

# Unit Plan - Basketball

## Lesson 3 - Dribbling

# 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):

Psychomotor:

- Dribble successfully with both hands
- Match footwork to dribbling style (crossover, etc.)

Cognitive:

- Understand why it is important to dribble with both hands
- Be aware of travelling

Affective:

- Playing cooperatively as a group
- Apply safety principles

Social:

- Create good team atmosphere
- Encourage everyone
- Give people a chance, no stealing the ball

Equipment:

- Basketballs
- Beanbags
- Pinnies (at least 4 different colours)
- Cones (32)
- Large Pylons (10)

# Sequence of Events

Date:

Number of Students:

Change and free-play: 10 minutes

Warm-up, stretch, discussion: 5 minutes

Initial Activity: 15 minutes

Skills Breakdown: 15 minutes

Culminating Activity: 20 minutes

Wrap-up and Change: 15 minutes

Total: 80 minutes

## WARM-UP - Shadow (5 minutes)

- One partner leads (while dribbling)
- The second partner is their shadow
- Shadow has to stay with the body
- Safety: Head up! Look around!
- Switch roles

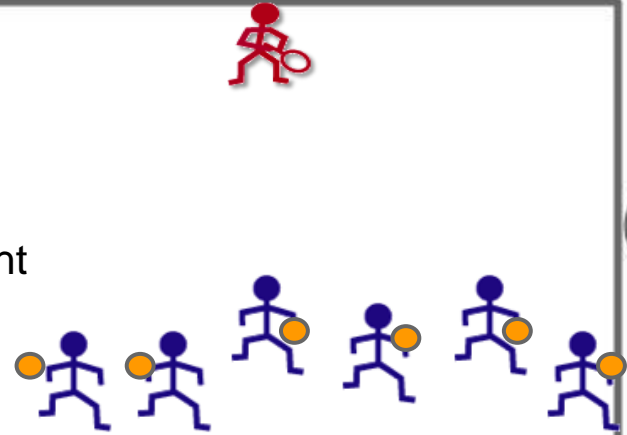


# What are we Trying to Achieve Today?

- Learn the basics of dribbling with both hands and how that enables our decision making
- Incorporate dribbling into our games we've been playing

## Initial Activity - Intro to Dribbling (15 mins)

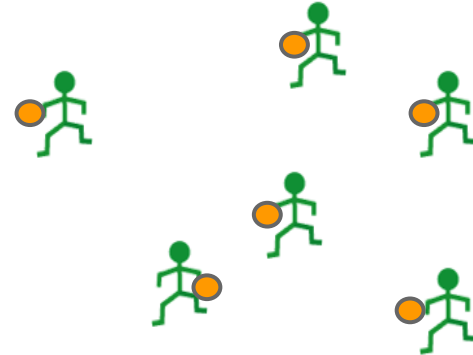
- Dribbling intro (2-3 minutes)
- Red Light/Green Light (5-7 mins)
  - Students line up and dribble towards me
  - Green light go, red light stop (in control)
  - Commands will include which hand, height of dribble, etc.
- If you lose control, back to the start
- Similar to what time is it Mr. Wolf
- Surprise! Chase them back to the line



- Beanbag Collect Team Challenge (5 minutes)
  - Controlled dribble to pick up beanbags
  - Drop beanbag and move on

### Cues:

- Knees bent
- Shoulder width
- Eyes up
- Finger Tips
- Bounce knee height



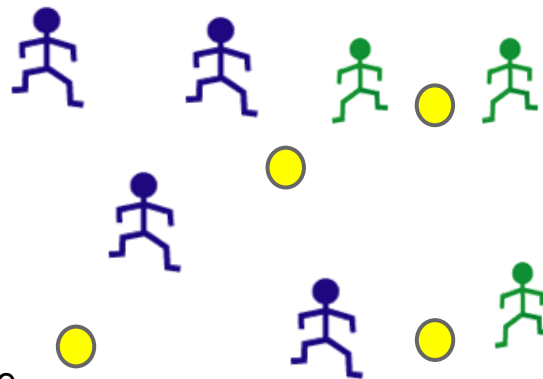
## Skill Development - Dribbling Styles (15 minutes)

Demonstration (3 minutes):

- Strong base, “athletic stance”
- Hand on the ball without palming it. Finger Tips.
- Push the ball down, receive the ball up, smooth
- Bounce should be about knee to mid thigh height
- Keep the ball close to the body

Individual Practice (2-3 minutes)

- Cones placed on the floor
- When whistle goes, dribble to and around the cone



Class dribble(5-7 minutes)

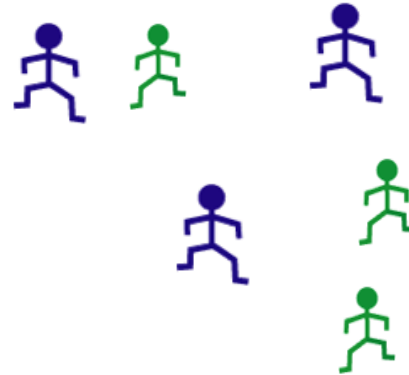
- On the side line, dribble out to me
- Left hand only, right hand only, cross-over, through the legs
- Change pace: Walk, jog, run

Focus: Controlled dribbling is key



## Culminating Activity - 3 v 3 (20 minutes)

- 3 v 3 or 4v4 small half court games with dribbling (5 minute games)
- No rebounding, missed shot is a turn-over
- No stealing after turnover (sequence goes offense-defense)
- Reiterate: dribbling types, change of pace, using both hands
- How dribbling well helps set-up for a shoot, lay-up, or pass
- Score by shooting, no rebounds



# Wrap-up (5 minutes)

- Equipment retrieval by students
- Discussion: Dribbling is an important part of the game, ball should feel like a part of your arm
- Practice and get comfortable with both hands
- Talk for next day (Lay-ups)
- See you tomorrow gentlemen