

Unit Plan - Basketball

Lesson One - Space and Movement

PLO's

Grade 9:

- A7 demonstrate a willingness to participate in a wide range of physical activities, including: individual and dual activities, games rhythmic movement activities (including dance and gymnastic activities)
- B2 apply fundamental movement skills in games activities in predictable and unpredictable settings
- C1 demonstrate behaviours that minimize the risk of injury to self and others in physical activity
- C3 demonstrate fair play in physical activities across the activity categories

Grade 10:

- A1 describe a variety of ways to be active throughout one's life
- A4 participate daily in moderate to vigorous physical activity to enhance fitness
- B2 apply fundamental movement skills in a range of complex games activities
- C2 model proper use of equipment and facilities
- C3 apply fair play conduct in all physical activities across the activity categories

Learning Intents

Students will be able to (SWBAT):

Equipment:

Psychomotor:

- Time their run to receive a pass
- Run to space to support teammate

- Soft Volleyballs
- Basketballs
- Pinnies (at least 4 different colours)
- Cones (32)

Cognitive:

- Understand how moving to space creates room for the ball carrier
- Determine when to pass to a player

Affective:

- Playing cooperatively as a group
- Apply safety principles

Social:

- Create good team atmosphere
- Pass to a player who is open

Sequence of Events

Date:

Number of Students:

Change and free-play:

10 minutes

Warm-up, stretch, discussion:

10 minutes

Initial Activity:

15 minutes

Skills Breakdown:

10 minutes

Culminating Activity:

20 minutes

Wrap-up and Change:

15 minutes

Total:

80 minutes

WARM-UP - Triangle Tag (5 minutes)

- In groups of three or four students join arms at the shoulder to 'protect' a designated person.
- The student outside the triangle is 'it' and has to try to tag the chosen player.
- The triangle students move around to protect them.
- Switch roles after completion or time interval



Discussion:

- Space creation
- Importance of movement
- Relationship to other activities

- CLEAR EXPLANATIONS



What are we trying to Achieve Today

- Understand how off-the-ball movement creates space for the ball carrier
- Move to open space to receive and support the player with the ball
- Use movement and communication to keep possession
- Make smart on-the-ball decision when distributing the ball

ALL ABOUT SPACE MOVEMENT AND POSSESSION.

YOU CAN'T DO MUCH IF YOUR TEAM DOESN'T HAVE THE BALL.

Initial Activity - 3v3 to Assess Movement (15 mins)

- 3v3 or 4v4
- Handball possession
- Cannot move with ball
- Want to see movement skills
- Progression to half-court games with touchdowns

Q and A after

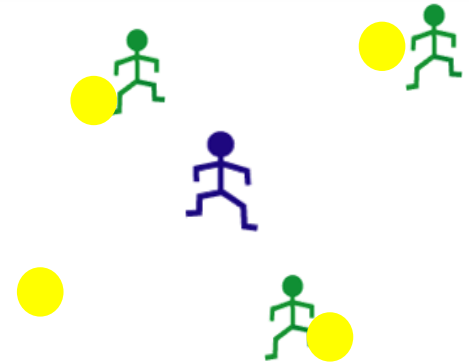
- What worked?
- What didn't?



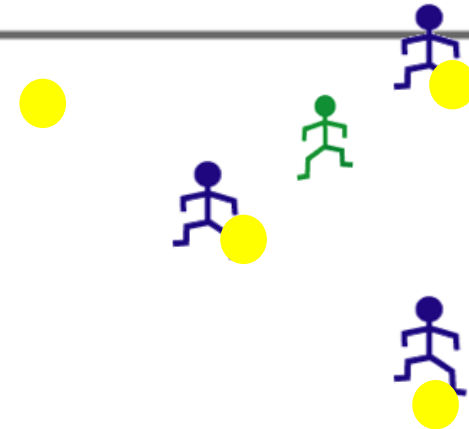
- Works well for any territory invasion game

Skill Development - Move to Receive (10 minutes)

- 3 v 1
- Cones placed throughout the half
- Must move to a cone to receive a pass
- Lead the passer with your hand
- Hands up and ready to receive
- Call!!!
- If middle person gets the ball they switch
- Or designated time frame

