. Have poly spots set up around the hoop and students will all have a ball and they take their first shot from the poly spot and if they make it it’s a hole in one but if not they have to run to their ball and grab it and once they get it they try to shoot and make it again and count however many times it takes to make it in the hoop.
* **Main Activity:** The main activity is 5 on 5 basketball games just like the day before. We will either have one game or two games going depending on how many hoops are available and the size of the class. Teams will be split evenly and students will sub in every 2-3 minutes so that everyone gets the chance to play. Same rules will apply from our games of 3 on 3. Re-pick teams if they were uneven the first day.
* **Cool Down:** Have everyone stand/sit in a circle and have them do a cool down stretch. Brief review for the test tomorrow.
* **Adaptations/Modifications/Variations:** I feel that this activity can be played by most diverse learners if they choose to play and the thought of these learners was already taken into consideration for this activity.

 Assessment:

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Learning Activities:

* **Warm-Up:** Students will come into the gym and we will start the basketball unit test right away.
* **Main Activity:** Basketball Unit Test! After you finish you can either sit in place or walk around the gym. Once everyone is finished students can grab a basketball and they can dribble, pass, play knock out, shoot hoops, or play 1 on 1 or 2 on 2.
* **Cool Down:** Bring everyone in and talk a little bit about the test and answer any questions that students may have.

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