### TASK ANALYSIS A:
**MOTOR SKILL DEVELOPMENT**

#### CORE

<table>
<thead>
<tr>
<th>Instructional Cues/Points to Emphasize</th>
<th>Practice Activities</th>
<th>Application Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>For each skill identified in the task analysis, list instructional cues or major points to emphasize in teaching.</td>
<td>For each skill identified in the task analysis, list practice activities specific to learning this skill.</td>
<td>For each skill identified in the task analysis, list application activities such as modified or lead-up games, low organization games, or other activities that incorporate this skill.</td>
</tr>
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</table>

1. **Dribbling**
   - 1a. Fingers Spread Wide out
   - 1b. Contact with all 5 finger pads
   - 1c. Push down with finger pads
   - 1d. Receive ball with pads of fingers
   - 1e. Keep head and eyes up

   1a. Dribble w/ self
   - 1b. Line dribbling. Basic dribbling baseline to baseline.
   - 1c. Red Light Green Light.
   - 1d. Exploratory Dribble
   - 1e. Follow the Leader

2. **Bounce Pass**
   - 2a. Hands on sides of the ball
   - 2b. Step into pass
   - 32c. Ball Bounces 2/3 the way to the receiver
   - 2d. Follow through w/ thumbs down
   - 2e. Follow through to receivers waist

   2a. Pass w/ partner
   - 2b. Circle Pass. One student stands in the middle of a circle of students and the one in the middle passes to each student.
   - 2c. Four Corner. Students from four lines making a square. Pass to a line and follow your pass.

3. **Chest Pass**
   - 3a. Hands on sides of the ball at waist level
   - 3b. Step into the pass

   3a. Partner Passing. Students chest pass with a partner.
   - 3b. 10 Passes. Students chest pass 10 times with a partner then students move back 5 ft. continue

   3a. Obstacle Dribble
   - 1b. Simon Says
   - 1c. UNO Basketball

   2a. UNO Basketball
   - 2b. Ultimate Basketball
   - 2c. Four person relay
   - 2d. Card Sharks

   3a. UNO Basketball
   - 3b. Zig Zag Ball
   - 3c. Monkey in the Middle
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>3c. Follow through with thumbs down</td>
<td>till passes are no longer accurate.</td>
</tr>
<tr>
<td>3d. Follow through to receivers chest</td>
<td>3c. <strong>Triangle Pass.</strong> Students line up in 3 lines making a triangle. One ball starts at one line. Students follow their pass to next line.</td>
</tr>
<tr>
<td>4. Set Shot</td>
<td>4a. <strong>B-balance</strong></td>
</tr>
<tr>
<td></td>
<td>4b. <strong>E-elbow makes an “L”</strong></td>
</tr>
<tr>
<td></td>
<td>4c. <strong>E-eyes on rim</strong></td>
</tr>
<tr>
<td></td>
<td>4d. <strong>F-Follow through towards rim</strong></td>
</tr>
<tr>
<td></td>
<td>4a. <strong>Free throws</strong></td>
</tr>
<tr>
<td></td>
<td>4b. <strong>Distance Shooting</strong></td>
</tr>
<tr>
<td></td>
<td>4c. <strong>Shoot to hula-hoop</strong></td>
</tr>
<tr>
<td></td>
<td>4a. <strong>Tic-Tac-Toe Basketball</strong></td>
</tr>
<tr>
<td></td>
<td>4b. <strong>Knock out</strong></td>
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<tr>
<td></td>
<td>4c. <strong>H.O.R.S.E.</strong></td>
</tr>
</tbody>
</table>

**Modifications for differences in skill level:** boys and girls basketballs, lowering the hoop if necessary, passing at an appropriate distance, and have students practice with others with the same skill level.

**Safety considerations:** The right clothing will need to be worn; piercings will be checked to see if appropriate for class, all other jewelry will be taken off such as chains and necklaces. Children must have athletic footwear with laces tied. Also the students should keep their bodies in control and makes sure they are spaced out enough so they do not put others in danger.
### TASK ANALYSIS B: HEALTH-RELATED FITNESS

**B. Health-Related Fitness:** The task analysis answers the question: What health-related fitness components would the learner need to continue to develop to meet the instructional goal? List the health-related fitness components below.

<table>
<thead>
<tr>
<th>Health-Related Fitness Component</th>
<th>Points to Emphasize</th>
<th>Warm-up (conditioning) Activities</th>
</tr>
</thead>
</table>
| **Flexibility**                  | -stretch only in your comfort level  
- bending and stretching  
- stretch all the major muscles groups | Static Stretching  
- Figure fours  
- Quad stretch  
- Arm stretch  
- Neck stretch  
- Wrist rolls | Dynamic Stretching  
- Butt kicks  
- High knees  
- Wind mills  
- Skip  
Bulldozers and Excavators  
Heads and Shoulders |
| **Muscular Strength**            | - lift own body weight  
- only go to your steady edge of comfort level  
- work towards improvement | Wall sits  
Push-ups  
Imaginary Jump-Rope  
Exercise Task Cards |
### TASK ANALYSIS C:
MOVEMENT CONCEPTS AND PRINCIPLES, RULES, STRATEGIES, AND TERMINOLOGY

