



## PHYSICAL EDUCATION LESSON PLAN TERM 1 WEEK 8



<b>Name:</b>					<b>Age Group:</b> 13-15 years old
<b>Unit:</b> Basketball Level 3-4 (Object Control)					<b>Lesson No:</b> 11, 12
<b>Unit Objective:</b> Dribble (straight line, zig zag direction)					
<b>Class:</b>	<b>Class Size:</b>	<b>Venue:</b> Hall / Basketball Court	<b>Duration:</b> 1 hr	<b>Equipment Required:</b> Basketballs, equipment required for circuit training	<b>Date:</b>


<b>Lesson Objectives:</b>	Psychomotor	<ul style="list-style-type: none"> <li>▪ Dribble a ball with hands in a straight line</li> <li>▪ Dribble a ball with hands in a zig zag direction</li> </ul>
	Cognitive	
	Affective	Demonstrate self-determination and motivation to participate




<b>Assumptions on Student Learning:</b>	Students are able to continuously bounce the ball with hands in a designated spot
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Task No.	Objective	Activity	Teaching Cues	Routines and Organisation	Practice Time
Start: Ensure students are feeling well, reminders to mask-off during lesson, go through lesson schedule					
	<ul style="list-style-type: none"> <li>Increase core temperature to prepare body for exercise</li> <li>Increase blood flow to muscles</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic Warm Up</li> <li>Run 5 rounds around perimeter of basketball court</li> </ul>		<u>Dynamic Warm Up</u> <ul style="list-style-type: none"> <li>Jog on the spot</li> <li>Arm rotations (front and back)</li> <li>Torso rotations</li> <li>High knees</li> <li>Calf raises</li> </ul>	10 mins
Transition 1: Water break					
	<ul style="list-style-type: none"> <li>Engage upper and lower body muscles</li> <li>Build strength, muscular and cardiovascular endurance</li> </ul>	<p>Circuit Training (30 seconds each station)</p> <p>Students will complete each station consecutively before rest</p> <ul style="list-style-type: none"> <li>Shuttle run</li> <li>Modified front raises (with stick)</li> <li>Battle rope (level 1)</li> <li>Hammer curl (with 1 dumbbell)</li> </ul>	<u>Shuttle Run</u> <ul style="list-style-type: none"> <li>Students will run the width of the basketball court 4 times</li> </ul>		15 mins

Task No.	Objective	Activity	Teaching Cues	Routines and Organisation	Practice Time
			<p><u>Modified front raises (with stick)</u></p> <ul style="list-style-type: none"> <li>▪ Hold the stick with a pronated grip</li> <li>▪ Stand straight with legs hip-width apart</li> <li>▪ Push chest out and shoulders backward</li> <li>▪ Slowly lift the stick up to shoulder level. Keep arms straight or elbows slightly bent</li> <li>▪ Lower arms to starting position</li> </ul> <p><u>Battle rope level 1</u></p> <ul style="list-style-type: none"> <li>▪ Bilateral waves               <ul style="list-style-type: none"> <li>○ Start with feet hip-width apart</li> <li>○ Hold 1 rope in each hand</li> <li>○ Bend knees slightly, bring shoulders back</li> <li>○ Swing both ropes up to just below shoulder height at the same time, then swing them back down</li> </ul> </li> </ul>	  	

Task No.	Objective	Activity	Teaching Cues	Routines and Organisation	Practice Time
			<p><u>Hammer curl (with 1 dumbbell)</u></p> <ul style="list-style-type: none"> <li>▪ Hold a dumbbell with both hands</li> <li>▪ Stand straight with legs hip-width apart</li> <li>▪ Bend at the elbow, lifting the lower arms to pull the weight towards the shoulders</li> <li>▪ Upper arms should be stationary, elbows should be close to the body</li> <li>▪ Lower the weight to the starting position</li> </ul>		
Transition 2: Water break					
	<ul style="list-style-type: none"> <li>▪ Dribble a ball with hands in a straight line</li> <li>▪ Dribble a ball with hands in a zig zag direction</li> </ul>	<p><u>Instruction</u></p>	<p><u>Ready Position</u></p> <ul style="list-style-type: none"> <li>▪ Knees are bent, and the foot opposite the dribbling hand is forward</li> <li>▪ The ball is held in both hands in front of the body</li> </ul> <p><u>Arm Motion</u></p> <ul style="list-style-type: none"> <li>▪ One hand contacts the ball at waist level or below and pushes downward on top of the ball (when stationary)</li> <li>▪ The wrist flexes and the elbow extends in the direction of travel as the ball is pushed</li> </ul>		30 mins

