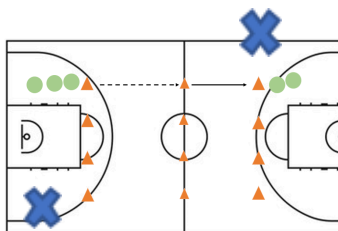
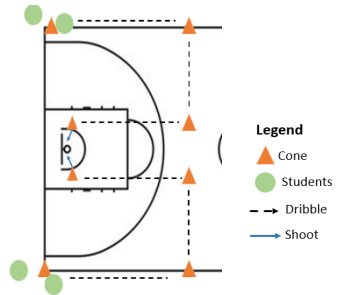


## Learning Experience Plan

<b>Learning Area:</b> HPE	<b>Lesson Focus:</b> Control, passing and shooting in basketball	<b>Date:</b> Monday the 13 <sup>th</sup> of September, 2021  <b>Time:</b> 12:27 – 13:31	<b>Year Level:</b> 9
<b>Learning Area Outcome/s:</b> MOB 3: Selection and adaption of responses to the outcome of previous performances. LTM 2: Transfer of skills and tactics between physical activities. LTM 3: Characteristics of fair play and application of fair and ethical behaviour in physical activity.			
<b>Specific Learning Goals:</b> Control ball when dribbling using shoulder and wrist movements. Keep ball close to enable a turn to protect ball. Discourage double dribbling. Recap different the uses for different heights of the ball.  At the conclusion of this learning experience each student should be able to: <ul style="list-style-type: none"> <li>• Control the ball.</li> <li>• Complete a two footed stop before passing.</li> <li>• Use different types of passing.</li> </ul>			
<b>Assessment: Diagnostic</b>			
<b>Assessment: What</b> will you monitor? Their ability to come to a full stop before shooting and their technique of different types of passes.		<b>How</b> will you monitor? Through visualisation and monitoring their progress as they complete the activities.	
<b>Students' Prior Knowledge:</b> Students have had one previous lesson where they were taught the basic passes and I was able to comprehend what their skills sets were. A few have played outside of school and one is very good.			
<b>Preparation and Resources:</b> <i>List all the preparation and resources required prior to the learning experience.</i>			

Basketball court, basketballs, cones			
Time:	Teaching and Learning Strategies:	Focus Questions/Key Instructions:	Equipment and Diagrams
12:27 – 12:37	<b>Introduction:</b> <ol style="list-style-type: none"> <li>1. <b>Line up outside gym</b>, reintroduce self and get them to respectfully <b>move to limestone wall</b>.</li> <li>2. Get few students to bring equipment over.</li> <li>3. <b>Go over my whistle rules.</b> □</li> <li>4. Inform them of what we are learning today.</li> <li>5. Review previous lesson.</li> <li>6. Inform students of learning goals.</li> <li>7. If we can get through these, we will shoot a little bit at the end.</li> </ol>	<b>Teaching Points</b> <ul style="list-style-type: none"> <li>• <i>Whistle rules:</i> <ul style="list-style-type: none"> <li>o 1 whistle = go.</li> <li>o 2 whistles = stop.</li> <li>o 3 whistles = come in.</li> </ul> </li> <li>• Control the ball, turn backs on defenders to protect ball and not double dribble.</li> </ul> <b>Key Questions</b> <ul style="list-style-type: none"> <li>• What are my whistle rules?</li> <li>• Hands up, who remembers what we did last lesson?</li> <li>• What did the different heights of the ball mean?</li> </ul>	
12:37 – 12:45	<b>Body:</b> King of the Ring <ol style="list-style-type: none"> <li>1. Explain drill as same as Mr O's last week.</li> <li>2. Start with normal dribbling, then add knock out.</li> <li>3. However, when I say "King of the Ring"</li> <li>4. Get students to stand in line and grab ball and move into square with <b>balls under their arms</b>.</li> <li>5. <b>Blow whistle</b> to start.</li> <li>6. Let them dribble as I change directions.</li> <li>7. <b>Two whistles</b> explain "King of Ring," if ball gets hit out, you do 10 star jumps and wait until I let you back in.</li> <li>8. Randomly call out "King of Ring."</li> <li>9. <b>Two whistles</b> to get them to stop and listen up.</li> </ol> <p><i>Set up four sets of cones.</i></p>	<b>Teaching Points</b> <ul style="list-style-type: none"> <li>• Students are to each dribble in square.</li> <li>• Then add in defender can knock in so students protect balls from others.</li> <li>• Do not let King of Ring go on too long, except maybe at end.</li> <li>• Encourages keeping ball close and turning to protect ball.</li> <li>• Position self on outside students in corners.</li> </ul> <b>Key Questions</b> <ul style="list-style-type: none"> <li>• Do we remember this from last week?</li> <li>• What does this drill promote?</li> </ul>	<b>Equipment:</b> <ul style="list-style-type: none"> <li>• Balls and cones.</li> </ul>

