

BASKETBALL BONANZA

STUDENT TARGETS

- ✓ **Skill:** I will perform all skills and drills with purpose and a desire for excellence.
- ✓ **Cognitive:** I will discuss the meaning and importance of being actively engaged.
- ✓ **Fitness:** I will work to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will work independently with purpose.

TEACHING CUES

- ✓ Knees Bent, Eyes Up
- ✓ Finger Pad Push
- ✓ Give to Your Waist
- ✓ Protect the Ball

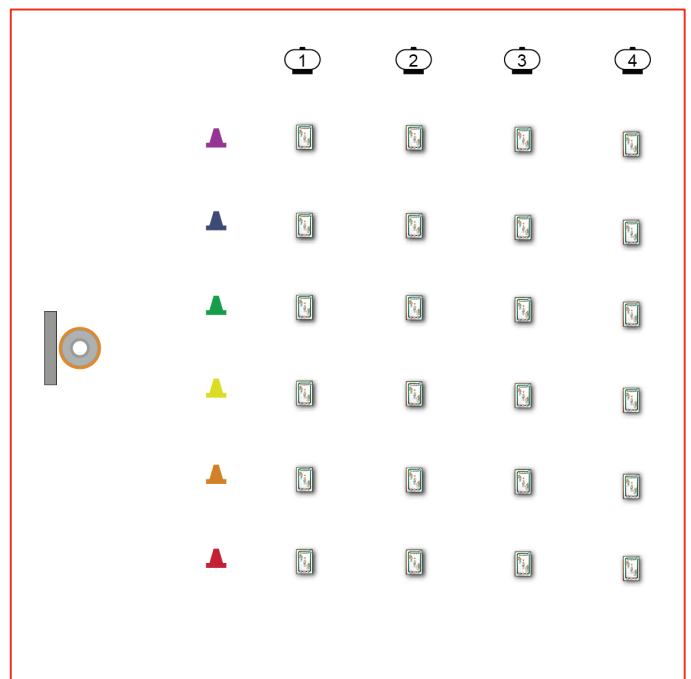
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 24 Skillastics® Basketball Task Cards
- ✓ 1 basketball per student
- ✓ 6 cones (6-color set)
- ✓ 4 cones with Task Tents
- ✓ 4 numbered row marker signs
- ✓ 1 basket/hoop

Set-Up:

1. Create 6 columns and 4 rows of task cards with colored cones to mark the columns and numbered signs to mark the rows. Space task cards 10' feet apart.
2. Send 24 students to 24 different task cards. Additional students will line up behind the colored column cones.
3. Each student with a ball.



Activity Procedures:

1. It's time for Basketball Bonanza. The purpose of this activity is to showcase all of the skills that we've learned throughout our Skillastics® Basketball Module.
2. On the start signal, students at task cards will be performing the designated task. Students in line behind the column cones will alternate 5 dribbles with their right hands, 5 dribbles with their left hands, and 5 crossover dribbles. Continue until you hear the signal to rotate.
3. On the rotate signal, students in row 4 will dribble to the hoop, where they'll practice their jump shooting from inside the key area. Row 3 will move to row 4, row 2 to 3, row 1 to 2, and the cones to row 1.
4. We'll repeat this rotation every 1–2 minutes.

Grade Level Progression:

3rd–4th: Use baskets at a height that promotes success. If adjustable baskets are not available, use hula hoops placed on the floor with a focus on form, arc, and follow-through.

5th: Play the activity as described above.

BASKETBALL BONANZA

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Provide a variety of balls that can be dribbled. Allow students to select the ball that will give them the best chance for success.

ACADEMIC
LANGUAGE

Review key academic language used during this module.

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E6.3-4]:** Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation (3); Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks (4).
- ✔ **Standard 1 [E17.3-5]:** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b); Combines hand dribbling with other skills during one-on-one practice tasks (5).
- ✔ **Standard 1 [E26.4-5]:** Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments (4); Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball) (5).
- ✔ **Standard 4 [E6.3-5]:** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF
QUESTIONS

BASKETBALL Depth of Knowledge

- ✔ **DOK 1:** What would you include on a list of Skillastics® practice tasks that you could do at home to improve your basketball skills?
- ✔ **DOK 2:** What did you notice about your skill level as we moved through our Skillastics® Basketball module?
- ✔ **DOK 3:** Can you predict how your skills will progress between now and this same time next year if you continue to participate in practice tasks?

SOCIAL AND EMOTIONAL LEARNING Depth of Knowledge

- ✔ **DOK 1:** What does it look like when you're actively engaged in a practice task?
- ✔ **DOK 2:** What do you notice about your attitude when you're actively engaged?
- ✔ **DOK 3:** How is a growth mindset related to being actively engaged?

TEACHING
STRATEGY
FOCUS

Help students examine their reasoning. The final lessons of a module provide an important opportunity to reinforce skills and concepts taught while exploring student attitudes toward future participation and enjoyment. Discuss what practice looks like outside of class and help students examine how staying actively engaged in skill development will help them enjoy a lifetime of physical activity and social recreation.