**BASKETBALL – Day 1**

**Skill(s):** Dribbling

**Introduction:** Dribbling is executed by bouncing the ball with one hand against the ground. Dribbling can be used to advance the ball or maneuver around opposing players. It is important to keep the ball under control by going slowly while you are first learning the skill.

**Individual Practice:** The teacher should demonstrate the skill while standing in place with the ball. Have the students do the same in personal space. Instruct those that are comfortable with the skill, to begin moving forward, keeping the ball and themselves under control.

**Activity:** Dribbling Practice

**Equipment:** Basketballs- Different sizes (all fully inflated)

 Cones

 Optional: Poly spots, larger, softer balls.

**Set-up/Formation:** Students will be in two lines behind a set of cones placed in a straight line on the basketball court. The cones will stretch from the baseline to the half-court line.

xxxx     

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x, o Students

 Cone

 Direction

**Description:** Students will dribble through the cones, one at a time. The object is to stay in control of the ball while moving themselves forward and around each cone. The student will go around the cones and dribble back to the line where they started. Next player goes.

**Modifications:**

 **Step Up:**

* Decrease the spacing between the cones.
* Encourage student to run while dribbling through the cones.
* Turn the activity into a relay (thus increasing speed) – first team to finish gets a round of applause and high fives from the other team.
* Encourage student to look up and ahead while dribbling instead of looking directly at the ball.

 **Step Down:**

* Increase the spacing between the cones.
* Allow student to walk through the cones while holding the basketball. No bouncing required.
* Walk with the student and demonstrate the skill while he/she attempts the activity.
* Use larger, softer balls.
* Decrease the number of cones.
* Allow student to bounce the ball every couple of steps rather than every step.

 **Wheelchair Modifications:**

* Paraeducator dribbles the ball while student navigates chair through cones.
* Student carries the ball in the lap while being pushed by a paraeducator.
* Student keeps ball in lap, pushes twice, dribbles ball to the side of the chair, repeats.
* Student carries the ball in lap while propelling self through cones. No dribbling required.

**Tips:**

\*To help students line up correctly, place poly spots on the floor where you want them to line up. Tell students they must each find a spot and stand on top of it.

\*Place arrow shaped floor markers between cones to direct students.

\*If a student is scared of basketballs, use a playground ball.

**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)** | **6.05** | **10.01** | **6.04, 6.06** | **10.01, 10.04** | **6.04** | **10.04** | **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