

Passing (Basketball)
Deidra Delorme
March 2nd, 2017
Grade 5/6 - Physical Education
30 Minutes

BIG IDEAS/TAKE-HOME MESSAGE

Students will know how to execute, with proper form, a bounce and chest pass with a basketball. Students will learn about the three different passes and know which pass is most appropriate to use in different circumstances. Students will work with a partner and demonstrate respect for their partner, themselves and the equipment. Students have an overall positive attitude throughout the lesson.

CURRICULAR OUTCOMES

GENERAL OUTCOME

- A. Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.
 - **Basic Skills**—Manipulative: receiving; e.g., catching, collecting; retaining; e.g., dribbling, carrying, bouncing, trapping; sending; e.g., throwing, kicking, striking
 - A5–5 select, perform and refine more challenging ways to receive, retain and send an object with control (Grade 5)
 - A6–5 demonstrate ways to receive, retain and send an object with increasing accuracy (Grade 6)

GENERAL OUTCOME

- C. Students will interact positively with others.
 - **Teamwork**
 - C5/6–6 identify and demonstrate positive behaviours that show respect for self and others (Grade 5 & 6)

I Can Statements

- I can pass and catch the ball skillfully.
- I can decide when different passes are appropriate to use.
- I can tell about and show manners and fair play.

DIFFERENTIATION

- Have more forgiving ball options ready for students who seem nervous to receive a basketball.
- Group students according to ability
 - Physical skill

- Ability to work cooperatively and respectfully with one another
- Allow students who have mastered the various passes to practice other skills, like dribbling, until it's time to move on
- Have students practice the bounce pass with a person blocking them for increased difficulty

ASSESSMENT

Formative Assessment

- Use quick self-assessment using thumbs of how comfortable students feel with the different passes and their attitude, regarding respect and positivity, at the end of the class and record on sheet provided.

RESOURCES/MATERIALS

- 2 Dodgeballs (Warm-up)
- ~15 Basketballs
- Whistle
- Lesson Plan including explanation of different passes
- Timer
- Table for assessment
- Sheet for end assessment

LESSON

Intro/Hook

- Have students start moving as soon as they enter the gym and practice passing.

FT = Task Feedback

FP = Process Feedback

FR = Self-regulation Feedback

TIME	TEACHER ACTIVITIES	LEARNER ACTIVITIES
	Step-by-step teaching activities	Corresponding learning activities
0:00 - 5:00	<p>Ask students to start walking/jogging around the outside of the gym as soon as they enter.</p> <p>Once they are all moving, add two dodgeballs and ask them to pass the balls as they are going by calling out a name and passing it to that person.</p>	<p>Students will walk/jog around the outside of the gym, and pass dodge balls around by calling out a classmates name before passing.</p>

5:00 - 6:00	Blow the whistle and ask all students to come to the center of the gym.	Students will bring dodgeballs back and gather at the center of the gym.
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Development

TIME	TEACHER ACTIVITIES	LEARNER ACTIVITIES
	Step-by-step teaching activities	Corresponding learning activities
6:00 - 10:00	<p>Introduce the chest pass.</p> <ul style="list-style-type: none"> - This pass is for when you pivot away from your blocker and have an opening to quickly pass to a teammate. - To receive a chest pass you want to have your feet shoulder width apart and slightly staggered. Your knees should be bent and your hands should be up a chest height with your palms facing out. This gives a target for the other player to aim at. The ball should be absorbed with fingertips and drawn into the chest. - To execute a chest pass player should have the same stance as receiver and be holding the basketball at chest height. As the ball is released the player takes a step forward with their dominant foot. Ball should be pushed from chest with both hands and when released both arms should be fully extended with thumbs pointing down. It is a snappy pass, it is meant to be quick, forceful and accurate. This is the most used type of pass. <p>Demonstrate chest pass with student volunteer first at full speed and then slower.</p>	<p>Students listen to instructions and ask any relevant questions.</p> <p>Student helps demonstrate a chest pass.</p>

