**Developmental Games Plan**

Karlee Andres

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| **Grade:** Grade 1 |
| **Skill:** Passing/Receiving |
| **Activity Name:** Passing Drill |
| **Activity Focus:**  The focus of this activity is for movers to correctly pass the basketball. This activity has no defenders, so it is much different than a real basketball game. Movers need to know how to pass without defenders before defenders can be added to the scenario. |
| **Outcome:**  **1.5 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing towards-control level when:  • throwing (rolling)  • catching (collecting, gathering)  • kicking |
| **Indicators:**  a. Use performance words (e.g., “look at the ball”, “step forward”) to demonstrate understanding of performance cues language related to skillful sending and receiving of objects.  b. Repeat teacher-stated performance cues (think-aloud) while performing manipulative skills. |
| **Equipment:**   * A partner * Basketball for each set of partners |
| **Time:**  I would do this activity for 5-10 minutes. This activity can be done for however long, but movers will get bored of it because it is very basic. They might start to get lazy with their throwing which is not the correct way. This also could be a good little warm up before a basketball game or at the beginning of class to get movers arms loose after they know how to pass correctly. |
| **Activity Description:**  In this activity, students will be in partners. Students will stand across from each other and correctly pass the basketball to one another. If they are too far or too close together when they start passing they can adjust to a comfortable distance. The correct way to throw a basketball is in the “Successful Movement” section. The facilitator will walk around and give pointers to movers about correctly completing passes. Use performance cues to help movers grasp the skill. |
| **Video Link:**  <https://youtu.be/pE9Y1xy2o7o> |
| **Successful Movement:**  When passing and receiving movers should do these things in order to succeed at these skills. Throwing a basketball is different than throwing a small ball. In basketball the most common passes are chest pass and bounce pass. Eyes should be on the target mover is aiming. When chest passing, your hands should be on both sides of the ball. Your wrists should be bent backwards with fingers pointed towards chest. When completing the throw, you want to push in on the ball and flick your wrists forward in a snappy motion. Arms should be extended while pushing the ball forward and should be straight once ball is released. When released back of hands should be facing each other and palms outwards. When throwing you want to step one foot forward for power. Movers weight should be transferred from back to front foot. The ball should move quickly and move in a straight line. Basketball should not be thrown air raised. Mover releases the ball. When catching a basketball, both hands should receive object. Movers arms should be in front of the body and elbows should be flexed. Movers eyes should be tracking object the whole way to hands. The mover’s arms should be extended to meet object. Their hands should pull object into their body once it reaches their hands.  **For this Assignment I will focus on the skill throwing/passing.** |
| **Cues:**  Stand square to target  Hands on each side of ball  Ball at chest  Step forward  Push and extend arms  Release |
| **Set up:**  No step up involved. Just need to get out the basketballs. |

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| **Grade:** Grade 1 |
| **Skill:** Dribbling |
| **Activity Name:** Dribbling Drill |
| **Activity Focus:**  The focus of this activity is for movers to get familiar with dribbling a basketball. It is important to start out slow so movers are in control of the ball and feel comfortable. Controlling the ball when dribbling can be very difficult for movers when first getting introduced to it. It is best to start with the basics and build from there. |
| **Outcome:**  **1.5 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing towards-control level when:  • throwing (rolling)  • catching (collecting, gathering)  • kicking |
| **Indicators:**  a. Use performance words (e.g., “look at the ball”, “step forward”) to demonstrate understanding of performance cues language related to skillful sending and receiving of objects.  b. Repeat teacher-stated performance cues (think-aloud) while performing manipulative skills. |
| **Equipment:**   * A basketball for each mover * Open space * Whistle (optional) |
| **Time:**  I think I would do this activity for about 15- 20 minutes depending on how quickly the movers get the hang of it. I would use variations of cues to make it more interesting and keep their attention longer. |
| **Activity Description:**  In this activity, I would get each mover to get a ball and find their own space. First, I would explain the proper why to dribble. The correct way to dribble a basketball is in the “Successful Movement” section. Then I would ask them to try dribbling in one spot and keep control of the ball. Once they are comfortable with stationary dribbling then advance them to walking and dribbling, and then a light jog while dribbling. When they start moving make sure they are all going the same direction, so movers don’t run into each other. Once the movers are feeling comfortable dribbling with their dominant hand, ask then to try using their other hand. You can do the same thing start them in one spot and then advance from there. Another variation you could add to this activity is change directions while moving. Use performance cues to help movers grasp the skill. Remind them to only move at a pace they can control their dribble, so it doesn’t get out of control with basketballs rolling everywhere. It might a good idea to use a whistle to stop the movers from dribbling, and explain the next cue because once all the basketballs are bouncing it will be hard to get their attention. Use performance cues to help the movers with the skill. |
| **Video Link:** N/A |
| **Successful Movement:**  When a mover is hand dribbling there are many things that should be done in order to succeed at this skill. Movers pads of fingers should be in contact with the top of the ball. Movers wrist should be firm yet flexible to move. Movers hand should push the ball to the floor. The hand of the mover should absorb ball slightly on return to hand. Movers knees should be bend slightly. The back of the mover should be straight with a slight forward lean. Movers head should be up looking for open space. |
| **Cues:**  Eyes up  Use finger tips  Keep control of the ball  Waist level |
| **Set up:**  No step up involved. Just need to get out the basketballs. |

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| **Grade:** Grade 1 |
| **Skill:** Shooting |
| **Activity Name:** Basics of Shooting |
