

# LESSON PLAN: BASKETBALL: YEAR 6: WEEK 2

**LESSON OBJECTIVE:** To learn different techniques to dribble the ball with control.

## WARM UP (10 MINS)

Students will have a basketball each and will dribble around a set area. The teacher will select 4 members of the class to be the 'catchers' who will run around tagging the other students. When tagged the students must stand still with their legs apart holding their ball. To free their peers, students who have not been tagged must dribble their ball under the legs of their stuck classmates.

**Develop:** Swap catchers.

## MAIN LESSON (20 MINS)

Everyone has a basketball. Tell the group to travel around the area bouncing the ball.

Teaching Points

- Use fingers, not the palm of hand.
- Bounce the ball waist height.
- Keep eyes up.
- Keep the ball by your side and not in front of you.

**Develop:** Introduce a whistle which means change direction (repeat several times).

**Develop:** Give each student a band to put down the back of their trousers (waistband). Pupils to dribble around the hall and try to take someone else's tail. Do not protect your own. Do not lose control of your ball. The person at end with most tails wins.

## GAME/COMPETITION (15 MINS)

Conditioned game : 5v5

Students to play a match with the same rules as regular basketball but they must dribble every time they receive the ball before passing or shooting.

## EQUIPMENT

- Balls
- Hoops
- Bibs
- Tails
- Cones

## KEYWORDS

- Control
- Confidence
- Agility

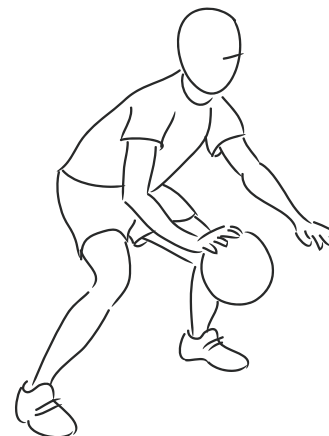
## DIFFERENTIATION

### LESS ABLE

- Can look at the ball if struggling during the main lesson.
- Have a protective 'bubble' around them during gameplay.
- Start with one tail to gain an advantage during 'steal the tail'.

### MORE ABLE

- Catcher during the warm-up.
- Can only hold onto the ball for a short amount of time.
- Must use alternate hands to dribble with.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	8	Can they perform dribbling to a high ability?
	7	Can they perform the dribbling with a degree of control?
	6	Can they show an understanding of the skills needed to dribble?
Tactics, Rules & Teamwork	8	Works with their partner/team & demonstrates knowledge & understanding of the rules.
	7	Can work with a partner/team & understands the rules.
	6	Starts communicating with a partner/team.
Show & Link	8	Can they link: dribbling under pressure within a game situation?
	7	Can they show and link: how to dribble in a set area?
	6	Show they can dribble within a game?
Describe Ways to Improve	8	Are able to describe and improve performance.
	7	Are able to describe performance.
	6	Are able to see differences in performance against a simple model.
Fitness & Health	8	Shows a solid understanding of why physical activity has health benefits.
	7	Has some knowledge of why physical activity has health benefits.
	6	Has little knowledge of why physical activity has health benefits.