



## PHYSICAL EDUCATION LESSON PLAN TERM 2 WEEK 1-2



<b>Name:</b>					<b>Age Group:</b> 11-12 years old
<b>Unit:</b> Basketball Level 4 (Object Control)					<b>Lesson No:</b> 1-4
<b>Unit Objective:</b> Dribble (stationary with both hands, stationary with single hand)					
<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 both hands at a stationary position</li> <li>▪ Dribble a ball with a single hand at a stationary position</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					
1.	<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					
2.	<ul style="list-style-type: none"> <li>▪ Engage upper and lower body muscles</li> <li>▪ Build strength, muscular and cardiovascular endurance</li> </ul>	Circuit Training (30 seconds each station) Students will complete each station consecutively before rest <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					
3.	<ul style="list-style-type: none"> <li>▪ Dribble a ball with both hands in a stationary position</li> </ul>	<p><u>Instruction</u></p> <p><i>*Start off with either a smaller or lighter ball for ease of dribbling and catching.</i></p> <p><i>*Use a slightly deflated ball as it bounces slower for students who have difficulty catching the ball</i></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>▪ Both arms bend to contact the ball at chest level and swing downwards to release the ball. Catch the ball with both hands when it bounces up</li> </ul> <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>		30 mins

Task No.	Objective	Activity	Teaching Cues	Routines and Organisation	Practice Time
4.	<ul style="list-style-type: none"> <li>▪ Dribble a ball with a single hand at a stationary position</li> </ul>	<p><u>Instruction</u>  <i>*Start off with either a smaller or lighter ball for ease of dribbling and control</i>  <i>*Use a slightly deflated ball as it bounces slower for students who have difficulty keeping the ball in control</i></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> </ul> <p>The wrist flexes and the elbow extends in the direction of travel as the ball is pushed</p> <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>	<div style="text-align: center;">      </div>	



Task No.	Objective	Activity	Teaching Cues	Routines and Organisation	Practice Time
Transition 3: Water break					
4.	<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?)