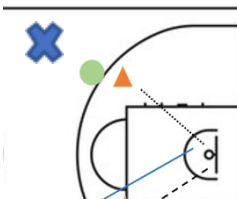


Learning Experience Plan

Learning Area: HPE	Lesson Focus: Dribbling, ball control and shooting – specifically lay-up in basketball.	Date: Monday the 20 th of September, 2021 Time: 12:27 – 13:31	Year Level: 9
Learning Area Outcome/s: <i>Select the (broad) Learning Area Outcome/Goal from the Curriculum Framework/Australian Curriculum</i> <i>MOB 1:</i> movement skills and sequences within different physical activity contexts reflecting: - Increased speed and accuracy. - Increased complexity. <i>MOB 3:</i> selection and adaptation of responses to the outcome of previous performances. <i>LTM 1:</i> skills and strategies for effective leadership, including teamwork and motivation. <i>LTM 3:</i> characteristics of fair play and application of fair and ethical behaviour in physical activity			
Specific Learning Goals: At the conclusion of this learning experience each student should be able to: - Approach the ring with the appropriate steps. - Develop their ball-handling and lay-up skills through progressions. - Refine their ball handling skills. - Cohesively work with their team to communicate, make space and score in a game situation. - Progress their shooting ability through correct technique in skill drills.			
Assessment: Diagnostic			
Assessment: What will you monitor? Monitoring the student's ability to develop with the progression I give to them will be a main component I assess and look at. Examining their teamwork through communication and calling for the ball will also be a factor I will look for in game play to see how they can work cohesively.		How will you monitor? I will monitor this by viewing their technique and how each student reacts to the progressions put into place. Hearing their voice and their ability to create space for one another is how to I can observe their cohesiveness. Also, ensuring no one cheats and someone umpires to uphold fair play will be a strategy to maintain this.	
Students' Prior Knowledge: Students completed a lesson on lay-ups last week. Some students received a developed version and others I had to simplify it for them to understand the very basics of it.			

Preparation and Resources: Cones, sashes, softballs, benches, whistles and basketballs.

Time	Teaching and Learning Strategies	Focus Questions/Key Instructions	Equipment and Diagrams
12:27 – 12:40	Introduction: Line up outside gym and get them to respectfully move to limestone wall. - Get few students to bring equipment over. <i>(Get four students to bring wooden benches over and place on either side of court).</i> <i>Set up first activity with the cones.</i> Go over my whistle rules again and discipline. - Review previous lesson. - Inform them of what we are learning today and learning goals. - Tell students to make large circle in middle of court.	Teaching Points - First lesson = control ball, two foot stop and basic shooting. - Today = control of the ball and lay-ups. - If you bounce or shoot after I blow my whistle: 1 time = lap around court. 2 times = 5 mins out. 3 times = 5 mins detention. Key Questions - Hands up, who remembers what we did last lesson? - What are the key aspects of shooting?	
12:37 – 12:45	Body: Stretching - Make one big circle. - Tell students to copy me. - Go from ankles to arms, stretching and warming up muscles. Two whistles to bop.	Teaching Points 'Switch' to change.	
12:45 – 12:55	Body: Team Relays - Explain drill. - Go around and give each student a colour to stand on and they sit behind that cone. - Move half to other end. <i>Get student to pass balls to them.</i> - Let them know first will be normal and 10 passes and then sit down once you have done - Pass ball to one side. Blow whistle to start normal dribbling. Blow whistle to start non-dominant dribbling.	Teaching Points - Hip to shoulder height dribble. - Ensure they are seated behind cones. - Coordinate cones with colour given. - Ball is given out after they are seated and given back once they are done. - I want to hear counting. - Refine their ball handling skills. - Position myself around edge of court to watch and observe. Key Questions	Equipment: Cones and balls. 

	9. Blow whistle to start in between the legs. 10. Blow whistle to start retreat dribbling. 11. Get all students behind one cone now. 12. Blow whistle to start them going around the cone and back to their teammate. 13. Two whistles to get them to sit around me – balls on the ground in their hands. <i>(Get non-participating students to collect and set up cones for next activity, including hoops).</i>	- What are our focuses? Dribbling ball out in front of us, keeping eyes up and two footed land. - What is the best height to dribble when going for pace?	
12:55 – 13:00	Body: Introduce Lay-Up - Explain technical aspects of a layup □ - Demonstrate with a student. Get all students to stand up, find a space and do the steps with me – re-practice. - Sit students back down. - Explain drill. - Students remain on side they were last lesson. - Demonstrate advanced students' drills. Two whistles, balls under arms and sit.	Teaching Points - Shooting on right side: - Dribble up to basket. - Right foot, left foot and jump. - Ball in two hands above head. - Aim for top right side of square. - Bent arm and push through with swan arm. - In same groups as last lesson, students will line up on either side of keyway. Re-enforce that where students are is not final and if I think a student needs to move to either one, I will change them. - Position myself around edge of court to watch and observe. Key Questions - If you are left handed, how do you take your approach? - Once you have rebounded where do you pass? - Where do you aim for when you shoot?	Equipment: Balls and cones.
13:00 – 13:15	ADVANCED STUDENTS: lay-up progressions - Line up like the diagram and right side shoots, left side rebounds and passes to right side. Two balls per group. - After I have set up developing students, tell advanced students to change sides.	Teaching Points - Reiterate key techniques. - Person on left side rebounds and passes to next student. - Every time I transition to a progression, blow whistle twice, tell developing students to	

