

TASK ANALYSIS A:
MOTOR SKILL
DEVELOPMENT

CORE

CLOSING ACTIVITY

Instructional Cues/Points to Emphasize	Practice Activities	Application Activities
<p>A. <u>Skills</u>: The task analysis answers the question: What would the learner need to perform to meet the instructional goal? List the <u>skills</u> to be taught below.</p>	<p>For each skill identified in the task analysis, list instructional cues or major points to emphasize in teaching.</p>	<p>For each skill identified in the task analysis, list practice activities specific to learning this skill.</p>
<p>1. Dribbling</p> <p>2. Bounce Pass</p> <p>3. Chest Pass</p>	<p>1a. Fingers Spread Wide out</p> <p>1b. Contact with all 5 finger pads</p> <p>1c. Push down with finger pads</p> <p>1d. Receive ball with pads of fingers</p> <p>1e. Keep head and eyes up</p> <p>2a. Hands on sides of the ball</p> <p>2b. Step into pass</p> <p>2c. Ball Bounces 2/3 the way to the receiver</p> <p>2d. Follow through w/ thumbs down</p> <p>2e. Follow through to receivers waist</p> <p>3a. Hands on sides of the ball at waist level</p> <p>3b. Step into the pass</p>	<p>1a. <u>Dribble w/ self</u></p> <p>1b. <u>Line dribbling</u>. Basic dribbling baseline to baseline.</p> <p>1c. <u>Red Light Green Light</u>.</p> <p>1d. <u>Exploratory Dribble</u></p> <p>1e. <u>Follow the Leader</u></p> <p>2a. <u>Pass w/ partner</u></p> <p>2b. <u>Circle Pass</u>. One student stands in the middle of a circle of students and the one in the middle passes to each student.</p> <p>2c. <u>Four Corner</u>. Students from four lines making a square. Pass to a line and follow your pass.</p> <p>3a. <u>Partner Passing</u>. Students chest pass with a partner.</p> <p>3b. <u>10 Passes</u>. Students chest pass 10 times with a partner then students move back 5 ft. continue</p>
<p>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.</p>	<p>1a. Obstacle Dribble</p> <p>1b. Simon Says</p> <p>1c. UNO Basketball</p> <p>2a. UNO Basketball</p> <p>2b. Ultimate Basketball</p> <p>2c. Four person relay</p> <p>2d. Card Sharks</p> <p>3a. UNO Basketball</p> <p>3b. Zig Zag Ball</p> <p>3c. Monkey in the Middle</p>	

	3c. Follow through w/ thumbs down 3d. Follow through to receivers chest	till passes are no longer accurate. 3c. <u>Triangle Pass</u> . Students line up in 3 lines making a triangle. One ball starts at one line. Students follow their pass to next line.	
4. Set Shot	4a. B-balance 4b. E-elbow makes an "L" 4c. E-eyes on rim 4d. F-Follow through towards rim	4a. <u>Free throws</u> 4b. <u>Distance Shooting</u> 4c. <u>Shoot to hula-hoop</u>	4a. Tic-Tac-Toe Basketball 4b. Knock out 4c. H.O.R.S.E.

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	Points to Emphasize	Warm-up (conditioning) Activities
<p>B. <u>Health-Related Fitness</u>: 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 <u>health-related fitness</u> components below.</p>	<p>For each health-related fitness component identified in the task analysis, list major points to emphasize in teaching.</p>	<p>For each health-related fitness component identified in the task analysis, list specific exercises or activities that will be used to develop this component.</p>
<p>Flexibility</p>	<p>-stretch only in your comfort level -bending and stretching -stretch all the major muscles groups</p>	<p>Static Stretching</p> <ul style="list-style-type: none"> • Figure fours • Quad stretch • Arm stretch • Neck stretch • Wrist rolls <p>Dynamic Stretching</p> <ul style="list-style-type: none"> • Butt kicks • High knees • Wind mills • Skip <p>Bulldozers and Excavators Heads and Shoulders</p>
<p>Muscular Strength</p>	<p>-lift own body weight -only go to your steady edge of comfort level -work towards improvement</p>	<p>Wall sits Push-ups Imaginary Jump-Rope Exercise Task Cards</p>