10:00 - 17:00	<p>Have students partner up, grab a basketball and practice the chest pass.</p> <p>Walk around and offer constructive feedback on chest pass form. (FT)</p>	<p>Students grab a basketball and practice chest passes in pairs.</p> <p>Students receive feedback that is given.</p>
17:00 - 21:00	<p>Introduce the bounce pass.</p> <ul style="list-style-type: none"> - This pass is used when you need to get it past an opponent who is blocking you at close range to a teammate behind the blocker. - The starting position is the same as the chest pass and you want to take a step forward to pass as well. Keep in mind that you can only step with the foot you are not using to pivot, if you use both feet to move that is called travelling. - Same movement as a chest pass but the aim is to get the ball to bounce $\frac{2}{3}$ to $\frac{3}{4}$ of the distance to the passer and have them receive the ball at their waist. - Both arms should fully extend, thumbs should be pointing down and there should be a snap with this pass as well. - Ball should have some zing to it and pop right into receivers hands at waist level. <p>Demonstrate bounce pass with student volunteer with and without opposition first at full speed and then slower.</p>	<p>Students listen to instructions and ask any relevant questions.</p> <p>Students help demonstrate a bounce pass with and without opposition.</p>
21:00 - 28:00	<p>Have students partner up with someone new, grab a basketball and practice the bounce pass.</p> <p>Walk around and offer constructive feedback on bounce pass form. (FT)</p>	<p>Students get a new partner and practice bounce passes in pairs.</p> <p>Students receive feedback that is given.</p>

Closure

TIME	TEACHER ACTIVITIES	LEARNER ACTIVITIES
	Step-by-step teaching activities	Corresponding learning activities
28:00 - 30:00	<p>Have students put basketballs away and line up at the gym door.</p> <p>While they are in the line up have them do a quick evaluation of how comfortable they feel with the chest and bounce pass and also how they feel they did in regards to respect and positivity. (FR)</p> <ul style="list-style-type: none"> - Thumbs up = Confident - Thumbs sideways = Pretty good - Thumbs down = Need more practice <p>Record thumbs down on observation sheet.</p> <p>Dismiss and have students start to walk back to class.</p>	<p>Students put basketballs away and line up at door.</p> <p>Students listen to direction and then show with their thumbs how they feel about the passes. (FR)</p>

Formative Assessment Table

Thumbs Down	Thumbs Sideways

	5	4	3	2	1
Demonstrates understanding of key lesson template components; backwards design process 4/4	-Exceptional understanding evident -Comprehensive coverage of components	-Strong understanding evident -Thorough coverage of components	-Practical level of understanding evident -Adequate coverage of components	-Limited understanding evident -Some components missing	-Lack of understanding evident -Most components missing
Demonstrates understanding of assessment process and assessment tool design 3.5/4	-Assessment consistently and meaningfully linked to outcomes. -Careful attention to guidelines for design of assessment tool	-Assessment accurately linked to outcomes. -Appropriate attention to guidelines for design of assessment tool	-Assessment partially linked to outcomes. -Limited attention to guidelines for design of assessment tool	-Assessment unclearly to outcomes. -Little or no attention to guidelines for design of assessment tool	-Assessment not linked to outcomes. -Missing Assessment tool
Demonstrates provision of opportunities for effective use of Feedback/ Feedforward strategies 2/2	Comprehensive provision of opportunities for varied types of feedback/ feedforward to enhance student learning	Effective provision of opportunities for varied types of feedback/ feedforward to enhance student learning	Partial provision of opportunities for varied types of feedback/ feedforward that might enhance student learning	Minimal provision of opportunities for varied types of feedback/ feedforward that does not enhance student learning	No provision of opportunities for varied types of feedback/ feedforward.

Comments:

9.5/10

Deidra,

An informative and well-designed lesson! I am delighted to see your solid understanding of the value of feedback. Thanks also for providing such clear and specific detail in your plan. I am sure your students will enjoy this and I look forward to hearing how it goes. See further comments above regarding outcomes and checklist.

Passing (Basketball)
Deidra Delorme
March 8th, 2017
Grade 5/6 - Physical Education
30 Minutes

BIG IDEAS/TAKE-HOME MESSAGE

Students will know how to execute, with proper form, a bounce and chest pass with a basketball. Students will practice previously learned passes and apply knowledge of which pass is most appropriate to use in a game-like setting. Students will work with a team and demonstrate respect for their teammates, themselves and the equipment. Students will strive to have an overall positive attitude throughout the lesson.

