**BASKETBALL – Day 3**

**Skill(s):** Shooting

**Introduction:** Shooting is accomplished by throwing the ball through the hoop of the basket. A player can shoot with one or two hands.

**Individual Practice:** The teacher should demonstrate the proper technique used when shooting a basketball. Students can practice by shooting basketballs into a large trashcan or into a basketball goal.

**Activity:** Shooting

**Equipment:** Basketballs – different sizes

Basketball Goals

Optional: Poly spots, large trashcan, smaller, lighter weight balls

**Set-up/Formation:** Teachers may set up as many stations as they would like depending on the number of available baskets. Students should be lined up behind a cone set up in front of the basketball goal. Younger and lower functioning students can also be lined up behind a large trashcan. A ball is placed on each poly spot, where the line begins.

x x x x x

X Students

Ball

Shot

**Description:** Students get one shot each. The student at the front of the line will shoot the ball and retrieve their rebound. After shooting the ball, the student will retrieve the ball, pass it to the next person in line and run to the back of the line. After a few rounds of practice, students will be timed for one minute. The team that makes the most shots in that time wins.

**Modifications:**

**Step Up:**

* Increase the distance from the goal.
* Allow student to dribble and then shoot.
* Require student to make two shots before passing to the next player.

**Step Down:**

* Shorten the distance from the goal.
* Allow student to shoot in a large trashcan.
* Place the trashcan against the wall so student has a backboard.
* Use smaller, lighter balls.
* Use a peer helper or paraeducator to rebound for student.
* Have a paraeducator help the student lift and throw the ball towards the basket.
* Lower goal.

**Wheelchair Modifications:**

* Allow student to use the help of a paraeducator if needed.
* Hold the ball in front of the student and above the trashcan. Instruct student to push the ball out of your hand and into the container.
* Use larger, slightly deflated therapy balls or beach balls.

**Tips:**

\*To help students line up correctly, place poly spots on the floor, in front of each goal. Tell students they must each find a spot and stand on it.

\*If possible, lower goals.

\*Place trashcan against the wall – use wall as a backboard.

**North Carolina Standard Course of Study Competency Goals and Objectives:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **6th Grade** | | **7th Grade** | | **8th Grade** | | **High School** | |
| **Competency Goal(s)** | **6** | **10** | **6** | **10** | **6** | **10** | **6** | **10** |
| **Objective(s)** | **6.04** | **10.01** | **6.05** | **10.01** | **6.04** | **10.02** | **6.02** | **10.03** |

**Adaptation Checklist**

1. \_\_\_Is the adaptation safe?
2. \_\_\_Does the modification maintain the concept of the game?
3. \_\_\_Was the child included in the adaptation and does he or she embrace the

concept?

1. \_\_\_Is the game still age-appropriate?
2. \_\_\_Is the child still included successfully?
3. \_\_\_Is the adaptation holding the child back and not affording a challenge?
4. \_\_\_Does the adaptation still allow the child with the disability to work on

either class goals or IEP goals?

1. \_\_\_Does the adaptation alienate the child from the rest of the class?
2. \_\_\_Could the adaptation be minimized or eliminated?
3. \_\_\_Other?

Lieberman, Lauren J., and Cathy Houston-Wilson. *Strategies for Inclusion: a Handbook for Physical Educators*. Champaign, Il: Human Kinetics, 2002. Print. 25