<table>
<thead>
<tr>
<th>C. Concepts/Principles: The task analysis answers the question: What would the learner need to know to meet the instructional goal? List the concepts, principles, rules, strategies, and/or terminology to be taught below.</th>
<th>Instructional Cues/Points to Emphasize</th>
<th>Practice Activities</th>
<th>Application Activities/Closing Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For each concept, principle, rule, strategy, and/or term identified in the task analysis, list instructional cues or major points to emphasize in teaching.</td>
<td>For each concept, principle, rule, strategy, and/or term identified in the task analysis, list practice activities specific to learning it.</td>
<td>For each concept, principle, rule, strategy, and/or term identified in the task analysis, list application activities such as modified or lead-up games, low organization games, or other activities that incorporate it. Also indicate whether the concept, principle, rule, strategy, and/or term will be focused on in the closing discussion.</td>
</tr>
</tbody>
</table>

1. **Dribbling**
   - 1a. Fingers spread out
   - 1b. Contact with all five finger pads
   - 1c. Push ball down with pads of fingers
   - 1d. Receive ball at waist level with pads of fingers
   - 1e. Keep head and eyes up

2. **Bounce Pass**
   - 2a. Hands on sides of the ball
   - 2b. Step into pass
   - 32c. Ball Bounces 2/3 the way to the receiver
   - 2d. Follow through with thumbs down
   - 2e. Follow through to receiver's waist

3. **Chest Pass**
   - 3a. Hands on sides of the ball at

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### CLOSING ACTIVITY
CLOSING DISCUSSION

See Skills A Practice

See Skills A Closing
Closing Discussion

See Skills A Practice

See Skills A Closing
Closing Discussion

See Skills A Practice

See Skills A Closing
Closing Discussion

See Skills A Practice

See Skills A Closing
Closing Discussion
| 3. Waist Level | 3b. Step into the pass | 3c. Follow through with thumbs down | 3d. Follow through to receiver's chest |


**Modifications for differences in cognitive developmental level:** Stay with the student till they understand what you are trying to have them do or till they feel like they are improving. Some students are more skilled than others and switch the groups around so some students can take on the leader role and help other students understand the key points.
<table>
<thead>
<tr>
<th>TASK ANALYSIS D: CONTRIBUTIONS TO PHYSICAL AND SOCIAL/EMOTIONAL WELL-BEING</th>
<th>Points to Emphasize</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D. Contributions to Physical and Social/Emotional Well-being:</strong> The task analysis answers the question: What would the learner need to know to meet the instructional goal? List how participation in this activity contributes physical and social/emotional well-being.</td>
<td>For each contribution listed in the task analysis, describe the major points to emphasize when teaching about the benefits of participating in the activity.</td>
</tr>
</tbody>
</table>

Students will gain better control of body and equipment.

The dribble, bounce pass, chest pass, and set shot require hand-eye coordination. As the students practice with these skills, they will continue to develop their hand-eye coordination. As hand-eye coordination continues to develop, the students will have better control over their bodies and equipment.

**Modifications for differences in cognitive developmental level:** some students learn slower so allow adequate time for all to learn the skills.
<table>
<thead>
<tr>
<th>TASK ANALYSIS E: PERSONAL DEVELOPMENT</th>
<th>WARMUP/CORE</th>
<th>CLOSING ACTIVITY</th>
</tr>
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<tbody>
<tr>
<td>E. Personal Development: The task analysis answers the question: What would the learner need to know/do to meet the instructional goal? List the components of personal development to be addressed.</td>
<td>Points to Emphasize</td>
<td>Warm-up and/or Practice Activities</td>
</tr>
<tr>
<td></td>
<td>For each component identified in the task analysis, list major points to emphasize in teaching.</td>
<td>For each component identified in the task analysis, list warm-up and/or practice activities that incorporate this component.</td>
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<tr>
<td>Self-awareness</td>
<td>By participating in activities that involve keeping bodies and equipment in control.</td>
<td>See Fitness B.</td>
</tr>
</tbody>
</table>

![Fitness B.](image)

![Skills A. Practice](image)

Modifications for social/emotional comfort: if students are having a hard time keeping their bodies and/or equipment in control, slow down the activities and have all the students walk instead of jog, or use less responsive balls such as squishy balls that don’t react as well as a more bouncy ball.
## Task Analysis F: Social Development

The task analysis answers the question: What would the learner need to know/do to meet the instructional goal? List the components of social development which will be addressed.

### Points to Emphasize

For each component identified under task analysis, list major points to emphasize in teaching.

### Warm-up and/or Practice Activities

For each component identified under task analysis, list practice activities specific to learning this component.

### Application Activities

For each component identified under task analysis, list application activities such as modified or lead-up games, low organization games, or other activities that incorporate this component.

### Cooperation

By working with partners, small groups, and the entire class.

#### Warm-up Activities

- Bulldozers and Excavators
- Balance the Beanbag
- High-five Game

#### Practice Activities

- Dribble with a partner
- Bounce pass with a partner
- Chest pass with a partner
- Set shoot with a partner

### Closing Activity

See Skills A. Closing

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Modifications for social/emotional comfort: separate students who tend to be mischievous together.