

Class Information

Basketball Unit

Dribble
Bounce Pass
Chest Pass
Set Shot

Grade: 3S & 3O
Number of Students: 14 & 15

Number of lessons in unit: 4
Length of each lesson: 1 Hour

Sarah Kangas

Needs Assessment

Psychomotor

Students in the third grade have already been introduced to the dribble, bounce pass, and chest pass in second grade. They need to continue to practice these skills using the critical elements and apply them in modified games. The skill of the set shot will be introduced for the first time in this unit, although some students may have prior experience with this skill in another setting outside of school. The students need to practice the set shot using the critical elements and apply this skill in modified games.

Students in the third grade are growing at a slow, steady rate. They will benefit from activities that encourage the use of large muscle groups. Attention to flexibility and muscular strength will help in the development of the large muscle groups.

Cognitive

Students in the third grade have already been introduced to the critical elements (using cues) for the dribble, bounce pass, and chest pass in second grade. They will need to review the critical elements to make sure they can describe how to perform each skill. The cues for shooting will be introduced as this skill is taught and practiced. When the students are applying these skills in modified games, they will review previously learned rules and strategies or learn new rules and strategies.

Students in the third grade should be challenged to think about the benefits of learning skills and activities. They need to be able to clearly discuss why it is important to learn the dribble, bounce pass, chest pass, and the set shot.

Affective

Students in the third grade have already had some experience with moving their body around in open space while using equipment in kindergarten, first grade, and second grade. Students need to continue to work on keeping their body and equipment in control to continue to develop self-awareness. Students in the third grade have worked with partners, small groups, and the class in kindergarten, first grade, and second grade. They need to continue to develop their ability to cooperate with their peers in a class setting.

Therefore, the focus of this unit is for the student to continue to develop the dribble, bounce pass, chest pass, and be introduced to the set shot. They will be able to perform these skills using critical elements. Students should be able to describe how to perform each skill. Finally, students will continue to develop self-awareness and cooperation in the unit's activities.

Goals and Objectives

A. Psychomotor: Motor Skill Development

Addresses NASPE Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Addresses NASPE Standard 3: Participates regularly in physical activity.

Goal: Students will be able to perform the dribble, bounce pass, chest pass, and set shot using the critical elements and apply these skills in modified games.

Objectives:

1. Students will be able to perform the dribble using the critical elements as:

- Fingers spread wide
- Contact with all 5 finger pads
- Push down with finger pads
- Receive with finger pads
- Keep head and eyes up

2. Students will be able to perform the bounce pass using the critical elements as:

- Hands on sides of the ball
- Step into pass
- Ball bounces 2/3 the way to the receiver
- Follow through w/ thumbs down
- Follow through to receiver's waist

3. Students will be able to perform the chest pass using the critical elements as:

- Hands on sides of the ball at waist level
- Step into pass
- Follow through w/ thumbs down
- Follow through to receiver's chest

4. Students will be able to perform the set shot using the B-E-E-F principle:

- B: Balance
- E: elbow makes an "L"
- E: eyes on rim
- F: follow through towards rim

B. Psychomotor: Health-related fitness

Addresses NASPE Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Addresses NASPE Standard 3: Participates regularly in physical activity.

Goal: Students will continue to develop flexibility and muscular strength by participating in warm-up activities.

Objectives:

1. Students will continue to develop flexibility by participating in activities that involve bending and stretching.
2. Students will continue to develop muscular strength by participating in activities that involve using the body to lift own body weight.

C. Cognitive: Movement concepts, principles, rules, strategies, and terminology

Addresses NASPE Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Goal: Students will be able to describe critical elements of the dribble, bounce pass, chest pass, and set shot.

Objectives:

1. Students will be able to describe the critical elements of the dribble as:
 - Fingers spread out wide
 - Contact with all 5 finger pads
 - Push down with finger pads
 - Receive ball with finger pads
 - Keep head and eyes up

2. Students will be able to describe the critical elements of the bounce pass as:
 - Hands on sides of the ball
 - Step into pass
 - Ball bounces 2/3 the way to the receiver
 - Follow through w/ thumbs down
 - Follow through to receiver's waist

3. Students will be able to describe the critical elements of the chest pass as:
 - Hands on sides of the ball at waist level
 - Step into the pass
 - Follow through w/ thumbs down
 - Follow through to receiver's chest

4. Students will be able to describe the critical elements of the set shot as:
 - a. B: Balance
 - b. E: Eyes on rim
 - c. E: Elbow makes an "L"
 - d. F: Follow-through towards the rim

D. Cognitive: Contributions to physical and social/emotional well-being

Addresses NASPE Standard 6: Values physical activity for health- enjoyment, challenge, self-expression, and/or social interaction.

