LESSON PLAN
Department of Exercise and Sport Sciences
Manchester College

Teacher  Miss Bush  Date of Lesson  October 13, 2011  Time Period  12:35-1:15  Grade
Level  K-1st  Number of Students  Lesson Focus  Basketball—Dribbling  Teaching Style
Command

Academic Standards
Cognitive-  Standard #2: Students demonstrate an understanding of movement concepts, principles, strategies, and
tactics as they apply to the learning and performance of physical activities.
Affective-  Standard #5: Students exhibit responsible personal and social behavior that respects self and others in
physical activity settings.
Psychomotor-  Standard #1: Students demonstrate competency in motor skills and movement patterns needed to
perform a variety of physical activities.

Performance Objectives
Cognitive-  TSWBAT understand the importance of keeping the body low and balanced in order to maintain ball
control while dribbling with the eyes up at 100% of the time. (1.2.1)
Affective-  TSWBAT exhibit personal and social behavior that respects self and others 100% of the time. (1.5.1)
Psychomotor-  TSWBAT dribble a basketball by keeping their knees slightly flexed, distributing weight evenly on the
balls of the feet, bending forward at the waist with a slight crouch, keeping the wrist limp and using
their fingertips to propel the ball toward the ground to control the dribble at least 7 out of 10 times.
(1.1.1)

Equipment/Materials
• Every student will need a basketball (15-20 balls)
• Red flag
• Green flag
• Floor tape
• Cones

Skill Development (Incorporate Gardner and Bloom references)
Fitness Activity
Mr. Leming’s daily “track” formation line up—where students sit in their assigned track
positions next to their partner (one on the inside one on the outside). The partner on the inside
track position starts with a stationary fitness activity such as push-ups or stretching, while their
partner on the outside track position completes a full lap around the outside boundaries of the
gym floor. Once the outside partner completes one full lap he/she tags their partner and they
exchange roles. The inside partner then becomes the outside partner and vice versa. For this
particular fitness activity I will incorporate ball handling exercises. Instead of having the
students on the inside of the track do push-ups or crunches, there will be on ball per two
students and the student on the inside of the track must perform different ball handling skills.
Examples:
Fingertips—to handle the ball using fingertips, sit on the floor with the legs extended
straight out and dribble the ball with the fingertips.
• Keep the ball close to the side of the body
• Keep eyes up
• Spread finger wide
• Use only the tips of the fingers to dribble the ball

Body Circles—this is a skill that involves circling the ball around various parts of the body while passing the ball from hand to hand. Start at the head, then go to the waist, then the knees, and finally the ankles.
• Keep head up
• Keep body still
• Control the ball

Figure 8s—to perform a figure 8, move the ball from hand to hand through the legs. (rolling or passing)
• Feet should be shoulder width apart
• Keep ball close to the legs

*Apply to music with pace of song (dribble at a slow pace with slow song, dribble at fast pace with fast song)

Introduction/Set Induction

How many of you have ever played basketball before for fun? How many of you know how to dribble a basketball? Who can demonstrate for the class how to dribble a ball keeping their eyes up and body balanced? (Bloom’s Taxonomy—Knowledge) After students demonstration walk through the dribbling skill cues while providing a visual.

Skill Cues:

1. Flex at the knees
2. Keep the weight on the balls of the feet in forward stride position
3. Bend forward at the waist in a slight crouch
4. Keep the head up; don’t look at the ball
5. Keep the wrist limp and cup the hand slightly
6. Dribble using the tips of the fingers, not the palm
7. Never bounce the ball higher than the waist
8. Use free arm and hand to protect against defenders when dribbling.

Why do you think it is important to dribble with your head up? What are some things that could happen if you don’t keep your head up? (Bloom’s Taxonomy—Knowledge)

Introduce New Skill

Explanation/Demonstration

Student demonstration and skill cues provided in introduction.

Guided Practice Activity

“Red light, Green light Dribble”—To improve dribbling skills. Basic knowledge of the game "Red Light, Green Light." Students should be able to push the ball towards the ground repetitively using their finger pads and move through various pathways. Students should be able to recognize personal space and understand the techniques required to accomplish the activity. Students should be able to respect each other's personal space and follow the stop and go commands from the instructor. (Gardner-Bodily Kinesthetic)

Description: Each student will have a basketball/playground ball at one end of the court where a piece of floor tape will be placed to indicate where they will begin. The court will be divided into two sections. One section will be known as the blue section and the other section will be known as the red section. Cones will be set up in various pathways throughout each section. The students have to follow these pathways until they get to the other end of the court. The instructor will be at the other end of the court, opposite of the students, voicing the commands red light or green light indicating if they should stop or go through the pathways. The instructor will have a piece of floor tape indicating where the finish line is for the students. When the students reach the finish line for either the blue or the red section there will be a sign on the wall.
indicating to go to the other section opposite the one they have just completed. For example, if a student finishes in the red section then the sign will tell them to move to the blue section and try that pathway. The instructor can change the pathways at anytime during the game to make them easier or harder for the students. There are no winners in this game. The game just continues on.

**Group Activity**

“Dribble Knock-out” – Boundaries are created using the basketball court lines. To start out the game the boundaries will be one-half of the court using the baseline, sidelines, and half-court line as the out of bounds lines. Each student will have a basketball. The students will start out by spreading out through the open space within the boundary lines. Once the signal is given or the music starts, the student must begin dribbling their basketballs. In this game every man is for him/herself….the goal is to try to knock other players’ balls out of bounds while maintaining your own dribble. If a student loses the ball and it goes out of bounds then that student is out. If a student stops dribbling or picks up their dribble then they are also out. (must maintain dribble the whole time) As the number of students within the playing field becomes smaller then they will move to a smaller set of boundaries (free-throw lane, free-throw circle, half-court circle)

This activity will allow the student to practice dribbling while keeping their eyes and head up and will also help them practice spatial awareness. (Gardner- Bodily Kinesthetic)

**Assessment (Form Attached)**

Skill assessment: observe each student’s dribbling ability and see if they are able to accomplish the skill by marking them with a check mark or an “X” to indicate their performance level.

**Instructional Adjustments**

The instructor can make the pathways bigger for the students in wheelchairs. The instructor could also have a volunteer student push the wheelchair while the student in the wheelchair dribbles the ball.

**Closure**

What basic skill did we learn today? (Dribbling) What kinds of sports or activities involve dribbling? (basketball, soccer) Why is it important to keep your head and eyes up when dribbling? What will happen if you don’t? (Bloom’s Taxonomy—Knowledge) Your homework is to practice your dribbling skills whenever you get a chance. Because practice makes perfect!!

**References**

* http://www.pecentral.org/
* Quality Lesson Plans for Secondary Physical Education 2nd Edition