| **Activity Focus:**  This activity will focus on the basics of shooting. Shooting is a very hard skill to get the correct technique down. The best way to start is by learning the wrist flick, hand positionings, and the body stance. |
| **Outcome:**  **1.5 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing towards-control level when:  • throwing (rolling)  • catching (collecting, gathering)  • kicking. |
| **Indicators:**  a. Use performance words (e.g., “look at the ball”, “step forward”) to demonstrate understanding of performance cues language related to skillful sending and receiving of objects.  b. Repeat teacher-stated performance cues (think-aloud) while performing manipulative skills.  **Progressing-towards-control Level of Skill:**  j. Practice throwing a ball towards a stationary surface, such as a wall, and catching it after it rebounds off the wall, and off the wall and then the floor. |
| **Equipment:**   * Basketball for each mover |
| **Time:**  I would do this activity for about 10-15 minutes. If some movers are still struggling it might be best to pull them a side to work one on one with them. |
| **Activity Description:**  The fascinator can help the students if they see they are not doing the skill correctly throughout the whole activity. Use performance cues to help movers grasp the skill. I would first explain the basics behind shooting a basketball. The correct way to shoot a basketball is in the “Successful Movement” section. First, I would work on the mover’s stance and positions. I would ask them to bend their knees, have their one hand above their forehead (pretending they had a basketball in their hand), and look at a target. I would demonstrate this position as well for them to see. I would then ask them to watch me pretend to shoot and talk them through the process using performance cues. In this motion they should think about their body’s extension, their wrist flicking, and their hand in the “cookie jar” at the end. Once they have the hang of the positioning, I would get them to add in a basketball. They can do the same thing, but just by adding the basketball in their hand they will get a different experience. When they do the motion with the basketball in their hand the ball should just have backspin and go straight up in the air. If they are doing it correctly they should let it bounce on the ground right in front of them. I would not get them to aim at a target until they have the backspin mastered. Once they are ready you can tell them to look at a spot on the wall (a line or square that is already on the wall or you could put up targets) and do the same thing but push the ball towards to target instead of straight up in the air. |
| **Video Link:** N/A |
| **Successful Movement:**  When a mover is shooting a basketball, they should do these things in order to succeed at this skill. Movers feet should be planted shoulder width apart. Movers knees should be slightly bent. Movers hips should be square to the target. Their back should be straight. The basketball should be in the shooting hand on the bottom of the ball, with non-shooting hand on the side of the ball for guidance only. Elbow should be pointed at the target. Basketball should be resting in movers hand above eye level in front of the forehead. Eyes should be looking under the ball at the target. When ready to shoot, knees bend down and push up along with toes and arm. Movers shooting hands wrist and fingers should flick to give the ball backspin. Follow through with arm in the air and wrist in a downward bend position (hand in the cookie jar). Movers shot should be one fluent motion. |
| **Cues:**  Shooting hand on the bottom, “support” hand on the side  Elbow pointed at the target  Bend your knees  Push the ball when extending body up  Flick your wrist  Follow through (hand in cookie jar) |
| **Set up:**  No step up involved. Unless targets need to be put on the wall of the gym in your particular facility. Just need to get out the basketballs. |

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| **Grade:** Grade 3 |
| **Skill:** Passing/Receiving |
| **Activity Name:** Defence in the Middle |
| **Activity Focus:**  The main focus of this activity is for movers to get an idea of defence players in a real game situation when passing the ball to their teammates. Also, the movers will learn how to be a defensive player when the other team is trying to pass the ball. This is also a good way for movers to learn how to communicate with each other in a game. |
| **Outcome:**  **3.5 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:  utilization level of skill when:  • throwing  • catching (collecting, gathering)  • kicking  control level of skill when:  • hand dribbling  • foot dribbling  • striking objects with hands  • striking objects with short-handled implements (e.g., short-handled racquets, paddles)  progressing-towards control level of skill when:  • volleying (to send an object in the air before it comes to rest) • striking objects with long-handled implements (e.g., bats, golf clubs, hockey sticks). |
| **Indicators:**  c. Use performance words (e.g., “head up looking forward”, “ball out in front”, “step forward”, “backswing”, “follow through”) to demonstrate understanding of performance cues language associated with skillful sending and receiving of objects.  **Control Level of Skill**  o. Self-assess ability to control manipulative skills such as throwing, catching, and kicking, to move as many balls as possible in a given amount of time (e.g., throw and catch with a partner, counting successful completions; kick a line-up of balls at a target, counting number of kicks). |
| **Equipment:**   * Basketballs for half of the movers |
| **Time:**  I would do this activity for 10 minutes. This can be done at the start of many classes as a warm up activity. |
| **Activity Description:**  Ask students to get into groups of 3 people. Each group will find an area of open space. In this activity one person will be the defender, and the other 2 people will be passing to each other. They should be doing mostly chest passes and bounce passes in this activity. Once the defender intercepts the ball and has position, the mover who last passed the ball is now the defender. All the mover’s feet should be moving at all times to try and get open or get in between the 2 movers who are trying to pass. The movers should be changing roles frequently. If the movers are struggling to interfere put a time limit on how long a person can be in the middle for (example 1 minute). Also, the facilitator could help the defence mover by giving some tips (stay in the middle of both players, etc.). Everyone should have at least one chance in the middle as defence. Use performance cues to help movers grasp the skill. |
| **Video Link:** N/A |
