

STEP SLIDE BASKETBALL

STUDENT TARGETS

TEACHING CUES

- ✓ **Skill:** I will pass to my partner as we both use a step-slide to move down the activity area.
- ✓ **Cognitive:** I will discuss appropriate ways to compliment the performance and effort of my classmates.
- ✓ **Fitness:** I will work to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will compliment the performance and effort of my classmates.

- ✓ 2 Hands on the Ball
- ✓ Step Toward Your Target
- ✓ Extend Arms Straight Out
- ✓ Rotate Palms Outward
- ✓ Push the Ball to Your Target
- ✓ Extend to Follow Through (Palms Out)

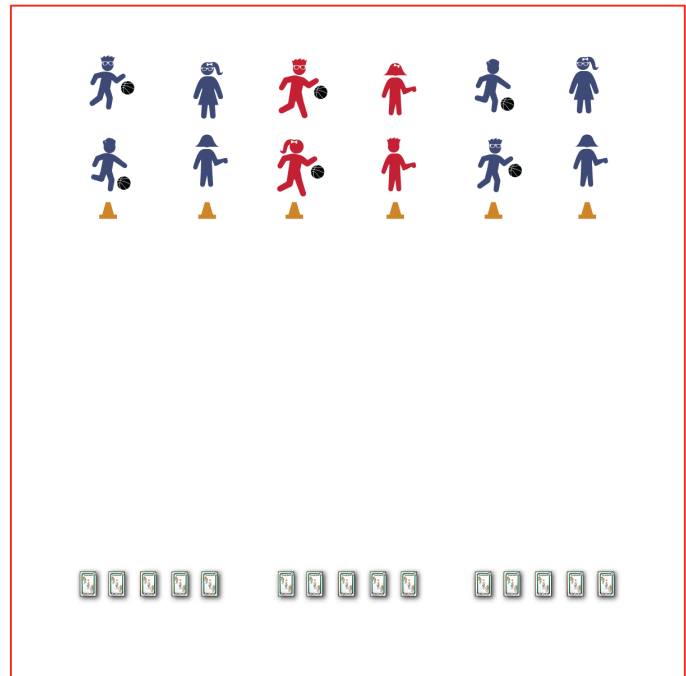
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 15 Skillastics® Basketball Task Cards
- ✓ 1 basketball per pair of students
- ✓ 6 cones

Set-Up:

1. Place 2 cones 6–10 feet apart.
2. Place 5 Skillastics® Basketball Tasks Cards in a line 25–30’ from the cones.
3. Repeat this set-up to create a total of 3 sets of cones and task cards.
4. Create 6 equal groups of students, each group in a single-file line behind a cone. Lines 2, 4, and 6 begin with basketballs. Students in line 1 will work with students in line 2, line 3 with line 4, and



Activity Procedures:

1. This is Step Slide Basketball. The object is for you and your partner to pass the ball back and forth while step-sliding to the task cards.
2. Once you reach the task cards, you’ll agree on a skill to perform from the cards in your line.
3. As soon as you begin your task, the students waiting in your starting lines will begin to mirror your movement (with and without the ball).
4. After you finish your repetitions, pass and step-slide back to your cones. As soon as you return, the next pair can go. (You can repeat this activity using bounce passes and 2-handed overhead passes.)

Grade Level Progression:

- 3rd: Allow students to catch passes, stop, and then pass to a moving partner while remaining stationary.
- 4th: Play the activity as described above.
- 5th: Add bounce passes and/or overhead passes as students display readiness.

STEP SLIDE BASKETBALL

UNIVERSAL DESIGN ADAPTATIONS

- ✓ Allow students to choose the locomotor activity they use to travel the length of the activity area.
- ✓ Allow students to choose the pace of their movements.
- ✓ Provide a variety of balls that can be dribbled and passed. Allow students to select the ball that will give them the best chance for success.

ACADEMIC LANGUAGE

Appropriate, Compliment, Effort, Leading Pass, Pass, Performance, Step-Slide, Theory

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [E15.4-5]:** Throws to a moving partner with reasonable accuracy in a non-dynamic environment (4); Throws with accuracy, both partners moving (5a); Throws with reasonable accuracy in dynamic, small-sided practice tasks (5b).
- ✓ **Standard 1 [E26.4]:** Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments (4).
- ✓ **Standard 4 [E4.3-5]:** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

BASKETBALL Depth of Knowledge

- ✓ **DOK 1:** How would you describe a step-slide movement?
- ✓ **DOK 2:** What do you know about using step-slide movements in basketball?
- ✓ **DOK 3:** How is balance related to step-slide movements?

SOCIAL AND EMOTIONAL LEARNING Depth of Knowledge

- ✓ **DOK 1:** How can you recognize a compliment?
- ✓ **DOK 2:** How does receiving a compliment make you feel? How does giving a compliment make you feel?
- ✓ **DOK 3:** Can you formulate a theory about how giving and receiving compliments affects a person’s skill performance? How would you test that theory?

TEACHING STRATEGY FOCUS

Review content. Students learn through repetition (either good or bad). Providing ongoing demonstrations while reviewing skill cues will help reinforce the performance that you want to see with a focus on critical skill cues. It’s unrealistic to expect students to see and hear something one time and then be able to work independently toward competency. Review content often.