CURRICULAR OUTCOMES

GENERAL OUTCOME

- A. Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.
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GENERAL OUTCOME

- C. Students will interact positively with others.
 - **Teamwork**
 - C5/6–6 identify and demonstrate positive behaviours that show respect for self and others (Grade 5 & 6)

I Can Statements

- I can pass and catch the ball skillfully.
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DIFFERENTIATION

- Group students according to ability
 - Physical skill
 - Ability to work cooperatively and respectfully with one another

- Allow students who felt less confident with their passes some extra time to practice before participating in a game
- Encourage/model proper defense in games where students are confident with their passing to increase challenge
- If students are getting bored, stop the games and have two of the teams switch so that they have a new team to challenge.
- Have student(s) with limited mobility participate in relay by throwing but not being one of the team members to be running to the hula hoops.

ASSESSMENT

Summative Assessment Use rubric to assess students individually and record scores in table.

- Assess skills during basketball games and assess positivity and respect throughout activity and record near end of class.

	4	3	2	1
Bounce Pass	Student executes a bounce pass with proper form consistently.	Student executes a bounce pass with proper form most of the time.	Student executes a bounce pass with proper form sometimes.	Student executes a bounce pass with proper form rarely.
Chest Pass	Student executes a chest pass with proper form consistently.	Student executes a chest pass with proper form most of the time.	Student executes a chest pass with proper form sometimes.	Student executes a chest pass with proper form rarely.
Catching Passes	Student consistently catches all types of passes from partner.	Student catches all types of passes from partner most of the time.	Student catches some of the passes from partner.	Student rarely catches passes from partner or is having difficulty with one type of pass.
Showing Respect	Student consistently shows respect for self and others.	Student shows respect for self and others most of the time.	Student sometimes shows respect for self and others.	Student rarely shows respect for self and others.
Showing Positivity	Student consistently displays positive behaviors.	Student displays positive behaviors most of the time.	Student sometimes displays positive behaviors.	Student rarely displays positive behaviors.

Mrs. Bowers' Class (27)

Student Name	Bounce pass	Chest pass	Catching passes	Showing Respect	Showing Positivity
Joseph					
Harmony					
Charlee					
Mahdi					
Sampsen					
Elaine					
Jimin					
Hana					
Kurt					
Leland					
Elim					
Daniel					
Alula					
Zakariya					
Julie					
Zoe					
Farah					
Allen					
Marko					
Tabasum					
Sunchild					
Ilia					
Edwin					
Jenna					
Kevin					
Layla					
Gel					

Miss Winfield's Class (27)

Student Name	Bounce pass	Chest pass	Catching passes	Showing Respect	Showing Positivity
Gamechis					
Ali A.					
Samuel					
Aaron					
Sky					
Bella					
Tasnim					
Seungwoo					
Samira					
Saadia					
Elaf					
Muawiye					
Yusuf					
Ava					
Marissa					
Sophie					
Ali H.					
Omar					
Alma					
Aleah					
Mariana					
Ryan					
Avery					
Manuel					
Muthanna					
Zakaria					
Mahroo					

RESOURCES/MATERIALS

- Warm Up Game: <https://www.youtube.com/watch?v=G41bn3kz6a4>
 - Hula hoops
 - Cones
 - Dodgeballs (1 per team)
- Main Lesson:
 - 2 Basketballs
 - Pinnies (2 different colors - 7 of each)
 - Basketball nets
 - Benches dividing gym into two courts for games

LESSON

Intro/Hook

- Warm up Game - Perfect Pass
 - Gets students working cooperatively and focuses on the skills catching and passing.