| **Successful Movement:**  When passing and receiving movers should do these things in order to succeed at these skills. Throwing a basketball is different than throwing a small ball. In basketball the most common passes are chest pass and bounce pass. Eyes should be on the target mover is aiming. When chest passing, your hands should be on both sides of the ball. Your wrists should be bent backwards with fingers pointed towards chest. When completing the throw, you want to push in on the ball and flick your wrists forward in a snappy motion. Arms should be extended while pushing the ball forward and should be straight once ball is released. When released back of hands should be facing each other and palms outwards. When throwing you want to step one foot forward for power. Movers weight should be transferred from back to front foot. The ball should move quickly and move in a straight line. Basketball should not be thrown air raised. Mover releases the ball. When catching a basketball, both hands should receive object. Movers arms should be in front of the body and elbows should be flexed. Movers eyes should be tracking object the whole way to hands. The mover’s arms should be extended to meet object. Their hands should pull object into their body once it reaches their hands.  **For this Assignment I will focus on the skill throwing/passing.** |
| **Cues:**  Stand square to target  Hands on each side of ball  Ball at chest  Step forward  Push and extend arms  Release  For defender:  Stay in the middle  Arms up  Eyes on the ball |
| **Set up:**  No set up needed. |

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| **Grade:** Grade 3 |
| **Skill:** Dribbling |
| **Activity Name:** Dribbling Obstacle |
| **Activity Focus:**  This activity is for movers to maintain control of the ball stationary and moving. There will be objects they need to go around without losing control. The movers will also get a sense of competition when participating in this activity. |
| **Outcome:**  **3.5 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:  utilization level of skill when:  • throwing  • catching (collecting, gathering)  • kicking  control level of skill when:  • hand dribbling  • foot dribbling  • striking objects with hands  • striking objects with short-handled implements (e.g., short-handled racquets, paddles)  progressing-towards control level of skill when:  • volleying (to send an object in the air before it comes to rest)  • striking objects with long-handled implements (e.g., bats, golf clubs, hockey sticks). |
| **Indicators:**  c. Use performance words (e.g., “head up looking forward”, “ball out in front”, “step forward”, “backswing”, “follow through”) to demonstrate understanding of performance cues language associated with skillful sending and receiving of objects.  e. Describe how the body will move in control while hand dribbling, foot dribbling, striking objects with hands, and striking objects with short-handled implements skillfully and safely.  **Control Level of Skill**  p. Dribble on the spot with one hand using the pads of the fingers to make contact on top of the ball and holding wrist firm yet flexible; bending knees slightly and keeping back straight as if sitting down a little; positioning feet with foot opposite to dribbling hand forward; holding head up looking for open spaces in the direction of potential travel.  q. Dribble with one hand through general space without losing control while keeping the hand on top of the ball and keeping the ball a little in front and to the side of the body |
| **Equipment:**   * Basketballs * Pylons (bean bags or anything to make marks on the ground) |
| **Time:**  This activity would be good to do for about 10-15 minutes. If the movers are enjoying it the time could be lengthened. |
| **Activity Description:**  In this activity movers could be split into 2 or 3 teams depending on the size of the space. To start, all movers should be behind the base line. When the movers are waiting for their turn at the obstacle, I would ask them to dribbling in a stationary position so they stay active. And, when they are done they could dribble again in a stationary position. Movers will be going through the obstacle one at a time. They will go completely around each pylon to the other end of the gym, cross the opposite base line, and then straight back the end they started on the outside of the pylons. As a facilitator you can decide if the movers are allowed to pick up the ball and keep going from where they are if they lost control or if they have to restart from the beginning. You could always start by allowing this and then once they do it a couple times, make it more challenging by making them restart. Use performance cues to help movers. Movers should cheer on other movers while their teammates are doing the obstacle. This activity also has aspects of competition. This will help movers accept winning and losing once in real experiences. |
| **Video Link:** N/A |
| **Successful Movement:** When a mover is hand dribbling there are many things that should be done in order to succeed at this skill. Movers pads of fingers should be in contact with the top of the ball. Movers wrist should be firm yet flexible to move. Movers hand should push the ball to the floor. The hand of the mover should absorb ball slightly on return to hand. Movers knees should be bend slightly. The back of the mover should be straight with a slight forward lean. Movers head should be up looking for open space. Mover should be in control of the ball while dribbling. It is important for movers to keep control of their dribble |
| **Cues:**  Eyes up  Use finger tips  Keep control of the ball  Waist level  Protect the ball |
| **Set up:**   * Set pylons in a line about a meter apart across the gymnasium * Have students stand along one side of the wall   Key:  Straight Lines – base line  Circles – pylons  Curvy Lines – Movers running pattern  **file:///var/folders/ky/mfgy0hmx2d70zn58g6ygzdzr0000gn/T/com.microsoft.Word/screenshot.png** |

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| **Grade:** Grade 3 |
| **Skill:** Shooting |
| **Activity Name:** Around the Rainbow |
| **Activity Focus:**  The main focus of this activity is for movers to get used to shooting from different areas around the basketball net. It will also teach them about aiming for the box on backboard when shooting from the sides. |
| **Outcome:**  **3.5 Manipulative Skills**  Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:  utilization level of skill when:  • throwing  • catching (collecting, gathering)  • kicking  control level of skill when:  • hand dribbling  • foot dribbling  • striking objects with hands  • striking objects with short-handled implements (e.g., short-handled racquets, paddles)  progressing-towards control level of skill when:  • volleying (to send an object in the air before it comes to rest) • striking objects with long-handled implements (e.g., bats, golf clubs, hockey sticks) |
