**BASKETBALL – Day 5**

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

**Introduction:** The skill combination of dribbling and shooting is essential in the game of basketball. With practice, a player will learn to dribble around or away from their opponent in order to get an easier shot.

**Individual Practice:** Demonstrate the skill of dribbling while standing in place and bouncing 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. Practice shooting by throwing basketballs into a large trashcan or into a side basket.

**Activity:** Dribble then Shoot

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

Cones

Basketball Goal

Optional: Poly spots, large trashcan, lighter, softer balls.

**Set-up/Formation:** Students will be lined up behind a set of cones. The cones should be in line with the basketball goal. More lines can be set up depending on the number of students and number of available basketball goals. A basketball should be placed at the front of each line. There should be 4-6 cones.

x x x x x

X Students

Ball

Cone

**Description:** Students will dribble through the cones, one at a time. When a student reaches the last cone, they will shoot the ball. The student will then get their rebound and dribble back through the cones. Upon completion, the student will pass the ball to the next student in line and then move to the back of the line.

**Modifications:**

**Step Up:**

* Decrease the spacing between the cones.
* Encourage student to run and dribble through the cones.
* Turn the activity into a relay (and thus increasing the 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.
* Encourage student to make different shots. These could include mid-range, three pointers or layups.

**Step Down:**

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

**Wheelchair Modifications:**

* 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.
* Instruct the paraprofessional shoot into the basketball goal.
* Allow the student to push the ball out of assistants hand and into the trashcan.

**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.

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

\*If possible, lower the goals.

**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