Basketball Lesson Plan

**Grade Level:** 9th Grade

**Unit:** Basketball Unit

**Content Standard:** #1- Demonstrates competency in many movement forms and proficiency in a few movement forms.

**Content Focus:** Ball-Handling

**Date:** March 19th, 2003

**Equipment Needed:** 1 Basketball per person and a Basketball Court or Hard surface

**Objectives:** By the end of the lesson, students will be able to:

- **Cognitive:** Know the rules for the game of basketball and be able to distinguish what each of the Big 10 Ball-Handling drills consists of. This will be assessed by question and answer session at the end of the hour.
- **Psychomotor:** demonstrate the correct form when participating in the Big 10 Ball-handling drills. This will be assessed by teacher observation.
- **Affective:** Appreciate the importance of ball-handling in the game of basketball. This will be assessed by the teacher asking questions at the end of the lesson. Students will also incorporate sportsmanship by giving two positive comments to the person next to them during the class period. This will be assessed by the teacher and student peers.

**Prior Knowledge**
Students should have a general understanding of the rules of the game of basketball.

**Anticipatory Set**
Teacher explains to students the importance of ball handling in the game of basketball by having the students think of players that they think are good
ball handlers. Tell them that in order to score a bucket they have to take the ball up the court, which is another reason for wanting to be a better ball-handler.

**Methods/Strategies Used and Rationale:**
Students will have hands on experience trying to gain knowledge and skill with ball-handling. They will also be working cooperatively with partners.

**Accommodations Required/Differentiated Instruction**
For Billy, who is deaf, we have worked out a partner system. First, Billy has a sheet that has the “Big 10 Ball-Handling” drills on them so that he can read what to do. He also is in the front of the class so that he can see the teacher demonstrate. He is also with a partner that helps him out as far as tapping him when the whistle blows extra. Also, the teacher always raises his/her hand when the whistle blows in order to give Billy a visual signal.

**Chronology of Lesson**

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<tr>
<th>Time</th>
<th>Activities</th>
<th>Analysis</th>
<th>Organize</th>
<th>Safety</th>
<th>Motivate</th>
<th>Teaching Cues</th>
</tr>
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<tbody>
<tr>
<td>7 min</td>
<td>Warm-ups</td>
<td>5 laps around basketball court. (run forward for 1 sideline, shuffle the baseline, backpeddle the other sideline, and shuffle the last baseline. (repeat)</td>
<td>Class performing a follow the leader routine around the court.</td>
<td>Get heart rate semi up. Warm up muscles slowly to prevent pulling a muscle. Watch out for each other so there are no collisions, especially when backpedaling.</td>
<td>Prevention of pulling muscles.</td>
<td>Positive Comments</td>
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<tr>
<td>7 min</td>
<td>Stretching and Review of Basketball rules</td>
<td>Stretch from head to toe: - Neck - Shoulders - Arms - Wrist - Lower Back - Quads - Calves - Hurdler - Butterfly - Achilles</td>
<td>Students in their regular squads with the student leaders of the week running the stretches. Teacher</td>
<td>Make sure everyone can see the demonstrators. Make sure you do slow movements, no jerking, hold each position for 7 seconds.</td>
<td>Prevention of pulling muscles and soreness. Positive feedback to the students that answer questions.</td>
<td>- Hold for 7 seconds - Slow movements - No jerking - Go to where you feel a stretch</td>
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<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
<td>Instructions</td>
<td>Notes</td>
<td>Safety Instructions</td>
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<tr>
<td>4 min</td>
<td>Safety for ball-handling</td>
<td>Teacher explains the Safety Issues for Ball-handling</td>
<td>Keep your head up. If your ball gets away from you, go get it. Make sure you are looking out for other people’s balls that have gotten away from them. Look where you are going when you go to get your ball. Do not purposely distract or touch another person’s ball while doing ball-handling drills.</td>
<td>Students are still in their squads. Make sure that the students are listening.</td>
<td>This is to prevent any injuries and accidents. No collisions. Use common sense.</td>
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<tr>
<td>5 min</td>
<td>Demonstration of Big 10 Ball-Handling Drills</td>
<td>Refer to sheet on “Big 10 Ball-Handling Drills”</td>
<td>Class in full circle around teacher with balls at their hips. Each student is at least and arms width apart from the person next to them.</td>
<td>Listen to the teacher. Make sure that you keep your head up. Look out for other people’s balls that have gotten away from them. Students are learning important ball handling skills.</td>
<td>Listen. Head Up. No Collisions. Look out for other people’s basketballs.</td>
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<tr>
<td>20 min</td>
<td>Big 10 Ball Handling Drills with a Partner</td>
<td>With a partner students will practice the 10 different ball handling skills.</td>
<td>Class is spread out with a partner around the Head up. No collision. Watch out for other people’s basketballs. Partners are motivating each other. Have to.</td>
<td>Head Up. Take your time and once you.</td>
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| 7 min | Closure | Students discuss in groups of 3 what they have improved on today and 1 thing they will work on for tomorrow. Teacher asks students different questions in review such as why do you think you improved on that skill today? Did you feel like there was any part that you struggled with? What could be done to improve even more? Also, have students name off the “Big 10 Ball handling Drills to a partner.” (The names of the drills) | Students in semi circle around teacher | Make sure everyone understands what was taught in this lesson | Students: Turn to the person to your right and tell them 1 thing they have done well today | What have you improved on today? Give compliments