| **Indicators:**  c. Use performance words (e.g., “head up looking forward”, “ball out in front”, “step forward”, “backswing”, “follow through”) to demonstrate understanding of performance cues language associated with skillful sending and receiving of objects.  h. Throw a ball at a target, such as a net, while body is in the air (jumping). |
| **Equipment:**   * Basketball net * One basketball per group at a hoop * Beanbags (or any other object to mark out shooting locations) |
| **Time:**  I would do this activity for 10 minute or so. Movers may enjoy this game because of the competitions between teams, so might want to do it often. |
| **Activity Description:**  In this activity, movers will work on their shooting for different places around the basketball net. Put 5 beanbags or anything to mark starting positions for the mover (check out the diagram below. Put the plays in groups of about 5. Each group will have their own basketball net to shoot on. Each group will work as a team to complete the activity. All movers will start in a line behind the first bean bag. From each bean bag marker as a team they will need to score 5 baskets. The baskets do not have to be scored in a row. Once they score 5 time they will move to the next bean bag and complete 5 baskets and so on until they complete at the last bean bag. First team done would win! Use performance cues to help with the skill of shooting. |
| **Video Link:**  [**https://youtu.be/koOHRXCFll8**](https://youtu.be/koOHRXCFll8) |
| **Successful Movement:**  When a mover is shooting a basketball, they should do these things in order to succeed at this skill. Movers feet should be planted shoulder width apart. Movers knees should be slightly bent. Movers hips should be square to the target. Their back should be straight. The basketball should be in the shooting hand on the bottom of the ball, with non-shooting hand on the side of the ball for guidance only. Elbow should be pointed at the target. Basketball should be resting in movers hand above eye level in front of the forehead. Eyes should be looking under the ball at the target. When ready to shoot, knees bend down and push up along with toes and arm. Movers shooting hands wrist and fingers should flick to give the ball backspin. Follow through with arm in the air and wrist in a downward bend position (hand in the cookie jar). Movers shot should be one fluent motion. |
| **Cues:**  Shooting hand on the bottom, “support” hand on the side  Elbow pointed at the target  Bend your knees  Push the ball when extending body up  Flick your wrist  Follow through (hand in cookie jar) |
| **Set up:**  Put out 5 markers around the net for movers to shoot from. Facilitator will need to put the movers into teams.  Key:  Green - Bean bags  Orange Circle – Net  Blue- Backboard  file:///var/folders/ky/mfgy0hmx2d70zn58g6ygzdzr0000gn/T/com.microsoft.Word/screenshot.png |

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| **Grade:** Grade 5 |
| **Skill:** Passing/Receiving |
| **Activity Name:** Teamwork Passing |
| **Activity Focus:**  The main focus of this game is to get movers familiar with passing the basketball in a real game situation without the technical rules. The main skills needed for this game is passing, receiving, and defending. |
| **Outcome:**  **5.5 Complex Manipulative**  Skills Refine manipulative (sending, receiving, and accompanying objects) skills used in increasingly complex movement activities such as lead-up games, including:  • throwing  • catching (collecting, gathering)  • kicking  • hand dribbling  • foot dribbling  • striking with hands and short-handled implements (short-handled racquets and paddles). |
| **Indicators:**  a. Use performance words (e.g., “extend foot downward”, “backswing”, “shift weight”, “look at the ball”) to demonstrate understanding of the performance cues used in refined manipulative skills performance.  b. Incorporate “talk-aloud” self-learning methods (e.g., while performing manipulative skills saying the performance cues words out loud) to strengthen the ability to skillfully move objects. |
| **Equipment:**   * 1 basketball * Open gymnasium |
| **Time:** This would be a good activity to play for about 20 minutes. |
| **Activity Description:**  For this activity, movers will be split into 2 teams. There will be 5 movers from each team on the court at a time. Players can switch out after a certain time, such as 3 minutes. The object of this game is to pass the basketball down the gym and touch the end wall to get points for your teams. Players will pass to their teammates using basketball bounce pass and chest pass. Each team must make at least 5 passes before scoring a point, but there is no maximum number of passes. There are no limits of how many points can be scored. The ball must not lose control while in motion. If the pass is incomplete, the ball is available for either team to grab and continue, but the minimum 5 passes must start over. When a team scores a point, the other team takes position of the ball from the end zone. Movers should work on their defensive skills, such as man on man defence. Movers should not be in contact (no touching, hitting, or punching!) with the other teams’ players, just like regular basketball rules. Use performance cues to help movers. Encourage movers to communicate with teammates and use performance cues. |
| **Video Link:** N/A |
| **Successful Movement:**  When passing and receiving movers should do these things in order to succeed at these skills. Throwing a basketball is different than throwing a small ball. In basketball the most common passes are chest pass and bounce pass. Eyes should be on the target mover is aiming. When chest passing, your hands should be on both sides of the ball. Your wrists should be bent backwards with fingers pointed towards chest. When completing the throw, you want to push in on the ball and flick your wrists forward in a snappy motion. Arms should be extended while pushing the ball forward and should be straight once ball is released. When released back of hands should be facing each other and palms outwards. When throwing you want to step one foot forward for power. Movers weight should be transferred from back to front foot. The ball should move quickly and move in a straight line. Basketball should not be thrown air raised. Mover releases the ball. When catching a basketball, both hands should receive object. Movers arms should be in front of the body and elbows should be flexed. Movers eyes should be tracking object the whole way to hands. The mover’s arms should be extended to meet object. Their hands should pull object into their body once it reaches their hands.  **For this Assignment I will focus on the skill throwing/passing.** |
| **Cues:**  Stand square to target  Hands on each side of ball  Ball at chest  Step forward  Push and extend arms  Release |
| **Set up:**  No set up required. |

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| **Grade:** Grade 5 |
| **Skill:** Dribbling |
| **Activity Name:** Defensive DribblingGame |