	4. Allow time to practice. 5. <i>Progression: set up cones for zig-zag drill.</i> 6. Two whistles to stop, bob and balls on floor. 7. Explain progression. 8. Blow whistle to start. 9. Next student can go when they reach second cone. 10. Get two more balls for the groups. 11. Once they have done lay-up on one side, they figure-8 through to other – practice both hands. 12. Allow time to practice. 13. Two whistles to stop, bob and balls on floor. 14. <i>Progression: to engage put a time limit on to see who can get to 6 first.</i> 15. Blow whistle to start. 16. Two whistles to stop, bob and balls on floor. 17. <i>Progression: add in a passer on the inside cone, so dribbler dribbles, passes and then receives on the run and lay-ups.</i> 18. Swap after 8 passes. 19. Blow whistle to start. 20. Two whistles, balls in the bin. <i>(Get non-participating student to collect cones and get ready to umpire).</i> <i>Get drink and come back, 30 seconds.</i>	continue and make sure balls are on ground, then talk. • Demonstrate each progression. • Check for understanding. • Rotate passers. • Refine their ball handling skills. • Progress their shooting ability through correct technique in skill drills. • Approach the ring with appropriate steps. • Position myself around edge of court to watch and observe. Key Questions • Where do you go when you have shot in zig-zag drill? • How many do you need to score to win? • How many passes do you do and then switch?	
13:00 – 13:15	DEVELOPING STUDENTS: basic lay-up progressions 1. Explain and demonstrate drill. 2. Make sure hoops are in correct positions. 3. Line up on the keyway and just step R-L or L-R with ball and shoot – no dribbling. 4. Person on left side rebounds and passes to student in right line. 5. Two balls per group. 6. Blow whistle to start.	Teaching Points • Line up on the keyway and just step R-L or L-R with ball and shoot – no dribbling. • Person on left side rebounds and passes to next student on right side. • Get a student to move hoop to left side. • Every time I transition to a progression, blow whistle twice, tell advanced students to continue and make sure balls are on ground,	Equipment: • Balls, hoops and cones.

7. After watching, switch sides and switch hoops.
8. **Two whistles** to stop, bob and balls on floor.
9. *Progression:* moves hoop back to right and start on 3-pointer arc, **dribbling but walking** towards hoops.
10. **Blow whistle** to start.
11. If they are getting the hang of it they can run.
12. Swap sides.
13. **Two whistles** to stop, bob and balls on floor.
14. *Progression:* remove hoops and start on 3-pointer arc, **can run and dribble or walk and dribble.**
15. Same principles apply for rebounding situation.
16. **Blow whistle** to start.
17. Swap sides.
18. **Two whistles** to stop and balls in bin.

(Get non-participating student to collect cones and get ready to umpire).

Get drink and come back, 30 seconds.

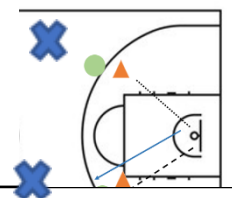
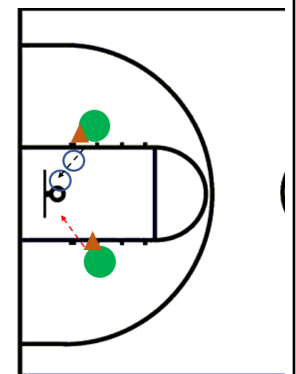
then talk.

- Develop their ball-handling and lay-up skills through progressions.
- When they begin to run, focus on them really nailing the key aspects.

Key Questions

- What leg do you jump off?
- Where are you aiming for?