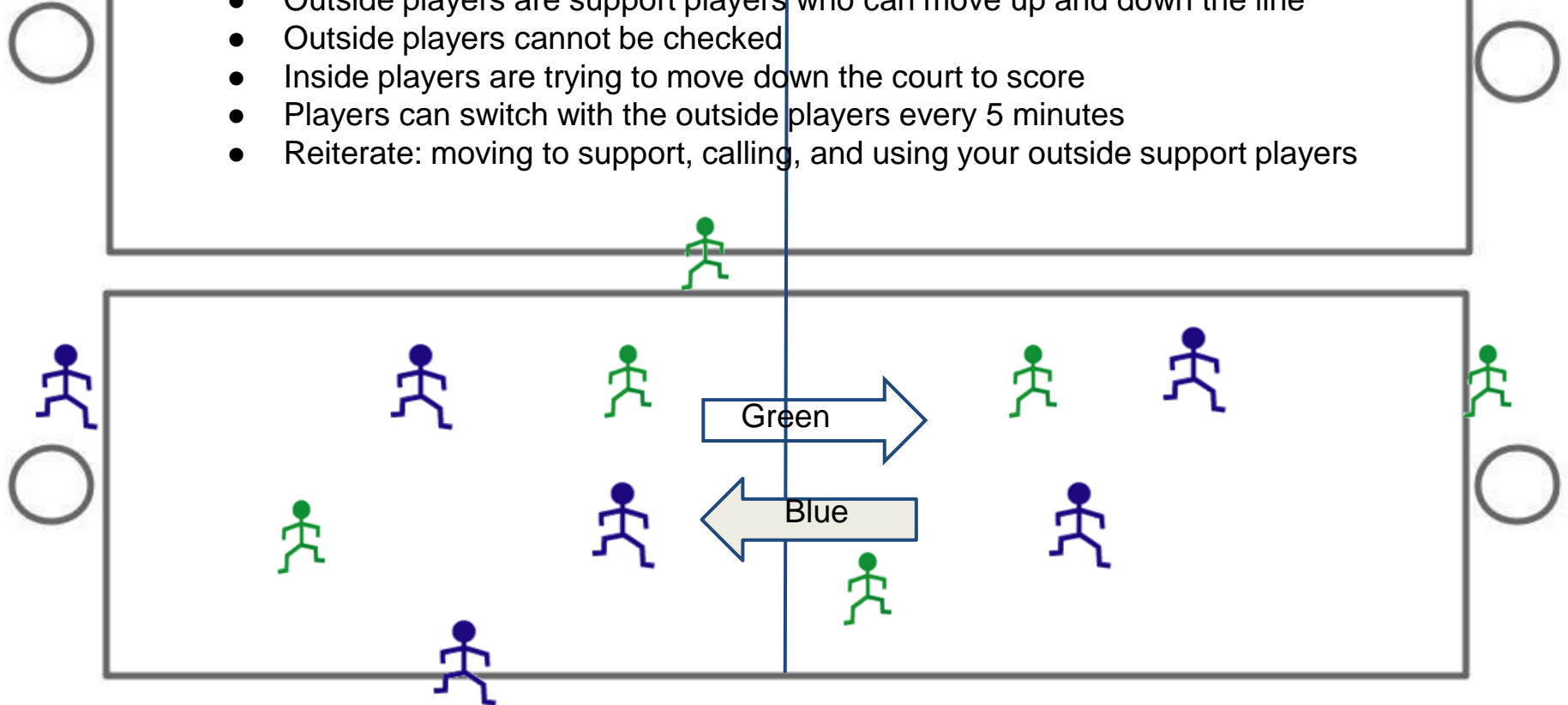


- Stop to demo good behaviours
- Explain importance of moving to support
- Relate it to other sports or activities
- Progression: # of passes is a point
- Random cone placement changes the dynamic



Culminating Activity - 4 v 4 with side players (20 minutes)

- 4v4 inside the small court (no dribbling)
- Inside players cannot move with the ball
- Outside players are support players who can move up and down the line
- Outside players cannot be checked
- Inside players are trying to move down the court to score
- Players can switch with the outside players every 5 minutes
- Reiterate: moving to support, calling, and using your outside support players



Wrap-up (5 minutes)

- Equipment retrieval by students
- Discussion about moving to space and support
- Talk for next day (Base, passing/receiving)
- Introduce Exit Slips, Checklists, and Peer Assessment
- See you tomorrow gentlemen