| **Activity Focus:**  In this activity the main focus is for movers to keep control of their ball while other movers try to get it away from them. This is a great activity for movers to realize what it’s like in a game situation. |
| **Outcome:**  **5.5 Complex Manipulative**  Skills Refine manipulative (sending, receiving, and accompanying objects) skills used in increasingly complex movement activities such as lead-up games, including:  • throwing  • catching (collecting, gathering)  • kicking  • hand dribbling  • foot dribbling  • striking with hands and short-handled implements (short-handled racquets and paddles). |
| **Indicators:**  a. Use performance words (e.g., “extend foot downward”, “backswing”, “shift weight”, “look at the ball”) to demonstrate understanding of the performance cues used in refined manipulative skills performance.  k. Hand/foot dribble while trying to prevent an opponent from stealing the ball. |
| **Equipment:**   * Basketballs for each mover * Lines on the floor to make designated area |
| **Time:**  This activity would be good to do for about 5 to 10 minutes. The movers may really enjoy it, so you may want to extend time or do it often. |
| **Activity Description:**  In this activity, movers will dribble the ball in an area, and try not to lose control of the ball. The area would be best to be a medium square or circle on the floor. For 20 students, 10 feet by 10 feet square would work great to introduce student to the activity. Once the majority of the students are eliminated you could make the space smaller to make it more challenging for the movers. While they are dribbling, other movers will try to hit the ball out of the other movers hands. Once a mover loses control of the ball they are out of the game. When they are out, they can continue dribbling outside of the designated area for practice. The last mover in control of their dribble wins! It is good to remind the movers to “keep their arm up” to protect their ball. Use performance cues to help movers. |
| **Video Link:**  [**https://youtu.be/6oclIDgl5pg**](https://youtu.be/6oclIDgl5pg) |
| **Successful Movement:**  When a mover is hand dribbling there are many things that should be done in order to succeed at this skill. Movers pads of fingers should be in contact with the top of the ball. Movers wrist should be firm yet flexible to move. Movers hand should push the ball to the floor. The hand of the mover should absorb ball slightly on return to hand. Movers knees should be bend slightly. The back of the mover should be straight with a slight forward lean. Movers head should be up looking for open space. |
| **Cues:**  Eyes up  Use finger tips  Keep control of the ball  Waist level  Defend ball |
| **Set up:**  If there are no lines on the floor, the facilitator would need to tape some lines to make an area for the movers to stay in. |

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| **Grade:** Grade 5 |
| **Skill:** Shooting |
| **Activity Name:** Defend Your Partner |
| **Activity Focus:**  The focus of this activity is for movers to get the hang of shooting with a defender between them and the hoop. The defender will make it harder for the shooter to make the shot. |
| **Outcome:**  **5.5 Complex Manipulative**  Skills Refine manipulative (sending, receiving, and accompanying objects) skills used in increasingly complex movement activities such as lead-up games, including:  • throwing  • catching (collecting, gathering)  • kicking  • hand dribbling  • foot dribbling  • striking with hands and short-handled implements (short-handled racquets and paddles) |
| **Indicators:**  a. Use performance words (e.g., “extend foot downward”, “backswing”, “shift weight”, “look at the ball”) to demonstrate understanding of the performance cues used in refined manipulative skills performance.  b. Incorporate “talk-aloud” self-learning methods (e.g., while performing manipulative skills saying the performance cues words out loud) to strengthen the ability to skillfully move objects.  c. Throw and catch a ball/object while being guarded by opponents. |
| **Equipment:**   * Basketball net for each group * Basketball for each group |
| **Time:**  This would be a good activity to do for about 5 to 10 minutes. |
| **Activity Description:**  In this activity, students will be partnered up. Each group of partners will be at a different basketball net around the gymnasium. If there are not enough basketball nets half of the class can be doing a different activity in the middle of the gym and then the movers can switch activities. In the partners, one person with be trying to shoot and the other person will be the defender. The defender will have their arms up between the shooter and the net. They are not allowed to touch the shooter but they can touch the ball. When the defender intercepts and gains control of the ball, the movers will switch positions. They will continue this activity switching positions until the facilitator stops the activity. Use performance cues to help the movers with the skills. Facilitator should walk around and give pointers to the movers. |
| **Video Link:** N/A |
| **Successful Movement:**  When a mover is shooting a basketball, they should do these things in order to succeed at this skill. Movers feet should be planted shoulder width apart. Movers knees should be slightly bent. Movers hips should be square to the target. Their back should be straight. The basketball should be in the shooting hand on the bottom of the ball, with non-shooting hand on the side of the ball for guidance only. Elbow should be pointed at the target. Basketball should be resting in movers hand above eye level in front of the forehead. Eyes should be looking under the ball at the target. When ready to shoot, knees bend down and push up along with toes and arm. Movers shooting hands wrist and fingers should flick to give the ball backspin. Follow through with arm in the air and wrist in a downward bend position (hand in the cookie jar). Movers shot should be one fluent motion. |
| **Cues:**  Shooting hand on the bottom, “support” hand on the side  Elbow pointed at the target  Bend your knees  Push the ball when extending body up  Flick your wrist  Follow through (hand in cookie jar) |
| **Set up:**  No set up just need to be by a basketball net. |

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| **Grade:** Grade 8 |
| **Skill:** Strategies/Tactics |
| **Activity Name:** Guard the Hoop |
| **Activity Focus:**  The focus of this activity is for movers to get used to shooting while there is a defender guarding the net. When there is a defender between the shooter and the net it makes shooting a basketball much more difficult. This is also a great activity for defenders to understand where they should be positioned when the other team is shooting. |
