

LEVEL	UNIT	LESSON Number 1	EQUIPMENT
7	Basketball	History of Basketball & dribble	Boundaries, basketballs.

#### Objectives

The Students will:

1. Demonstrate understanding of key components for successful dribbling
2. Use dribbling knowledge to perform in a modified game.
3. Know a brief history of basketball.
4. Have fun, be safe, do their best and be respectful.

If you have any feedback on the lesson please email me at [brummiejo@msn.com](mailto:brummiejo@msn.com).  
Thanks, Jo.

#### Benchmarks

- 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.
- 1.4 Demonstrate body management and object manipulation skills needed for successful participating in individual and dual physical activities.
- 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throw; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
- 2.2 Apply feedback from the teacher or others to improve skill performance.
- 2.3 Use information, feedback, and practice to set goals for skill improvement.
- 2.5 Compare and contrast the effectiveness of practicing skills as a whole, and practicing skills in smaller parts.
- 5.2 Accept responsibility for individual improvement.

Activity	Time (Minutes)	Procedure	Comments/ Set- up
Intro - <b>Preview</b> current lesson. <b>Present</b> new material.	5	<p>The game of basketball began in 1891 in Springfield, Massachusetts by Dr. James Naismith, a Canadian. In the beginning basket for collecting peaches was nailed to the wall representing the hoop. In contrast with modern basketball nets, this peach basket retained its bottom. Therefore balls scored into the basket had to be poked out with a long dowel each time. Women's basketball began in 1892 at when a <b>physical education teacher</b>, modified Naismith's rules for women. The first official basketball game was played in the YMCA gymnasium on January 20, 1892 with nine players, on a court just half the size of a present-day NBA (NBA) court. "Basket ball", the name suggested by one of Naismith's students, was popular from the beginning. The YMCA was responsible for initially developing and spreading the game.</p> <p>Basketball was originally played with a soccer ball!</p> <p>Dribbling, the bouncing of the ball up and down while moving, was not part of the original game except for the "bounce pass" to teammates.</p> <p>Passing the ball was the primary means of ball movement. Dribbling was eventually introduced but limited by the asymmetric shape of early balls. Dribbling only became a major part of the game around the 1950s as manufacturing improved the ball shape.</p> <p><i>Q= What do you think are the benefits of playing basketball?</i></p> <p>Today we are going to start with <b>traveling with the ball</b>.</p> <p><i>Q = How do you travel with the ball?</i></p> <p><i>Q = What are some key points to remember?</i></p> <p>Good dribblers (or "ball handlers") tend to bounce the ball low to the ground, reducing the travel from the floor to the hand, making it more difficult for the defender to "steal" the ball. Additionally, good ball handlers frequently dribble behind their backs, between their legs, and change hands and directions of the dribble frequently, making a less predictable dribbling pattern that is more difficult to defend.</p> <p>A skilled player can dribble without watching the ball, using the dribbling motion or peripheral vision to keep track of the ball's location. By not having to focus on the ball, a player can look for teammates or scoring opportunities, as well as avoid</p>	Journal: Students can write a brief history.

		<p>the danger of someone stealing the ball from them.</p> <p>We can categorize movement skills into three groups</p> <p><b>Locomotor:</b> Used to travel to a new space. (walk, hop, skip)</p> <p><b>Non-locomotor:</b> Stability movements, where the body moves around a fixed point, the student moves but remains in one spot (stretching, twisting, balancing, lifting)</p> <p><b>Manipulative:</b> Movement where skills are developed using an implement. (throw, catch, kick, volley)</p> <p><i>Q = Which category of movement is dribbling?</i></p>	Journals: Definitions for types of movement.
<p>Part 1</p> <p>Dribbling</p> <p>Warm –up the body, Incorporate content.</p>	10	<p>Tell students that they are going to practice the skill of dribbling by first breaking it down into part and then as a whole.</p> <p><i>Q = Why do you think we are going to do it this way, what are the potential benefits?</i></p> <p>Introduce point one “flex at the knees” Have students begin practicing on your signal. They are to stop when they see that you have the ball under your arm. (This teaches them to practice while looking ahead). Repeat the sequence for all the teaching points and then practice the skill as a whole.</p> <ul style="list-style-type: none"> <li>• Flex at the knees</li> <li>• Keep weight on the balls of your feet in the forward stride position</li> <li>• Bend forward at the waist to be in a crouch position (like sitting in a chair)</li> <li>• Keep wrist limp and cup hand slightly to only use the fingertips to push ball to the floor</li> <li>• Dribble with the finger pads and not the palm of your hand</li> <li>• Keep the ball below your waist</li> <li>• Use the non dribbling arm and hand to protect the ball from the defense</li> </ul> <hr/> <p>In own space or lines, have the participants practice different types of dribbling:</p> <ul style="list-style-type: none"> <li>• Speed dribble with each hand</li> <li>• Cross Over-push ball below the knees to other hand</li> <li>• Through the legs-similar to the cross over except push ball through your legs; have legs in a scissor cut position and push under the knee to other hand.</li> </ul> <p>Tell students that you are looking for two things:</p> <ol style="list-style-type: none"> <li>1. Practicing the skills</li> <li>2. Looking for errors in other students and helping them fix the error in a positive way.</li> </ol> <p><b>BRING STUDENTS IN</b></p> <p><i>Q = Why do you think I asked you to look for skill errors and help fix them?</i></p> <p><i>Q = How did breaking down the skill help you in assisting others?</i></p> <p><i>Q = How does doing this help you too?</i></p>	
<p>Part 2</p> <p>Skill development</p>	10	<p><b>Gotcha:</b> All players need a basketball and should begin in own space. On the command of “go” the players are to dribble within the boundaries while at the same time trying to knock away other players basketballs with their free hand. Players yell out “gotcha” when they knock away someone’s ball. If a player has their ball knocked away, they are to retrieve it and rejoin the game.</p> <p><b>TAKE HEART RATE</b></p> <p>Take heart rate several times during the activity and establish the intensity as being light, moderate or vigorous.</p>	

		Light 50-60% HRM (104-124 bpm) Moderate 60-80% HRM (135-165 bpm) Vigorous 80-90% HRM (166-186 bpm) (based on a average calculation for a 12 yr ld.)	
Part 3 Perform	10	Basketball Pirates: Designate half the group to be "Pirates." These players do not have a basketball. On the command of "go" the players without a basketball (pirates) chase the dribblers and try to steal their basketball. Once a dribbler loses their ball to a Pirate, they become a pirate and try to steal the ball from someone else. <b>TAKE HEART RATE</b> Take heart rate several times during the activity and establish the intensity as being light, moderate or vigorous. Light 50-60% HRM (105-130 bpm) Moderate 60-80% HRM (131-170 bpm) Vigorous 80-90% HRM (171-195 bpm) (about)	
Closure	5	<b>Q=</b> <i>What did you learn about dribbling today?</i> <b>Q=</b> <i>What intensity were we exercising at in gotcha?</i> <b>Q=</b> <i>What intensity were we exercising at in pirates?</i> <b>Q=</b> <i>What error is dribbling form did you see and how did you correct it?</i> <b>Q=</b> <i>What is your weakness in dribbling?</i> <b>Q=</b> <i>How can you improve it?</i>	Journals: Answer these questions.