FT = Task Feedback	FP = Process Feedback	FR = Self-regulation Feedback
TIME	TEACHER ACTIVITIES	STUDENT ACTIVITIES
	Step-by-step teaching activities	Corresponding learning activities
0:00 - 3:00	<p>Explain the warm up game perfect pass.</p> <ul style="list-style-type: none"> - This is a relay game so speed is important but so is accuracy - Teams line up behind the pylons along the white line - The first person in line runs and stands in a hula hoop and the second person throws the dodge ball to them - If the person in the hula hoop catches the ball with both feet inside the hula hoop they get to bring the hula hoop back with them - If they miss they need to pick up the ball, give it to the next 	<p>Students listen to the activity and ask questions as needed.</p>

	<p>person in line and go to the back</p> <ul style="list-style-type: none"> - The aim is to get as many hula hoops as you can before they're all gone (1 hula hoop = 1 point) 	
3:00 - 5:00	<p>Select two students to set up 6 pylons along the white line</p> <p>Have four students spread hula hoops out on $\frac{3}{4}$ of the gym floor with a space between the pylons</p> <p>Split into teams and have students line up behind the pylons</p>	<p>Students set up pylons</p> <p>Students set up hula hoops</p> <p>Students join teammates and line up behind the pylons</p>
5:00 - 13:00	<p>Tell students to start the relay and keep track of time.</p> <p>Walk around and, if needed, have students quickly reflect on their strategy and then offer some suggestions. (FP & FT)</p> <p>Relay ends.</p>	<p>Students begin the relay</p> <p>Students think about their own strategies or skills and receive some guidance.</p>
13:00 - 15:00	<p>Ask students to bring dodge balls, pylons and hula hoops to the storage room doors and then stand along the centerline in the gym.</p>	<p>Students bring equipment back to the storage room.</p> <p>Students stand on center line.</p>

Development

- Have students play two mini games of basketball by dividing the gym into two courts but they cannot dribble, have to pass to get the ball down the court.

TIME	TEACHER ACTIVITIES	LEARNER ACTIVITIES
	Step-by-step teaching activities	Corresponding learning activities
15:00 - 17:00	<p>Explain that we are playing two modified games of basketball.</p> <ul style="list-style-type: none"> - No dribbling, need to pass it to teammates using a chest pass or a bounce pass to get it down the court. - Demonstrate and explain 	<p>Students listen to instruction.</p> <p>Students practice pivoting</p>

	<p>pivoting and explain that once you have the ball you can only pivot, you cannot move both feet (travelling).</p> <ul style="list-style-type: none"> - Defense is encouraged but have to be careful that there is no contact between players. - Explain that I will be evaluating respect, positivity and the skill of their passes during the games. - Any questions? 	<p>quickly where they are standing.</p> <p>Students ask questions.</p>
17:00 - 19:00	<p>Separate students into teams and give two of the teams pinnies.</p> <p>Ask a couple of students to separate the gym with benches and have other students help bring out the basketball nets.</p>	<p>Students get into their teams and put on pinnies if needed.</p> <p>Some students help set up the gym while the other students wait to get started.</p>
19:00 - 28:00	<p>Get students started in their games with a jump start then step back to observe and do assessment. (FT)</p>	<p>Students begin playing the modified basketball games.</p>

Closure

TIME	TEACHER ACTIVITIES	LEARNER ACTIVITIES
	Step-by-step teaching activities	Corresponding learning activities
28:00 - 30:00	<p>Blow the whistle to end the games.</p> <ul style="list-style-type: none"> - Have students return equipment/pinnies - Ask students to line up at the door <p>Dismiss students and lead them back to class.</p>	<p>Students will end their basketball games, return equipment and line up at the door.</p> <p>Students will walk back to class.</p>

Mrs. Bowers' Class

Team 1	Team 2	Team 3	Team 4
<ul style="list-style-type: none">- Joseph- Sunchild- Zoe - Hamony- Charlee- Gel- Edwin	<ul style="list-style-type: none">- Hana- Elim- Kurt - Mahdi- Julie- Marko- Kevin	<ul style="list-style-type: none">- Leland- Tabasum- Elaine - Jenna- Daniel- Ilia- Layla	<ul style="list-style-type: none">- Sampsen- Alula- Jimin - Zakariya- Allen- Farah

* Break between teams indicates teams for warm up game

Miss Winfield's Class

Team 1	Team 2	Team 3	Team 4
<ul style="list-style-type: none">- Gamachis- Aaron- Samira - Ava- Ali H.- Mariana- Muthanna	<ul style="list-style-type: none">- Ali A.- Sky- Saadia - Marissa- Omar- Ryan- Zakaria	<ul style="list-style-type: none">- Samuel- Bella- Elaf - Yusuf- Alma- Avery- Mahroo	<ul style="list-style-type: none">- Tasnim- Seungwoo- Muawiye - Sophie- Aleah- Manuel

TEACHER SELF-ASSESSMENT/REFLECTION

I was fortunate enough to be able to teach both of my lessons to a different class back to back. This gave me a unique opportunity to be able to quickly reflect on what changes I would like to make and then be able to implement those changes right away when I was teaching the second class. I was given constructive feedback in between my first two lessons which helped inform me of some of the changes I could make. In my second lessons, due to time restraints, this was not able to happen however, after the lessons she shared her written feedback with me and said she was pleasantly surprised when I made the changes without first hearing her feedback.