| **Outcome:**  **8.6 Concepts, Tactics, & Strategies**  Design and implement, collaboratively, plans to develop the performance concepts and application of tactics and strategies to enhance individual and team performance, involved in each of:  • target games (e.g., bowling, curling, archery, golf, bocce ball)  • striking/fielding games (e.g., long ball, softball, slo-pitch, cricket)  • net/wall games (e.g., badminton, tennis, table tennis, volleyball, pickleball)  • invasion/territorial games (e.g., double ball, basketball, soccer, soft lacrosse, touch football, floor hockey, ultimate frisbee, rugby, team handball)  • low-organizational and inventive games (e.g., walleyball, capture the flag, prisoner’s base, speedball, kick the can, snowsnakes, bombardment). |
| **Indicators:**  a. Discuss and apply the various concepts involved in the different types of games (i.e., target games – sending away, wrist action on release of object, starting in aiming position; striking/fielding – placement of the ball on the field, covering bases, base running; net/wall – spatial awareness, positioning on court, returning to ‘base’ position, position of body, trajectory, depth, angles; invasion/territorial – keeping position, penetration, defensive positioning and movement in passing lanes, support for ball carrier, locomotion, on-the-ball movement, off-the-ball movement).  b. Communicate, with clarity and correctness, and practice offensive and defensive tactics and strategies that reflect the performance concepts to be used as a team while participating in striking/fielding, invasion/territorial, net/wall games, and low-organizational and inventive games (e.g., slo-pitch: one out, runner on first, grounder hit to short stop; volleyball: having a full team of six people receiving a serve compared to five, four, or three team members receiving a serve).  d. Collaboratively plan and implement the leading of physical experiences to enhance a self-selected skill, or game tactic and strategic concepts that involve individual and team performance (e.g., teach younger students how to move into open spaces in keep-away type games; teach classmates how to perform a skill in an area of personal expertise) |
| **Equipment:**   * Basketball * Basketball net |
| **Time:**  This would be a good activity to do for about 5 to 10 minutes. |
| **Activity Description:**  There will be groups of 3 movers at each basketball net. In this activity, 2 people would be offense and 1 person would be defence. You could also do this activity with groups of 5. The offence is to score, and the defence is trying to defend the net. Offenders can pass to their teammates to try and get around the defenders. The offensive players want to try and get a basket. When a shot is made the mover that scored the basket moves to defence, and the other player stays as offence. If the defensive player intercepts or takes possession of the ball at any time, the last person who touched the ball then switches to the defensive position. The movers do the activity again in the new positions. There is no score counted in this game as the teams are always changing. Movers should work on calling for the ball and communicating with their teammates. Use performance cues to help movers. |
| **Video Link:**  <https://youtu.be/mXeYQwGRMYY> |
| **Successful Movement:**  When a mover is shooting a basketball, they should do these things in order to succeed at this skill. Movers feet should be planted shoulder width apart. Movers knees should be slightly bent. Movers hips should be square to the target. Their back should be straight. The basketball should be in the shooting hand on the bottom of the ball, with non-shooting hand on the side of the ball for guidance only. Elbow should be pointed at the target. Basketball should be resting in movers hand above eye level in front of the forehead. Eyes should be looking under the ball at the target. When ready to shoot, knees bend down and push up along with toes and arm. Movers shooting hands wrist and fingers should flick to give the ball backspin. Follow through with arm in the air and wrist in a downward bend position (hand in the cookie jar). Movers shot should be one fluent motion.  Defenders:  Defenders should have their arms up in the air trying to make themselves look big. They should position themselves in between the shooter and the basketball net. Defender is not able to be in contact with the shooter. Defender can only touch the ball. |
| **Cues:**  Shooting hand on the bottom, “support” hand on the side  Elbow pointed at the target  Bend your knees  Push the ball when extending body up  Flick your wrist  Follow through (hand in cookie jar)  Defenders:  Arms up  Stay between shooter and net |
| **Set up:**  There is no set up, you just need a basketball net. |

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| **Grade:** Grade 8 |
| **Skill:** Strategies/Tactics |
| **Activity Name:** Modified 3 on 3 Basketball |
| **Activity Focus:**  The main focus of this activity is to give the movers a real game experience, but with not so many people on the court. |
| **Outcome:**  **8.6 Concepts, Tactics, & Strategies**  Design and implement, collaboratively, plans to develop the performance concepts and application of tactics and strategies to enhance individual and team performance, involved in each of:  • target games (e.g., bowling, curling, archery, golf, bocce ball)  • striking/fielding games (e.g., long ball, softball, slo-pitch, cricket)  • net/wall games (e.g., badminton, tennis, table tennis, volleyball, pickleball)  • invasion/territorial games (e.g., double ball, basketball, soccer, soft lacrosse, touch football, floor hockey, ultimate frisbee, rugby, team handball)  • low-organizational and inventive games (e.g., walleyball, capture the flag, prisoner’s base, speedball, kick the can, snowsnakes, bombardment). |
| **Indicators:**  a. Discuss and apply the various concepts involved in the different types of games (i.e., target games – sending away, wrist action on release of object, starting in aiming position; striking/fielding – placement of the ball on the field, covering bases, base running; net/wall – spatial awareness, positioning on court, returning to ‘base’ position, position of body, trajectory, depth, angles; invasion/territorial – keeping position, penetration, defensive positioning and movement in passing lanes, support for ball carrier, locomotion, on-the-ball movement, off-the-ball movement).  b. Communicate, with clarity and correctness, and practice offensive and defensive tactics and strategies that reflect the performance concepts to be used as a team while participating in striking/fielding, invasion/territorial, net/wall games, and low-organizational and inventive games (e.g., slo-pitch: one out, runner on first, grounder hit to short stop; volleyball: having a full team of six people receiving a serve compared to five, four, or three team members receiving a serve).  d. Collaboratively plan and implement the leading of physical experiences to enhance a self-selected skill, or game tactic and strategic concepts that involve individual and team performance (e.g., teach younger students how to move into open spaces in keep-away type games; teach classmates how to perform a skill in an area of personal expertise) |
