

Physical Education Program
Basketball- Stations
Lesson #16

1. Objectives (Specific, Behavioral, Assessable)

A. Student:

1. Students will demonstrate knowledge of previously learned basketball skills by participating in a variety of skill drills.
2. Students will demonstrate knowledge of the correct cues during lesson.

B. Teacher:

1. Teacher will establish and enforce management protocols and provide students with feedback that can be used for improvement of skills.

2. Instant Activity:

"Dribble & Jump" Students pair-up and have a ball to dribble with their hand. The students decide who will exercise and who will dribble first. On the teachers command, one student dribbles with their dominant hand while the other completes jumping jacks (or any other exercise that would be appropriate--jumping rope, etc.) for a period of time set by the teacher (twenty to thirty seconds). At the end of the time period the students switch. Once that skill has been done switch to the non-dominant hand, then switching back and forth. You can be as creative as you want in giving them dribbling skills.

3. Set Induction:

We have spent many days learning various skills that can be used in a basketball game. Today, we are going to practice those skills so they can be put into a game situation tomorrow.

4. Content Development -- see next attached page*

5. Closure/Assessment:

- What does "BEEF" stand for?
- Show me the position you should be in when rebounding a ball?
- Show me the position you should be in when performing a lay-up with your right hand?
- What should you do to have a successful pass?

6. Equipment: (for a class of 30 students)

1. 30 basketballs
2. Task Cards

7. Protocols:

- Go on the word Go.
- Stop on the whistle with the ball at your feet.
- Bring it in means bring it in to the teacher.

8. Class Rules:

- Be respectful
- Follow directions
- Respect equipment
- No Gum
- Have fun
 - 1st offence- teacher will remind student of rules.
 - 2nd offence-Pull student from activity and give student time out.
 - 3rd offence-student will be sent to the principal's office, have student write down his/her actions and have parents sign.

Content Development*

| MAF/Instructional technique | Extensions | Refinements | Applications |
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| <ul style="list-style-type: none"> Set-up gym with task cards prior to class. Have a way of getting class into pairs. Equipment should be spread out at each station to start. | | | |
| <p>Informing Task: With your partner complete the tasks at each station. You do not need to go in order, skip any station that is too crowded, but you are responsible for completing each task before the end of class. Each person will turn in a checklist at the end of the period showing what you have completed.</p> | | | |
| <ul style="list-style-type: none"> Set-up cones in straight line down the gym, students should weave through the cones. Leave a stopwatch at this station so they can time each other. | Station #1 - Dribbling around cones. (Right hand and left hand) | <p>Finger Pads- make sure you use proper form and dribble with your finger pads.</p> | Time your partner and see how fast they can dribble through the cones. |
| <ul style="list-style-type: none"> Set-up cones in a zig-zag pattern and the students should plant and pivot toward the next cone. | Station #2- Dribbling (Crossover, between the legs, behind the back) | <p>All- plant with the outside foot and keep the ball moving in the direction of the next cone. Crossover- keep the ball low and explosive. Between the legs- Wide step with leg. Behind the back- Elbow up, go around your waist, and contact you're opposite hip.</p> | Use your partner as a defender and use the different dribbles to get around them, you get 5 tries. |
| <ul style="list-style-type: none"> Set-up two lines of cones, with their partner the students will stand outside of the cones and while traveling down the cones pass the ball back and forth. | Station #3- Passing (Chest, bounce and overhead) | <p>Chest- thumbs down and fingers out. Bounce- in front of the receiver and $\frac{3}{4}$ the distance between you and receiver. Overhead- extend hands and follow through.</p> | Pair with another group and take turns trying to intercept the passes. Use each of the passes to trick your defender. |
| <ul style="list-style-type: none"> Set-up at a basket. | Station #4- Lay-ups (right and left) | <p>Lay-ups- same arm and knee.</p> | See how many you can make in a row, alternating left and right. |
| <ul style="list-style-type: none"> Set-up at a basket with poly spots and various distances. Use different colors for points in challenge. | Station #5- Shooting | <p>BEEF- balance, elbow, eyes, and follow through.</p> | See how many points you can get. You get one chance from each spot. Furthest spots away 5pts, middle 3pts, and closest 1pt. |

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| <ul style="list-style-type: none"> ▪ Set-up at basket. ▪ Have a stopwatch at this station for the challenge. | Station #6- Free throws | BEEF- balance, elbow, eyes, and follow through. | See how many you can make in 30 seconds. Use your partner as a rebounder. |
| <p>Closure/Assessment: Let's review some of the things we practiced today. Please do not answer until you are called on, or show the stance I ask for.</p> <ul style="list-style-type: none"> • What does "BEEF" stand for? • Show me the position you should be in when rebounding a ball? • Show me the position you should be in when performing a lay-up with your right hand? <p>What should you do to have a successful pass?</p> | | | |