



FORM SHOOTING WARM-UP

STUDENT TARGETS

- **Purposeful Competition:** I will recognize the importance of failed attempts along the path to excellence and learn from them intentionally.
- **Skill:** I will move with control and at a safe pace to prepare for basketball skills and game play.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Responsible Behaviors:** I will demonstrate personal and social responsibility during all practice tasks.

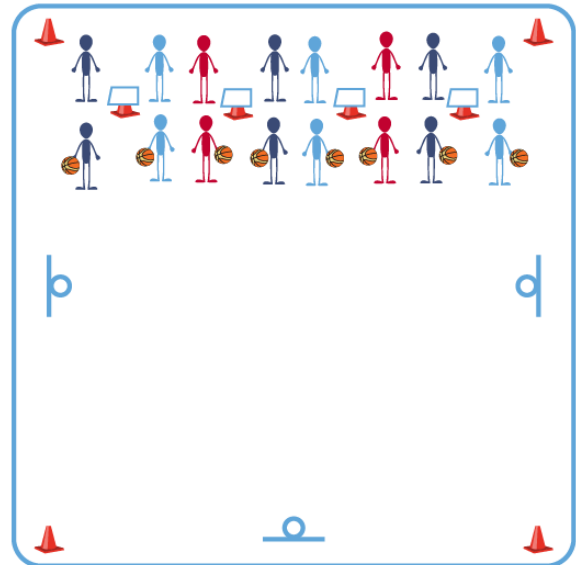
EQUIPMENT & SET-UP

Equipment:

- 1 Task Tent and 1 cone per 4 students
- 1 Form Shooting Warm-up Challenge Card per 4 students
- 1 basketball per 2 students

Set-Up:

- Place cones, Task Tents, and Challenge cards along one side of the activity area. Space out cones with Task Tents so that 2 groups can safely utilize each Challenge Card displayed.
- Create groups of 2-4 students. Send groups of students to one side of the activity space.



ACTIVITY PROCEDURES

1. This activity is called the Form Shooting Warm-up. The object is to allow you to prepare to shoot with confidence and move safely during our basketball skills and game play.
2. On the start signal, work to complete the shooting and stretching challenges found on the challenge card. One student will complete the shooting challenge while their partner performs the designated stretch. Once the partner completes one round of down and back of the shooting challenge, the partners will trade roles.
3. Continue to alternate completing the shooting and stretching challenges until all six rounds have been completed.
4. *Teacher Note: both partners should complete the shooting challenge and the stretching challenge before moving to the next round.*
5. On the stop signal be ready for the next set of instructions.

GRADE LEVEL PROGRESSION

- **Level 1:** Complete each challenge with a focus on safely preparing the body to move.
- **Level 2:** Partners collaborate to create one new shooting or stretching challenge to add to the challenge card.

TEACHING CUES

- **Cue 1:** Move with control and at a safe pace to avoid injury.
- **Cue 2:** Continuously move during dynamic stretching without a break.
- **Cue 3:** Use motivating language with your partner(s).



FORM SHOOTING WARM-UP (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase or decrease the size of activity area as needed.
- **UDL 2:** Use brightly colored cones/equipment to distinguish boundaries.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.
- **UDL 5:** Provide equipment of different sizes, textures, and weights (e.g., playground balls, foam balls, auditory balls).

ACADEMIC LANGUAGE

Challenge, Dominant, Non-Dominant, Responsibility

PRIORITY OUTCOMES

Purposeful Competition - Association of Failed Attempts with Future Successes:

- **(HS)** Create higher level tasks to overcome challenges, rather than easily attained victories, in recognition that losses will provide many opportunities to see greater development and lead to growth.

Etiquette:

- **(HS)** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.

CLOSURE AND DEBRIEF

Debrief Questions:

- **DOK 1:** What is personal responsibility?
- **DOK 2:** How is personal responsibility similar to social responsibility? How are they different?
- **DOK 3:** How would you summarize the importance of personal and social responsibility among members of a basketball team?