TASK ANALYSIS C:
MOVEMENT CONCEPTS AND
PRINCIPLES, RULES,
STRATEGIES, AND
TERMINOLOGY

CORE

CLOSING ACTIVITY
CLOSING DISCUSSION

	Instructional Cues/Points to Emphasize	Practice Activities	Application Activities/Closing Discussion
<p>C. <u>Concepts/Principles</u>: The task analysis answers the question: What would the learner need to know to meet the instructional goal? List the <u>concepts, principles, rules, strategies, and/or terminology</u> to be taught below.</p>	<p>For each concept, principle, rule, strategy, and/or term identified in the task analysis, list instructional cues or major points to emphasize in teaching.</p>	<p>For each concept, principle, rule, strategy, and/or term identified in the task analysis, list practice activities specific to learning it.</p>	<p>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</p>
<p>1. Dribbling</p>	<p>1a.Fingers spread out 1b.Contact with all fie finger pads 1c.Push ball down with pads of fingers 1d.Recieve ball at waist level with pads of fingers 1e. Keep head and eyes up</p>	<p>See Skills A Practice</p>	<p>See Skills A Closing Closing Discussion</p>
<p>2. Bounce Pass</p>	<p>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</p>	<p>See Skills A Practice</p>	<p>See Skills A Closing Closing Discussion</p>
<p>3. Chest Pass</p>	<p>3a.Hands on sides of the ball at</p>	<p>See Skills A Practice</p>	<p>See Skills A Closing Closing Discussion</p>

	waist level 3b.Step into the pass 3c.Follow through w/ thumbs down 3d.Follow through to receivers chest		
4. Set Shot	4a. B- balance 4b. E- elbow makes an “L” 4c. E- eyes on hoop 4d. F- follow through towards hoop(hand in cookie jar)	See Skills A Practice	See Skills A Closing Closing Discussion

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.

TASK ANALYSIS D: CONTRIBUTIONS TO PHYSICAL AND SOCIAL/EMOTIONAL WELL-BEING

Points to Emphasize

D. Contributions to Physical and Social/Emotional Well-being: 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.

For each contribution listed in the task analysis, describe the major points to emphasize when teaching about the benefits of participating in the activity..

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.

TASK ANALYSIS E: PERSONAL DEVELOPMENT	WARMUP/CORE		CLOSING ACTIVITY
	Points to Emphasize	Warm-up and/or Practice Activities	Application Activities
E. <u>Personal Development</u> : The task analysis answers the question: What would the learner need to know/do to meet the instructional goal? List the <u>components of personal development</u> to be addressed.	For each component identified in the task analysis, list major points to emphasize in teaching.	For each component identified in the task analysis, list warm-up and/or practice activities that incorporate this component.	For each component identified in the task analysis, list application activities such as modified or lead-up games, low organization games, or other activities that incorporate this component.
Self-awareness	By participating in activities that involve keeping bodies and equipment in control.	See Fitness B. See Skills A. Practice	See Skills A. Closing

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	WARM-UP/CORE		CLOSING ACTIVITY
	Points to Emphasize	Warm-up and/or Practice Activities	Application Activities
F. <u>Social Development</u> : The task analysis answers the question: What would the learner need to know/do to meet the instructional goal? List the <u>components of social development</u> which will be addressed.	For each component identified under task analysis, list major points to emphasize in teaching.	For each component identified under task analysis, list practice activities specific to learning this component.	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.	<p>Warm up activities</p> <ul style="list-style-type: none"> • Bulldozers and Excavators • Balance the Beanbag • High-five Game <p>Practice Activities</p> <ul style="list-style-type: none"> • Dribble with a partner • Bounce pass with a partner • Chest pass with a partner • Set shoot with a partner 	See Skills A. Closing

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