<p>12:45 – 13:00</p>	<p><b>Body:</b> Partner Passing</p> <ol style="list-style-type: none"> <li>1. Explain the dribble and passing drill.</li> <li>2. Split teams into four groups by giving them each a colour and <b>sit on a cone</b>.</li> <li>3. Half on one side and half on other.</li> <li>4. One ball in each group.</li> <li>5. <b>Whistle</b>, dribble to halfway and then <b>two foot stop OR double stop</b> but must be stopped before they pass.</li> <li>6. <b>Whistle</b>, dribble with dominant hand and <b>two foot stop OR double stop</b></li> <li>7. <b>Whistle</b>, dribble with non-dominant and <b>two foot stop OR double stop</b>.</li> </ol> <p>(Set up squared cones).</p> <ol style="list-style-type: none"> <li>8. <b>Whistle</b>, dribble with a crossover and <b>two foot stop OR one, two stop</b>.</li> <li>9. <b>Whistle</b>, dribble and retreat <b>two foot stop OR double stop</b>.</li> <li>10. <b>Two whistles</b> to get them to listen up.</li> </ol>	<p><b>Teaching Points</b></p> <ul style="list-style-type: none"> <li>• Set four sets of cones up ~7m apart.</li> <li>• Must come to a complete stop before they can pass.</li> <li>• 10 star jumps if they do not stop.</li> <li>• Dribble ball just in front of you.</li> <li>• Two handed chest past.</li> <li>• Position self on outside of game.</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What do you do if you do not completely stop?</li> <li>• Which hand do you write with?</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Balls, cones and sashes.</li> </ul>  <p><b>Legend</b></p> <ul style="list-style-type: none"> <li>▲ Cone</li> <li>● Students</li> <li>- - -&gt; Dribble</li> <li>- - -&gt; Pass</li> </ul>
<p>13:00 – 13:10</p>	<p><b>Body:</b> Corner Dribbling</p> <ol style="list-style-type: none"> <li>1. Split groups back into their original four and get them to move over to each square.</li> <li>2. Explain the drill.</li> <li>3. Demonstrate using a model student.</li> <li>4. Check for understanding.</li> <li>5. <b>Blow whistle</b> and let them go.</li> </ol> <p>(Get student to set up benches).</p> <ol style="list-style-type: none"> <li>6. Stop to reinforce key aspects or <b>two foot stop</b> if needed.</li> <li>7. <b>Two whistles</b> to get students to listen up.</li> <li>8. Balls on the ground.</li> </ol>	<p><b>Teaching Points</b></p> <ul style="list-style-type: none"> <li>• Students run around cone and focus on pivoting and change of direction.</li> <li>• Last cone is in front of goals, so <b>two foot stop</b> and then have a shot at goal.</li> <li>• Focus on the <b>two foot stop</b> and <b>control of the ball</b> as they turn.</li> <li>• Shooting aspects. <ul style="list-style-type: none"> <li>○ Knees shoulder width apart and bent.</li> <li>○ Dominant hand holding ball and bent elbow.</li> <li>○ Push through knees and arm.</li> <li>○ Follow through with a swan arm.</li> </ul> </li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Balls, cones and sashes.</li> </ul>  <p><b>Legend</b></p> <ul style="list-style-type: none"> <li>▲ Cone</li> <li>● Students</li> <li>- - -&gt; Dribble</li> <li>- - -&gt; Shoot</li> </ul>

		<b>Key Questions</b> <ul style="list-style-type: none"> <li>• What are the key aspects I'm looking for?</li> <li>• Why do we want to double foot stop?</li> <li>• Why is it important keep the body near your body?</li> </ul>	
13:10 – 13:25	<b>Body:</b> Bench Ball <ol style="list-style-type: none"> <li>1. Explain drill.</li> <li>2. Demonstrate it with a team.</li> <li>3. Two teams on left will verse each other and two teams on right will verse each other on one half of the court each.</li> <li>4. Start with basic rules – can only take three dribbles <b>max</b>, two footed stop to pass, <b>ten passes before a goal can be scored</b> and attempt to get it to student on bench.</li> <li>5. MUST HEAR COMMUNICATION AND NUMBER OF PASSES OUT LOUD.</li> <li>6. <b>Blow whistle</b> to start.</li> <li>7. Highlight any key factors that are missing or ask students why you used your dribble when there was no space to?</li> <li>8. <b>Two whistle</b> to stop play and change to less passes and if ball is passed to student on bench, they now get a shot at goals with <b>no defence (2 points)</b>.</li> <li>9. Check for understanding and <b>blow whistle</b>.</li> <li>10. Allow play.</li> <li>11. <b>Three whistle</b> to reset area.</li> <li>12. <i>Get student to pack away sashes and cones.</i></li> </ol>	<b>Teaching Points</b> <ul style="list-style-type: none"> <li>• Key aspects of passing, dribbling, stopping and shooting without defence.</li> <li>• Communication.</li> <li>• 1 player on either side of sideline on bench.</li> <li>• Players on court have to attempt to pass to player on bench.</li> <li>• Start with basic rules – can progress.</li> <li>• 1 point for passes to teammate on chair.</li> <li>• 2 points for a goal.</li> <li>• Rotate teams.</li> </ul> <b>Key Questions</b> <ul style="list-style-type: none"> <li>• What are the key aspects I'm looking for?</li> <li>• Who is versing each other?</li> <li>• When do you use dribble – only when there is space.</li> <li>• How many passes?</li> <li>• How many points for a goal in the ring?</li> </ul>	
	<b>Conclusion:</b> <ol style="list-style-type: none"> <li>1. Reiterate key aspects of shooting and dribbling.</li> </ol>	<b>Teaching Points</b> <ul style="list-style-type: none"> <li>• Key aspects of shooting.</li> <li>• Key aspects of dribbling.</li> <li>• Highlight any common errors.</li> </ul>	