I felt that my formative assessment in my first lesson went fairly well. I prefaced it with a quick reminder about honesty and how this quick check was just so that I could know who would benefit from a bit more practice in the next class. I believe this might have contributed to the students being more honest with themselves and me. Although, there were a few boys who were standing together in line being silly and putting a thumbs down up in the air simply to get a laugh from their buddies. If I did this assessment again I would probably ask all of the students to close their eyes and then I might get an even better idea of how the students felt about their skills and attitudes. I could have also split the boys up in the line-up or asked them again after class one-on-one.

In my next lesson, my summative assessment piece did not go nearly as well.

Unfortunately we got into the gym late due to a number of reasons and I had about fifteen minutes less time with the first class and close to ten minutes less with the second. My plan was to get them involved in a game and then to step back and assess around five students from each class according to the rubric I had created. Unfortunately this did not happen. I did not get an opportunity to step back and assess students because my time was spent giving instructions, organizing teams and helping resolve conflicts. I was disappointed that my time was cut short but I know that as a teacher I need to be flexible in situations when things happen that are out of my control. I was encouraged by my mentor teacher who told me that she was pleased with how I adjusted to fit the situation.

I was very fortunate to get the opportunity to teach my lessons to two different classes and see right away how a few small changes to my lesson could make the experience a lot clearer and a lot more enjoyable for the students. I absolutely loved teaching physed and I am glad to have the opportunity to dig into a different type of instruction and assessment.

	5	4	3	2	1
Demonstrates understanding of key lesson template components; backwards design process 8/8	-Exceptional understanding evident -Comprehensive coverage of components	-Strong understanding evident -Thorough coverage of components	-Practical level of understanding evident - Adequate coverage of components	-Limited understanding evident -Some components missing	-Lack of understanding evident -Most components missing
Demonstrates understanding of assessment process and assessment tool design 8 /8	-Assessment consistently and meaningfully linked to outcomes. -Careful attention to guidelines for design of assessment tool	-Assessment accurately linked to outcomes. -Appropriate attention to guidelines for design of assessment tool	-Assessment partially linked to outcomes. -Limited attention to guidelines for design of assessment tool	-Assessment unclearly to outcomes. -Little or no attention to guidelines for design of assessment tool	-Assessment not linked to outcomes. -Missing Assessment tool
Demonstrates provision of opportunities for effective use of Feedback/ Feedforward strategies 4 /4	Comprehensive provision of opportunities for varied types of feedback/ feedforward to enhance student learning	Effective provision of opportunities for varied types of feedback/ feedforward to enhance student learning	Partial provision of opportunities for varied types of feedback/ feedforward that might enhance student learning	Minimal provision of opportunities for varied types of feedback/ feedforward that does not enhance student learning	No provision of opportunities for varied types of feedback/ feedforward.
REFLECTION Describes how assessment from lesson #1 informed second lesson design & what key learning was taken from assessment conducted in second lesson. 8.5 /10	-Personal learning is richly described. -Insightful connection made between theory and personal observations.	-Personal learning is effectively described. -Appropriate connection made between theory and personal observations.	-Personal learning is adequately described. -Some connection made between theory and personal observations.	-Personal learning is vaguely described. -Minimal connection made between theory and personal observations.	-Personal learning is unclearly or not described. -No connection made between theory and personal observations.

Comments:

28.5/30

Lesson 2 20/20

Outstanding Deidra! A thoughtful and effectively designed 2nd lesson. I look forward to reading your reflection.

Clearly you have taken away some valuable learning from this experience. Having the ability to reflect deeply and honestly is critical for teachers.

