Learning Experience Plan

Learning Area: Health and Physical Education	**Lesson Focus:** Control of the ball, shooting and cohesive	**Date:** Tuesday the 21st of September, 2021 **Time:** 13:51 – 14:55	**Year Level:** 9

Learning Area Outcome/s: *Select the (broad) Learning Area Outcome/Goal from the* Curriculum Framework/Australian Curriculum

MOB 1: movement skills and sequences within different physical activity contexts reflecting:

- Increased speed and accuracy.
- Increased complexity.

MOB 3: selection and adaptation of responses to the outcome of previous performances.

LTM 1: skills and strategies for effective leadership, including teamwork and motivation.

LTM 3: 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.
- 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.
- Share the ball with teammates in a game format.

Assessment: **Diagnostic and Formative**

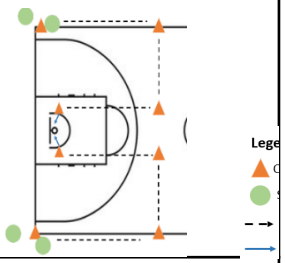
Assessment: **What** will you monitor?	**How** will you monitor?
I will monitor the development of their passing, dribbling, shooting and two-foot step on the last lesson to view their progression throughout the five weeks. I also want to hear communication and see everyone get involved in the games.	Via the formative assessment sheet, I created. I will compare their old scores to their new ones to view the development that they have had in the past 3 weeks.

Students' Prior Knowledge:

Students have had four previous lessons on basketball and their skills are coming along very nicely.

Preparation and Resources:

Basketballs, sashes, cones and

Time	Teaching and Learning Strategies	Focus Questions/Key Instructions	Equipment and Diagrams
13:51 – 14:00	**Introduction:** 1. **Line up outside gym** and get them to respectfully **move to limestone wall**. 2. Get few students to bring equipment over. *(Set cones out for warm-up).* *3. Set up first activity with the cones.* 4. **Go over discipline.** 5. Review previous lesson. **6.** Inform them of what we are learning today and learning goals.	**Teaching Points** ● First lesson = control ball, two foot stop and basic shooting. ● Past few lessons = control of ball and lay-ups. ● If you bounce or shoot after I blow whistle: ○ 1st time = lap around court. ○ 2nd time = 5 mins out. ○ 3rd time = 5 mins detention.	
14:00 – 14:10	**Body:** *Dog and Bone* 1. Explain drill. 2. Demonstrate it. 3. Tap students on shoulder and tell them to move to each space. 4. Everyone gets a number '1-however many'. 5. Call random numbers. *(Set up cones for first activity).* **6.** **Two whistles** to stop and bring them in.	**Teaching Points** ● Basketball rules. ● Add in more passes if needed. ● Must run around cone and then can go in the middle.	*Equipment:* ● Cones and sashes.
14:10 – 14:20	**Body:** *Corner Dribbling to Shot* 1. Explain drill. 2. Give demonstration. 3. Split students into four groups on either corner by giving them a colour and sit down. 4. Pass two balls to each court. 5. Start with jump shot. 6. **Blow whistle** to start. 7. Progress into a lay-up. 8. **Two whistles** to bring students back in.	**Teaching Points** ● Students run around cone and focus on pivoting and change of direction. ● Last cone is in front of goals, so **two foot stop** and then have a shot at goal. ● Focus on **two foot stop** and **control of ball** as they turn. **Key Questions** ● What are key aspects I'm looking for? ● Why are we double foot stopping? ● Why is it important to keep ball near body?	*Equipment:* ● Balls, cones and sashes. 
14:20 – 14:40	**Body:** *4v4* 1. Explain activity and rules 2. In mixed abilities, students play 4v4. 3. Get non-participating students to umpire.	**Teaching Points** ● Rules: ● 3 passes before shooting. ● No 3 pointers.	*Equipment:* ● Cones, sashes and whistles.

	4. **Blow whistle** to start. 5. Walk around and provide encouragement and feedback where required. 6. **Two whistles** to reiterate key aspects 7. Talk about spacing. 8. **Blow whistle** to start again. 9. *Progression:* man on man defence. 10. **Two whistles** to stop.	• 3 dribbles. • Approach ring with the appropriate steps. • Refine their ball handling skills. • Cohesively work with team to **communicate**, make space and score. • Progress shooting through correct technique. **Key Questions** • What are the key aspects I'm looking for? • Which foot goes first on RH lay-up?	
14:40 – 14:50	**Body:** *Golden Child* 1. Students remain in groups. 2. One team runs and the other shoots. 3. Explain drill and how it works. 4. **Blow whistle** to start. 5. Switch sides. 6. **Three whistles to reset area.**	**Teaching Points** • Shoot from just in front of free throw line. • Last student is golden child and anyone out can get back in. • If ball goes in whilst running, you stop.	*Equipment:* • *Balls and sashes.*
14:50 – 14:55	**Conclusion:** 1. Reiterate key aspects of shooting. 2. Ask key questions. 3. The things we developed in five lessons. 4. Get them to put equipment away.	**Teaching Points** • Key aspects of shooting. • Key aspects of dribbling. • Highlight any common errors. **Key Questions** • Which foot goes first on a right-handed lay-up? • Where do we aim for?	

The following sections are to be completed AFTER the learning experience

Evaluation of Students' Learning: *By using the assessment strategies indicated above, to what extent did the students demonstrate the specific learning goals?*

Future Action for Students: *Identify the area/s needing improvement and how it/they will be modified to enhance the students' learning in future. How will I use the information I have collected on student achievement to plan for further improvement of student learning? How will I inform students of their achievement and what it is that they have to demonstrate to ensure further achievement?*

Self-Evaluation: *Reflect on your role as the teacher to determine what successes were achieved and areas needing improvement (i.e. What went well? What needs changing?) Remember to look at all aspects of the learning experience including:*

Planning and preparation: *– Was I fully prepared?*

– *Was my learning experience plan effective?* – *Was each step sequential?* – *Was the students' learning effectively scaffolded?*
Learning Experience Structure: – *Introduction: How effective was the introduction? Were the students motivated and interested?* – *Body: Were the teaching strategies and resources effective in allowing each student to achieve the specific learning goals?* – *Conclusion: Was the conclusion of the effective? Did we recap the learning?*
Management: – *Did I use my voice effectively?* – *Were my instructions clear and precise?* – *Did I effectively manage the students, resources and environment?*
Future Action for Self: *As a result of my self-evaluation above, what would I do to improve the learning experience?*
Mentor Teacher: Please sign to indicate you have reviewed this Learning Experience Plan _____ (Mentor Teacher)