| **Equipment:**   * Basketball * Basketball court * whistle |
| **Time:**  This activity could vary with many different time lengths. It would be good to do at the end of class for 20-30 minutes |
| **Activity Description:**  First, I would discuss the important things for the movers to keep in mind when they start to play. For example, I would explain man on man defences, positioning, and offensive strategies. For this modified game, it would be two teams of 3 players on the court at a time. They would play a regular game of basketball but only 6 people on the court at a time. There would also be no fowls because it is a learning experience. if there should be a fowl for a specific play I would just stop the play and talk about what happened and why it’s a fowl. The facilitator/referee would control the game with a whistle. It would be a learning activity because the facilitator could help them through each play if they needed. It’s a good idea for them to blow the whistle to stop in the middle of the play to ask make suggestions to the players about positioning etc. The official high school basketball rules are in the “Successful Movement” section if facilitator needs clarification. |
| **Video Link:** N/A |
| **Successful Movement:**  Dribbling:  When a mover is hand dribbling there are many things that should be done in order to succeed at this skill. Movers pads of fingers should be in contact with the top of the ball. Movers wrist should be firm yet flexible to move. Movers hand should push the ball to the floor. The hand of the mover should absorb ball slightly on return to hand. Movers knees should be bend slightly. The back of the mover should be straight with a slight forward lean. Movers head should be up looking for open space.  Passing/Receiving:  When passing and receiving movers should do these things in order to succeed at these skills. Throwing a basketball is different than throwing a small ball. In basketball the most common passes are chest pass and bounce pass. Eyes should be on the target mover is aiming. When chest passing, your hands should be on both sides of the ball. Your wrists should be bent backwards with fingers pointed towards chest. When completing the throw, you want to push in on the ball and flick your wrists forward in a snappy motion. Arms should be extended while pushing the ball forward and should be straight once ball is released. When released back of hands should be facing each other and palms outwards. When throwing you want to step one foot forward for power. Movers weight should be transferred from back to front foot. The ball should move quickly and move in a straight line. Basketball should not be thrown air raised. Mover releases the ball. When catching a basketball, both hands should receive object. Movers arms should be in front of the body and elbows should be flexed. Movers eyes should be tracking object the whole way to hands. The mover’s arms should be extended to meet object. Their hands should pull object into their body once it reaches their hands.  Shooting:  When a mover is shooting a basketball, they should do these things in order to succeed at this skill. Movers feet should be planted shoulder width apart. Movers knees should be slightly bent. Movers hips should be square to the target. Their back should be straight. The basketball should be in the shooting hand on the bottom of the ball, with non-shooting hand on the side of the ball for guidance only. Elbow should be pointed at the target. Basketball should be resting in movers hand above eye level in front of the forehead. Eyes should be looking under the ball at the target. When ready to shoot, knees bend down and push up along with toes and arm. Movers shooting hands wrist and fingers should flick to give the ball backspin. Follow through with arm in the air and wrist in a downward bend position (hand in the cookie jar). Movers shot should be one fluent motion.  Offensive Player:  Movers feet should always be moving. They should be trying to move to open space away from the defenders who are guarding them. Cutting in and out of the key is a good suggestion. They should call for the ball when they are open. These movers should be ready for a pass at any moment. These players should also be ready for the rebound if their teammate shoots, so they can shoot again.  Defensive Player:  Defenders should have their arms up in the air trying to make themselves look big. They should position themselves in between the shooter and the basketball net. Defender is not able to be in contact with the shooter. Defender can only touch the ball. These movers should be ready for the rebound when the offensive team shoots.  Highschool Basketball Rules:  The link below explains all the rules of high school level basketball in Saskatchewan.  <http://www.fiba.basketball/documents/official-basketball-rules/2020.pdf> |
| **Cues:**  Find open space  Communicate  Move your feet  Head up  Defenders:  Arms up  Stay on your person  Guard the net |
| **Set up:**  Would just need a basketball court and you would be set up. Then when ready to play the game the movers would set up in their positions. |

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| **Grade:** Grade 12 |
| **Skill:** Strategies/Tactics |
| **Activity Name:** Pick Apart the Game |
| **Activity Focus:**  The main focus of this activity is for students to watch and pick out good aspects and things that could be worked on in a basketball game. This is a great way for movers to notice what they personally need to improve on. I think it is also good that the movers themselves pick out things that need to be worked on so it is not always the facilitator pointing out what they need to work on. |
| **Outcome:**  PE 30.5 Complex Skills, Tactics and Strategies Assess, through participation, the proficiency of skills, tactics and strategies in target, invasion/territorial, net/wall, striking/fielding and low organization and inventive activities. |
| **Indicators:**  c. View the execution of complex skills, performed by self or others, and provide feedback to increase proficiency.  d. Receive and incorporate feedback to improve skill proficiency in a variety of activities.  e. Apply modifications to complex skills, tactics and strategies in activities and games, considering age and developmental stage, to enhance the confidence and competence of participants. |
| **Equipment:**   * Note sheets for each person * Writing utensils * Basketball * Basketball court * Benches on the side lines |
| **Time:**  The whole activity will last for about 30 minutes. Two groups will play for 5 minutes, then the other players will play for 5 minutes. Then there will be a discussion after each group does their evaluation on the players and the game. |