Legend
 ● Player
 ○ Hoops
 ▲ Cones
 - - - Player doing lay-up
 - - - Rebounding



13:15 – 13:25	ADVANCED STUDENTS: 4v4 1. Explain activity and rules □ 2. In groups already in, get students to play 4v4. 3. Get non-participating students to umpire. 4. Blow whistle to start. 5. Walk around and provide encouragement and feedback where necessary. 6. Two whistles to reiterate key aspects □ 7. Talk about spacing. 8. Blow whistle to start again. 9. <i>Progression</i>: man on man defence. 10. Three whistles to reset area. <i>(Get student to pack sashes away).</i>	Teaching Points • Rules: ○ 4 passes before shooting. ○ Normal goal = 1 point. ○ Lay-up = 2 points. ○ Lay-up off top corner = 3 points. ○ Goal = other teams' ball back at half-way. ○ Other team rebound = get it to half-court. • Approach ring with the appropriate steps. • Refine their ball handling skills. • Cohesively work with team to communicate, make space and score in a game. • Progress shooting through correct technique. Key Questions • What are the key aspects I'm looking for? • Which foot goes first on a right-handed lay-up?	Equipment: • <i>Balls, cones and sashes.</i>
13:15 – 13:25	DEVELOPING STUDENTS: Bench Ball 1. Number students a 'red' or 'shirts' and get them to sit in a line. 2. Explain drill. 3. Demonstrate it with a team. 4. Start with basic rules – can only take three dribbles max, two footed stop to pass, six passes before an attempt to get it to student on bench. 5. MUST HEAR COMMUNICATION AND NUMBER OF PASSES OUT LOUD. 6. Blow whistle to start. 7. Highlight any key factors that are missing or ask students why you used your dribble when there was no space to?	Teaching Points • Key aspects of passing, dribbling, stopping and shooting without defence. • 1 player on either side of sideline on bench. • Players on court have to attempt to pass to player on bench. • Start with basic rules – can progress to maybe 1v1 defence. • 1 point for passes to teammate on chair. • 2 points for lay-up. • Approach ring with appropriate steps. • Develop ball-handling and lay-up skills. • Cohesively work with team to communicate, make space and score in a game. • Progress shooting ability through attempting to score. Key Questions • What are the key aspects I'm looking for?	

	8. Two whistle to stop play and add that if ball is passed to student on bench, they now get a shot at goals with no defence (2 points). 9. MUST BE A LAY-UP OR NO SCORE. 10. Check for understanding and blow whistle. 11. Allow play. 12. Three whistle to reset area. <i>(Get student to pack away sashes and benches).</i>	• When do you use dribble – only when there is space. • How many passes? • How many points for a lay-up? • What do I want to hear?	
14:50 – 14:55	Conclusion: 1. Reiterate key aspects of shooting, specifically lay-ups. 2. Ask key questions. 3. Get them to put equipment away (have done this during game play).	Teaching Points • Key aspects of shooting. • Key aspects of dribbling. • Highlight any common errors. • Praise good students. Key Questions • Which foot goes first on a right-handed lay-up? • Where do we aim for? • What was our focus? – <i>communication, lay-ups, dribbling, passing and making space.</i>	
The following sections are to be completed AFTER the learning experience			
Evaluation of Students' Learning: The students developed their skills very well today. The developing students approached the ring a lot better today and if any needed an extra little bit of help, I pulled them aside and assisted, like one did with shooting. I reiterated the steps several times for them and I also ensured I practiced their ball-handling drills. My students then worked cohesively together in the game play to boost morale and to get the most out of this opportunity to put their practice into a game.			
Future Action for Students: Some students do still need to work on their footwork but it is something we are progressing. I already modified drills to make them smaller and will assist in development, so tomorrow everyone is going to do the same drills just to create that addition of full class sportsmanship and teamwork into the class. I continuously informed students on how to improve through feedback and generic demonstrations, sometimes I even did one-on-one demonstrations so the kids really understood.			
Self-Evaluation: Planning and preparation: – <i>Was I fully prepared?</i> I felt like I was fully prepared, the students all knew what to do when we were moving over to the courts and when we set up the courts/ – <i>Was my learning experience plan effective?</i>			

Yes, the progress in the skills was evident and the students were able to progress in their own levels through the two progressions.

– *Was each step sequential?*

Yes, as the progressions assisted with this.

– *Was the students' learning effectively scaffolded?*

I believe so as they each were able to work at a pace more suited to them and in turn this assisted in their progression of skills and development of ability.

Learning Experience Structure:

– *Introduction: How effective was the introduction? Were the students motivated and interested?*

The students took a tiny bit to motivate but overall, they were really good and they enjoyed themselves.

– *Body: Were the teaching strategies and resources effective in allowing each student to achieve the specific learning goals?*

I used deal with the problem not the student a lot as it is an easy and effective way to behaviour manage these kids as they are really well-behaved and listen. The goals were met and I saw them implemented in game play which is what I really wanted to see.

– *Conclusion: Was the conclusion of the effective? Did we recap the learning?*

I recapped learning and even individually asked questions to some students who needed it. I also praised students who did really well today.

Management:

– *Did I use my voice effectively?*

Yes, it was clear, loud and concise, just at times I could have provided that verbal feedback more frequently to assist in the development of their skills.

– *Were my instructions clear and precise?*

Yes, as I used demonstrations and the students were able to have a clear understanding of what I required of them.

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

Yes, the transitions went well, the students brought out and collected the equipment and the environment and behaviour was well mannered.

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

I can work on being just a bit more assertive and continuously providing that feedback that my students need to develop their skills and in turn increase their game play. This will allow them to be more successful in the long run.

Mentor Teacher:

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