Task No.	Objective	Activity	Teaching Cues	Routines and Organisation	Practice Time
			<p><u>Fingers</u></p> <ul style="list-style-type: none"> <li>▪ Use the pads of all 4 fingers and the thumb for contact</li> </ul> <p><i>(**if students are told to use their fingertips to dribble, the fingertips become so rigid at ball contact that they are unable to develop a feel for the ball)</i></p> <p><u>Eyes Forward</u></p> <ul style="list-style-type: none"> <li>▪ As the ball is contacted, the eyes are focused looking over, not down at, the ball</li> </ul> <p><u>Moving</u></p> <ul style="list-style-type: none"> <li>▪ The pads of the fingers firmly contact the ball on top when stationary</li> <li>▪ When moving, contact is slightly behind the ball and to the side and away from the feet</li> </ul>		

Task No.	Objective	Activity	Teaching Cues	Routines and Organisation	Practice Time
		<p><u>Dribbling in straight line activity</u></p> <p>(Refer to website for game demonstration)</p>	<ul style="list-style-type: none"> <li>▪ Each student to be given a ball.</li> <li>▪ Student to practise bouncing the ball in a stationary position</li> <li>▪ Student to stand behind the line. Upon hearing the whistle, student will dribble the ball in a straight line to a distance of 3m</li>   <li>▪ Choose 4 students and ask them to stand behind the line. Upon hearing the whistle, all the 4 students will walk/run and dribble the ball in a straight line</li>   <li>▪ Place the ball at the centre of the two cones. Student A and Student B to stand at the cones, facing each other. When the teacher blows the whistle, both students to run to the centre and get the ball and dribble it back to his/her 'home'</li> </ul>	  	

Task No.	Objective	Activity	Teaching Cues	Routines and Organisation	Practice Time
		<p><u>Dribbling in and out of 5 cones activity</u></p> <p>(Refer to website for game demonstration)</p>  <p><u>Dribbling in a zig zag direction activity</u></p> <p>(Refer to website for game demonstration)</p>	<ul style="list-style-type: none"> <li>Student to stand behind the line. Upon hearing the whistle, student will walk/run and dribble the ball in and out of 5 cones (placed 1m apart)</li> <li>Choose 4 students and ask them to stand behind the line. Upon hearing the whistle, all the 4 students will walk/run and dribble the ball in and out of 5 cones</li> </ul>  <ul style="list-style-type: none"> <li>Place 5 cones in a zig zag manner. Number 1 to 5 will be placed on each cone. Student to dribble the basketball to the numbered cones in sequence.</li> <li>When students are familiar with the routine, the numbers on the cones can be taken out. Student to walk/run and dribble ball in a zig zag manner.</li> <li>Place 5 cones of different colors in a zig zag manner. Teacher will say a colour and student to dribble to that colored cone.</li> </ul>	  	

Task No.	Objective	Activity	Teaching Cues	Routines and Organisation	Practice Time
Transition 3: Water break					
	<ul style="list-style-type: none"> <li>▪ To return the muscles trained to their original resting length</li> <li>▪ Prevent injury and reduce lactic acid build-up</li> </ul>	Static Cool Down		<u>Static Cool Down</u> <ul style="list-style-type: none"> <li>▪ Neck stretch</li> <li>▪ Deltoid stretch</li> <li>▪ Tricep stretch</li> <li>▪ Side stretch</li> <li>▪ Quadricep stretch</li> <li>▪ Calf stretch</li> </ul>	5 mins
Close: Recap of the lesson, student reflection on the lesson					

Reflections (Choose 1 aspect of the lesson to reflect on – positive or negative one. It can be written in point form – not more than 1 page)

1. What happened? (What did my students do? What did I do?)
2. Why? (Why did I think things happened this way? Why did I choose to act the way I did?)
3. So what? (What have I learnt from this?)
4. Now what? (What do I want to remember to think about in a similar situation? How do I want to act in future?)