| **Activity Description:**  There will be a regular 5 on 5 basketball game going on with different groups participating while this activity is being done so the movers on the bench have player to critic. In this activity, the movers waiting on the bench for their turn on the court will point out and explain tactical strategies that were done well and also give some pointers to other movers of how to improve their game. Each group will take turns playing a short game of basketball. Each mover will critic on a note taking sheet and share with the group. As a group we will discuss what the movers on the bench thought of the game. Once the movers have suggested pointers for their peers, next time they head out on the court they should use the pointers they suggested as well. The facilitator could also give some feedback on good plays and skills that could be improved. |
| **Video Link:**  <https://youtu.be/M-uEyq6o2uU> |
| **Successful Movement:**  For this activity, there aren’t really successful movements because the activity is making notes and watching what their peers are doing well or where they need improvement. |
| **Cues:**  What can be improved?  What was executed well?  Are you proud of your own skills?  Could you improve in specific areas? |
| **Set up:**  The facilitator would need to come up with some question for the movers on the bench to answer. |

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| **Grade:** Grade 12 |
| **Skill:** Strategies/Tactics |
| **Activity Name:** Highschool Basketball Game |
| **Activity Focus:**  In this activity it will be a full high school level game of basketball. They will get to experience a game and put all their basketball skills to use. |
| **Outcome:**  PE 30.5 Complex Skills, Tactics and Strategies Assess, through participation, the proficiency of skills, tactics and strategies in target, invasion/territorial, net/wall, striking/fielding and low organization and inventive activities |
| **Indicators:**  b. Demonstrate a complex skill in a specific activity and compare execution to that of a proficient performance.  d. Receive and incorporate feedback to improve skill proficiency in a variety of activities.  e. Apply modifications to complex skills, tactics and strategies in activities and games, considering age and developmental stage, to enhance the confidence and competence of participants. |
| **Equipment:**   * Basketball * Basketball court |
| **Time:**  This could be done for about 30 to 40 minutes. Movers will probably enjoy once they are able to play a real game. |
| **Activity Description:**  For this activity movers will be playing an actual game of basketball. It will be a 5 on 5 game with high school rules. The official rules are linked under the successful movement section below. Movers should use all the skills learned throughout their school experience over the years. They should focus on their offensive and defensive tactics and strategies. Facilitator should give pointer throughout the game, so the movers can incorporate into their next shift on the court. |
| **Video Link:** N/A |
| **Successful Movement:**  Dribbling:  When a mover is hand dribbling there are many things that should be done in order to succeed at this skill. Movers pads of fingers should be in contact with the top of the ball. Movers wrist should be firm yet flexible to move. Movers hand should push the ball to the floor. The hand of the mover should absorb ball slightly on return to hand. Movers knees should be bend slightly. The back of the mover should be straight with a slight forward lean. Movers head should be up looking for open space.  Passing/Receiving:  When passing and receiving movers should do these things in order to succeed at these skills. Throwing a basketball is different than throwing a small ball. In basketball the most common passes are chest pass and bounce pass. Eyes should be on the target mover is aiming. When chest passing, your hands should be on both sides of the ball. Your wrists should be bent backwards with fingers pointed towards chest. When completing the throw, you want to push in on the ball and flick your wrists forward in a snappy motion. Arms should be extended while pushing the ball forward and should be straight once ball is released. When released back of hands should be facing each other and palms outwards. When throwing you want to step one foot forward for power. Movers weight should be transferred from back to front foot. The ball should move quickly and move in a straight line. Basketball should not be thrown air raised. Mover releases the ball. When catching a basketball, both hands should receive object. Movers arms should be in front of the body and elbows should be flexed. Movers eyes should be tracking object the whole way to hands. The mover’s arms should be extended to meet object. Their hands should pull object into their body once it reaches their hands.  Shooting:  When a mover is shooting a basketball, they should do these things in order to succeed at this skill. Movers feet should be planted shoulder width apart. Movers knees should be slightly bent. Movers hips should be square to the target. Their back should be straight. The basketball should be in the shooting hand on the bottom of the ball, with non-shooting hand on the side of the ball for guidance only. Elbow should be pointed at the target. Basketball should be resting in movers hand above eye level in front of the forehead. Eyes should be looking under the ball at the target. When ready to shoot, knees bend down and push up along with toes and arm. Movers shooting hands wrist and fingers should flick to give the ball backspin. Follow through with arm in the air and wrist in a downward bend position (hand in the cookie jar). Movers shot should be one fluent motion.  Offensive Player:  Movers feet should always be moving. They should be trying to move to open space away from the defenders who are guarding them. Cutting in and out of the key is a good suggestion. They should call for the ball when they are open. These movers should be ready for a pass at any moment. These players should also be ready for the rebound if their teammate shoots, so they can shoot again.  Defensive Player:  Defenders should have their arms up in the air trying to make themselves look big. They should position themselves in between the shooter and the basketball net. Defender is not able to be in contact with the shooter. Defender can only touch the ball. These movers should be ready for the rebound when the offensive team shoots.  Highschool Basketball Rules:  The link below explains all the rules of high school level basketball in Saskatchewan.  <http://www.fiba.basketball/documents/official-basketball-rules/2020.pdf> |
| **Cues:**  Find open space  Communicate  Move your feet  Head up  Defenders:  Arms up  Stay on your person  Guard the net |
| **Set up:**  Would just need a basketball court and you would be set up. Then when ready to play the game the movers would set up in their positions. |