

CAN'T STOP ME STATIONS

STUDENT TARGETS

- **Skill:** I will demonstrate the basketball skills learned throughout this module.
- **Cognitive:** I will use the academic language of basketball during group discussions.
- **Fitness:** I will stay actively engaged at the intensity needed to raise my heart rate.
- **Personal & Social Responsibility:** I will use positive language to encourage my classmates and avoid trash talk or negative criticism.

TEACHING CUES

- Focus on Fundamentals
- Use Positive Language to Create a Positive Learning Environment

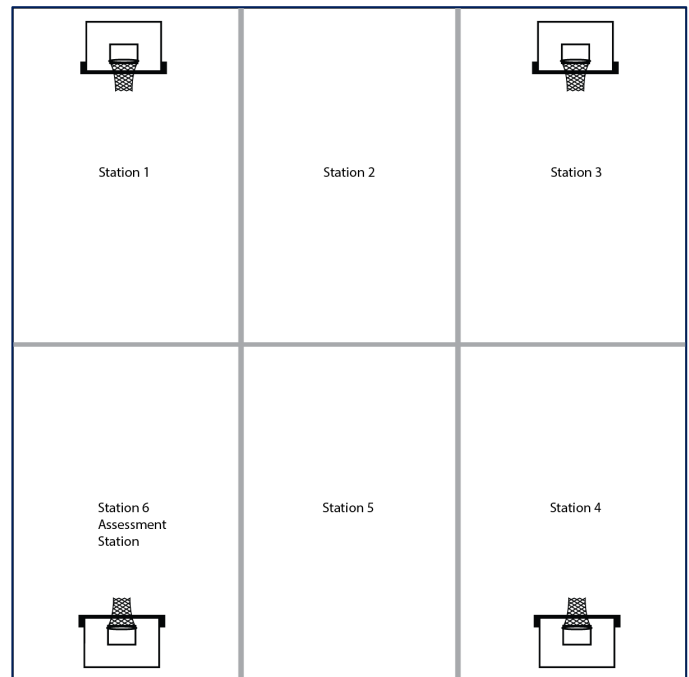
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 24 low-profile cones
- 1 large cone and task tent per station
- Self-assessments and/or SEL Journals
- Station music and music player
- See station cards for equipment needs

Set-Up:

1. Using low-profile cones, create 6–10 grids (depending on size of class and activity area).
2. Set station cards up on tall cones in each grid.
3. Set up each station according to its station card.
4. Designate 1 station as an assessment station.
5. Create groups of 2–4 students, with each group at a different station.



Activity Procedures:

1. It's time for Can't Stop Me Stations. At each station, you'll play 1 of your favorite games from earlier in this module — Dribble Stoppers, Money in the Bank, Challenger, and Kareem Abdul-Jabbar.
2. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.

Grade Level Progression:

- 6th–7th: Play the activity as described above.
8th: Allow students to create their own basketball skill stations.

CAN'T STOP ME STATIONS

UNIVERSAL
DESIGN
ADAPTATIONS

- Some students may need step-by-step assistance with clean-up and rotation.
- Choose modifications from the activity pages that correspond to each station.

ACADEMIC
LANGUAGE

Select words to review from previous lessons.

STANDARDS
& OUTCOMES
ADDRESSED

- *See standards and outcomes from the activity plans used for each station.*
- **Standard 5 [M6.6-8]:** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities (8).

DEBRIEF
QUESTIONS

Use this opportunity to review DOK topics that students previously found challenging.

TEACHING
STRATEGY
FOCUS

Organizing students to interact with content: The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.