

FGSPE LESSON PLAN

Category:	Fundamentals	Venue:	Basketball Court / Hall
Topic:	Basketball Fundamentals Part 2 Lesson – Dribble		
Skills to be covered:	1. Stationary Bounce 2. Dribble in a Designated Area 3. Dribbling Circuit		

SKILL #1: STATIONARY BOUNCE	
Learning Outcome:	Student will be able to bounce the ball while standing stationary at a spot

Suggested Instructions:

1. I am going to bounce the ball. I will be using my dominant hand to bounce the ball 5 times continuously
2. My eyes will always be looking at the ball to track the up and down movement of the ball
3. When I am bouncing the ball, I will push it downward firmly so that the ball will rebound



Suggested Activity:

TWO HANDED BOUNCE

1. Hold the basketball with both hands on the sides
2. Bounce the ball and catch for 5 times
3. When student is able to do the above independently, do a continuous bounce with both hands for 5 times consecutively
4. Slowly increase the criteria to 10, 12 or 15 bounces consecutively

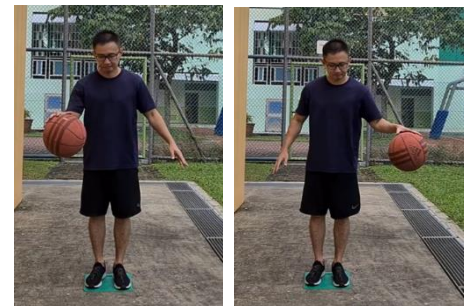
(Refer to the website for game demonstration)



LEFT RIGHT BOUNCE

1. Bounce the ball 5 times with your right hand
2. Immediately switch to the left hand and bounce another 5 times
3. And straightaway switch to alternate hand bouncing for 10 times (bouncing with left hand and right hand alternatively)
4. You may alter the criteria depending on the ability of the student

(Refer to the website for game demonstration)



SKILL #2: DRIBBLE IN A DESIGNATED AREA

Learning Outcome:	Student will be able to dribble within a designated space without going beyond it
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Suggested Instructions:

1. I will hold the basketball at my waist level, on the dominant hand's side
2. I will start by bouncing the basketball and walking at the same time to the next cone. My wrist will be moving in a downward movement
3. I will try to keep the ball close to my waist level while dribbling, and look in front at my target instead of looking at the ball



Teachers can start by getting the students to dribble from cone to cone

Teachers can move on to getting the students to dribble at their own direction and pace, in a designated area



Suggested Activity:

DRIBBLE DOWN THE ALLEY

1. Set up the alley 8m long (~ 16 walking steps) and 2m wide (~ 4 walking steps) and place a chair/cone on both sides of the alley for every 2m
2. Set a timer (2-3 mins) and get students to dribble up and down the alley
3. Alternatively, you can use music to replace the timer
4. You may adjust the length and width of the alley for difficulty variation

(Refer to the website for game demonstration)



SKILL #3: DRIBBLING CIRCUIT

Learning Outcome: Student will be able to dribble the basketball in and out of cones

Suggested Instructions:

1. I am going to start from the first cone, bounce the basketball with one hand and walk to the second cone through the cone lines
2. I will bounce the ball, walk and weave between the cones with a change of directions
3. I will stop bouncing the ball while walking when I reach the last cone



Suggested Activity:

WEAVE BOUNCE

1. Place ground markers on the floor in a straight line, 1m apart
2. Get students to stand on the ground markers (1 student on 1 ground marker)
3. The first student will hold the basketball and dribble around the other students standing on the ground markers (weaving through in a zig zag motion)
4. All students will take turns to complete the cycle

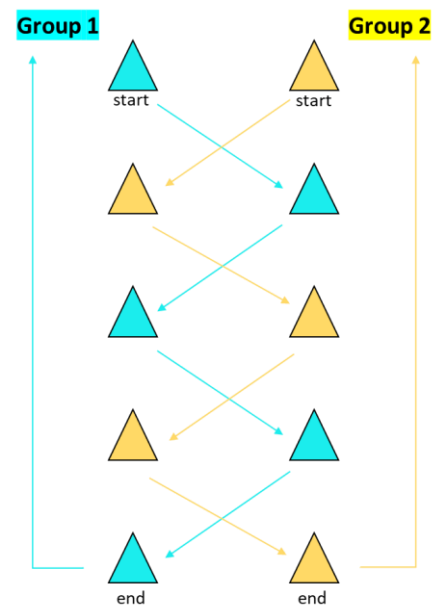


(Refer to the website for game demonstration)

COLOR CONE DRIBBLE

1. Place cones of 2 different colors as illustrated in the diagram
2. Divide the students into 2 groups and assign their group a color
3. Students to dribble the ball from cone to cone, only to their group's assigned color
4. Both groups may do this activity concurrently
5. Students will have to look at their surroundings to ensure that they do not bump into their classmate while dribbling the ball to their assigned colored cones at the same time

(Refer to the website for game demonstration)



Skill Assessment

The assessment is to determine student’s skill proficiency. Use the pointers below as guide and assess student’s skill proficiency using observation. A gentle reminder to key in the assessment results online.

Developmental Phases for:	STATIONARY BOUNCE																																																							
<p>INITIAL PHASE:</p> <ol style="list-style-type: none"> 1. Holds ball with palms facing each other 2. Body weight is on both feet 3. Arms drop ball downward and palm attempts to slap at the ball as it rebounds 4. Ball bounces close to body. Height of bounce decreases with each unsuccessful slap at ball 5. Eyes are focused on the ball <p>TRANSITION PHASE:</p> <ol style="list-style-type: none"> 1. Holds ball with one hand on top and the other near bottom of ball 2. Body leans forward slightly with body weight on both feet 3. Top hand and arm push ball downward with an inconsistent force 4. For subsequent bounces, elbow extends and palm slaps at ball 5. Unable to control ball after the first 2 to 3 bounces 6. Eyes focus on the ball, looking up occasionally <p>MATURE PHASE:</p> <ol style="list-style-type: none"> 1. One foot behind the other, with foot opposite bouncing hand in front 2. Body leans forward slightly, with ball maintained at or near waist level 3. Ball is pushed towards ground by fingertip pads with flexion at wrist 4. Arm straightens during follow-through, with good control of ball 5. Able to apply consistent force for continuous bounces, and bounce with either hand 6. Able to look up occasionally while bouncing <p><i>NOTE: Tick one developmental phase of the skill below based on your observation.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 5%; padding: 5px;">NO.</th> <th style="width: 35%; padding: 5px;">NAME</th> <th style="width: 20%; padding: 5px;">INITIAL PHASE</th> <th style="width: 20%; padding: 5px;">TRANSITION PHASE</th> <th style="width: 20%; padding: 5px;">MATURE PHASE</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>		NO.	NAME	INITIAL PHASE	TRANSITION PHASE	MATURE PHASE																																																		
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