	2. Showcase students who developed – get one to demonstrate. 3. Go over whistles. 4. Ask key questions. 5. Get them to put equipment away.	<b>Key Questions</b> <ul style="list-style-type: none"> <li>• What each height of dribbling is best used for?</li> <li>• What do my whistles mean?</li> <li>• Why do we turn our bodies and put them in between us and the opposition?</li> </ul>	
<b>The following sections are to be completed AFTER the learning experience</b>			
<b>Evaluation of Students' Learning:</b> The students highlighted my goals several times. They reinforced the two foot stop quite regularly and in the bench ball game they utilised a dribble only when it was necessary to move around or because they had the space to. By reinforcing the key aspects required, the students were also able to correct themselves when needed. They also stayed engaged and enjoyed the class.			
<b>Future Action for Students:</b> Most of the students need enhancement in their shooting and shooting technique. Therefore, in the next lesson I think I will progress to more shooting and incorporate lay-ups. I will ensure I have demonstrations for the students who are not overly skilled at basketball and shooting. I will provide feedback and encouragement when students demonstrate the skill asked. If any students are struggling a lot, I will pull them aside and attempt to teach them separately.			
<b>Self-Evaluation:</b> Planning and preparation: – <i>Was I fully prepared?</i> I definitely felt more prepared than my previous two lessons I taught. I had the equipment ready, however, there were equipment transitions that I could have completed more smoothly. Overall, I was quite happy. – <i>Was my learning experience plan effective?</i> I believe it was as the transitions between exercises were smooth in the fact that each drill progressed to the next in terms of skills. The students also could effectively stop and change direction with the ball whilst dribbling which is what I really wanted to see. I could have been more effective if my equipment transitions were better and I stopped the minor misbehaviours of ball bouncing whilst I am speaking to them. – <i>Was each step sequential?</i> Yes, each step was sequential. The flow of the lesson was smart as they went from a ball handling to dribbling and two foot stop to change of direction dribbling with a shot and then place it all into a game focusing on what aspects I taught them throughout the lesson. – <i>Was the students' learning effectively scaffolded?</i> I believe it was through the thought-out step by step drills I placed within.			
Learning Experience Structure: – <i>Introduction:</i>			

The introduction was good and the students listened attentively. The warmup at the beginning was a little bit slow but once I incorporated competition through races, the students became way more engaged and set up for the lesson.

– *Body:*

Some of my strategies were not completely effective as I was not extremely clear and assertive about them. Therefore, some students were confused as I did not specify for the next person to go after they reached a certain cone.

– *Conclusion:*

We reiterated the key aspects of shooting as well as what we focused on today. I gave majority of the students a role to pack up with so I did not have to pack anything away like I did in previous lessons.

Management:

– *Did I use my voice effectively?*

Sometimes I did but I think I could have projected it a lot more. I also could have used it less and let my whistles do the talking for me.

– *Were my instructions clear and precise?*

At times my instructions were short, sharp and straight to the point but sometimes I spoke too much and therefore, confused the students in what the activity actually entitled. However, I was happier with my instructions today.

– *Did I effectively manage the students, resources and environment?*

I attempted to effectively manage the students through beginning to create routines and also utilising students who were not doing anything to assist in getting things. I also made sure the students packed everything away and put it all back into the storage room.

**Future Action for Self:** *As a result of my self-evaluation above, what would I do to improve the learning experience?*

I need to speak less and use my whistles more when I am bringing the students in, let the whistles do the talking. I also need to be more assertive and manage minor misbehaviours better as this class wants to participate, just at times they do little, silly things. Working on the management of equipment and how I hand it out and bring it back in is important for me to improve in.

**Mentor Teacher:**

Please sign to indicate you have reviewed this Learning Experience Plan \_\_\_\_\_ (Mentor Teacher)