Goal: Students will be able to discuss why learning the dribble, bounce pass, chest pass, and set shot is important.

Objectives:

1. Students will be able to describe that learning the dribble, bounce pass, chest pass, and set shot will help them have better control over their bodies and equipment.

E. Affective: Personal Development

Addresses NASPE Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Addresses NASPE Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Goal: Students will continue to develop self-awareness by participating in warm-up, practice, and application activities.

Objective:

1. Students will continue to develop self-awareness by participating in activities that involve keeping bodies and equipment in control.

F. Affective: Social Development

Addresses NASPE Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Addresses NASPE Standard 6: Values physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction.

Goal: Students will continue to develop cooperation with others by participating in warm-up, practice, and application activities.

Objective:

1. Students will continue to develop cooperation by working with partners, small groups, and the entire class.

Equipment Needed:

Lesson 1:

- 15 Basketballs
- 15-20 small cones
- Music Player
- Ipod

Lesson 2:

- 15 Basketballs
- UNO Cards
- 4 Cones (blue, yellow, red, and green)
- Music Player
- Ipod

Lesson 3:

- 15 Basketballs
- 8 Hula-Hoops
- Two basketball hoops
- 1 movable basketball hoop
- Music Player
- Ipod
- 2 Tic-Tac-Toe Boards
- 18 bean bags (9 of one kind, and 9 of another kind)
- Two buckets

Lesson 4:

- 15 Basketballs
- 15 Worksheets
- 2 hula-hoops
- 15 Pencils
- 15-20 cones
- Set of playing cards
- 15 Basketball games sheet
- Music Player
- Ipod
- Clip board
- Assessment rubric

Integration with School-wide Goals and/or Other Curriculum Areas:

Stay Safe:

The unit supports this school-wide goal because of the specific objective that students will continue to develop self-awareness by participating in activities that involve keeping bodies and equipment in control. Keeping bodies and equipment in control encourages students to play safe, be aware of what is around them, and to be respectful of others. Staying safe is vitally important in this unit in that the students keep their bodies and equipment in control during the activities and modified games so that they stay safe.

Language Arts:

The unit supports this curriculum area because students are learning new terminology such as the critical elements for the dribble, bounce pass, chest pass, and set shot. Students will discover what B-E-E-F stands for when learning the set shot. They also will not only learn the critical elements, but describe them during closing discussions and the end of the unit worksheet.

Unit Evaluation

I know my motor skill development goal and objectives have been met if my students are able to perform the dribble, bounce pass, chest pass, and the set shot using the critical elements and apply them in modified games. This will be assessed by teacher feedback (from observation) and skill checklist (completed by the teacher).

I know my health-related fitness goal and objectives have been met if the students continue to develop flexibility and muscular strength by participating in warm-up activities. This will be assessed by teacher feedback (from observation) and participation in warm-up rubric.

I know my movement concepts, principles, rules, strategies, and terminology goal and objectives have been met if the students are able to describe the critical elements of the dribble, bounce pass, chest pass, and set shot. This will be assessed by questions and answers/discussion and end of unit worksheet.

I know my contributions to physical and social/emotional well-being goal and objective has been met if my students are able to discuss why learning to dribble, bounce pass, chest pass, and set shot is important. This will be assessed by questions and answers/discussion and question on end of unit worksheet.

I know my personal development goal and objective have been met if my students continue to develop self-awareness by participating in warm-up, practice, and application activities. This will be assessed by teacher feedback and personal and social development rubric.

I know my social development goal and objective have been met if my students continue to develop cooperation with others by participating in warm-up, practice, and application activities. This will be assessed by teacher feedback and personal and social development rubric.

Resource Material/References Used:

Teacher Resources

“Basketball Steps to Success” by Hal Wissel

“Physical Best Activity Guide” by Laura L. Borsdorf, & Lois A. Boeyink

www.pecentral.com – resource for warm-activities and practice activities

www.playfiteducation.com – resource for closing activities

Student Resources

Keene Rec. Youth Basketball League

- 312 Washington Street Keene, NH 03431-2768
(603) 357-9829
- <http://www.ci.keene.nh.us/departments/parks-recreation/rec-center-info>

YMCA Indoor Basketball Court

- 38 Roxbury Street Keene, NH 03431
(603) 352-6002
- <http://www.keene-ymca.org/>

Keene Rec. Center Indoor Basketball Court

Wheelock Elementary School Playground outdoor basketball hoop

Dick’s Sporting Goods – Sells Basketball equipment

- 42 Ash Brook Road Keene, NH 03431
(603) 357-0861
- <http://www.dickssportinggoods.com>

<http://yboa.org/> - resource for rules