**BASKETBALL – Day 4**

**Skill(s): Dribbling, Passing, Shooting**

**Introduction:** Skills testing will combine the skills learned in the previous lessons – dribbling, passing, and shooting.

**Individual Practice:** Practice dribbling in place, passing the ball against a wall, or shooting in an available goal.

**Activity:** Skills Testing

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

Stopwatches

Cones

Optional: Poly spots, larger, softer, or lighter weight balls

**Set-up/Formation:** Three stations will be used. The dribbling, passing and shooting stations from the three previous lessons are to be duplicated.

xxxx     

oooo     

x, o Students

Cone

Direction of travel

**Dribbling**

x x x x

T

o o o o

T

Teacher or T Paraeducator

x, o Students

Cone

Students pass

Teachers pass

**Passing**

x x x x x

X Students

Ball

Shot

**Shooting**

**Description:** Students will be timed on all three tasks.

1. **Dribbling** - Students will dribble though the cones as quickly as possible. It is important for them to go slow enough to control the ball.
2. **Passing** - Students will have 30 seconds to pass a ball as many times as they can against the wall.
3. **Shooting** - Students will have 30 seconds to make as many baskets as possible from any spot on the floor.

**Modifications:**

**Step Up:**

* Decrease the spacing between the cones.
* Encourage student to run and dribble through the cones.
* Encourage the student to look up and ahead while dribbling instead of looking directly at the ball.
* Place a target on the wall for student to aim for when passing.
* Increase distance from wall when passing.

**Step Down:**

* Increase the spacing between the cones.
* Walk with the student and demonstrate for them while he/she attempts the activity.
* Use larger, softer balls.
* Decrease the number of cones.
* Bounce the ball every couple of steps rather than every step.
* Allow student to shoot into a large trashcan.

**Wheelchair Modifications:**

* Dribble the ball to the left or the right of the chair.
* 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 ball.
* Teacher dribbles the ball while student navigates through cones.
* Student carries the ball in the lap when moving forward.
* 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 line up behind it.

\*If possible, lower goals.

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

**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