**EPE 310 – Physical Education Unit Plan**

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**Grade:** 2 **GLSP:** Precontrol **Topic:** Hand dribbling

**Rationale and why this unit is important**

  This unit is crucial. Hand dribbling is a skill that will be useful for life. Before even starting this unit, some students in the class may not know what hand dribbling is. The chances are good that most students in the class do not know what hand dribbling can be used for. This can be explained in the introduction of day 1 when students are asked to come up with different examples of activities that all include bouncing a ball?  (If students get examples of hand dribbling with 1 or 2 different pieces of equipment such as bouncing with a basketball, try to go outside of that to think of others, e.g., bouncing a ball with a bouncy ball, bouncing a ball with a racquetball). This once again comes up during the introduction of day 6 when students are asked to name another activity that hand dribbling will help with? (ex: playing with a yo-yo). This unit will provide students with a positive learning environment.

One of the most important aspects of Physical Education is mastering the performance cues. Performance cues are critical so that students perform the correct Physical Activity movements when learning a certain movement. In this unit, we tried to put a big emphasis on Performance Cues. The 4 performance cues for Hand Dribbling are (1. finger pads 2. knees bent 3. hand on top of ball 4. forward/backward stance). The 3 performance cues for Spatial Awareness are 1. Go where others are not. 2. Slow Down or speed up to avoid coming into contact with others. 3.Stay within the boundaries).

During the day 1 introduction, students learn about the performance cues for hand dribbling. During the day 2 introduction, students are quickly asked what the performance cues are for hand dribbling. During day 3, the exit slip is based on the performance cues that were learned during day 1 and day 2. During day 4, the students are asked what the performance cues for hand dribbling are during the introduction. During day 5 learning activity, the students learn the 3 performance cues for Spatial Awareness. Students get to practice their new knowledge of performance cues during the day 5 closure when the students are asked what the 3 performance cues for Spatial Awareness are. Moving on to day 6, the performance cues for hand dribbling are revised quite a bit. The day 6 lesson focus is exploring how to dribble a basketball in different contexts while mastering the hand-dribbling performance cues. During the day 6 introduction, the students are asked to remember the performance cues of hand dribbling before they try it with the balls at the 3 different stations! At station 1, the group members will first go over the performance cues. Then, the student who is holding the hula hoop will say the performance cues out loud while the other student dribbles the basketball.  At station 2, students will go over the hand dribbling performance cues with each other in groups. While at station 3, Before starting the peer assessment, the students will partner up and ask each other what the 4 performance cues are for hand dribbling.

During the day 6 introduction, it is explained that mastering hand dribbling will help build your confidence with Physical Education, will get you closer towards being a lifelong mover and will improve your chances at being Physically active for life. This unit will have both the managerial and instructional component so that learning is taking place properly. The students will be getting a quality Physical Education in this unit. It is important to note that students tend to be working towards precontrol at this grade level and all throughout this unit plan, we took that into consideration while we did each day.

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| **Day 1**  **Outcome: PE2.5:** Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:  ●      control level of skill when:  ○      Throwing  ○      catching (collecting, gathering)  ○      Kicking  ●      Progressing-towards-control level of skill when:  ○      **hand dribbling**  ○      foot dribbling  ○      striking objects with hands  ○      striking objects with short-handled implements (e.g., short-handled racquets, paddles).  **Indicator(s):**  **b.** Say performance cues (think-aloud) while throwing, catching, kicking, **hand dribbling,** foot dribbling, striking objects with hands, and striking objects with short-handled implements.  **k.** Practise bouncing a ball with two hands and catch it repeatedly, while remaining stationary.  **e**. Throw/roll small objects (e.g., bean bags, balls) along the ground, in intended direction.  **Outcome: PE2.6:** Vary the performance of the body, while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of: space (general space, levels, directions, pathways, and extensions)  ●      effort (time/speed, force, and flow)  ●      relationships (with objects and with others).  **Indicator(s):**  **a.** Respond physically and correctly to movement vocabulary verbalized by the teacher (e.g., slide right, jump left, run in a big square, grow slowly, throw the ball sideways, close your stance, open your arms to the sky, lengthen your leap).  **Lesson focus:** Introduction to Dribbling concepts and movement  **Acceptable evidence (Assessment):** Checklist to determine if students are using performance cues and saying them aloud.  **Intro:** Some of you may have heard about the concept of bouncing a ball before and know what bouncing a ball is. Others maybe have not and that is okay. We are here to learn. Can anyone give me some examples of bouncing a ball?  (If students get examples of hand dribbling with 1 or 2 different pieces of equipment such as bouncing with a basketball, try to go outside of that to think of others, e.g., bouncing a ball with a bouncy ball, bouncing a ball with a racquetball). In this unit we are going to be learning about bouncing a ball. Bouncing a ball is a very important skill to learn correctly so that you will be able to use it anytime that you want for the rest of your lives. Before we bounce a ball, we need to learn how to hold a ball properly. Let us take a look at a few pictures of people who are correctly holding a basketball.  **Learning Activities (tasks):**   1. Non-locomotor warm-up with the help of picking from a hat. Teacher picks non-locomotor activity from a hat and calls it out. Then the teacher picks out a different non-locomotor pattern while the students are all spaced out.  (e.g., Balancing, Rotation on the spot, landing on hands from standing position, jumping and landing on feet on the spot. etc.) while demonstrating an understanding of high/low levels. 2. Learning cues of hand dribbling. Students will first practice the physical movements of bouncing a ball and then catching it but with no objects in their own space 5 times. As they do this, they will use the performance cues for hand dribbling: 1. finger pads 2. knees bent 3. hand on top of ball 4. forward/backward stance. The students will repeat the performance cues out loud. \*\*Talk about space-> Not being too close to someone while practicing non-locomotor movements, bouncing a ball. 3. The teacher will call out different performance cues in chronological order and at different speeds. The students will say repeat the performance cue out loud and then perform the performance cue. Ex: Knees bent. The students will say knees bent and then will proceed to bend their knees. The students will practice the performance cues a few times. 4. The students will be engaged in an activity that focuses on controlling the object chosen (e.g., basketball) with their finger pads called “Walk the Dog.” The basketball would act like the dog, the student is taking it out for a walk. Feet should be shoulder-width apart with the ball on the ground in front of their body. Using just the students finger pads, move the ball back and forth, forwards and back, in different patterns and in different shapes. This will be done with students being stationary in their personal space. Have the students (in groups) “walk their dog” to drop off their ball at the end of class.   **Closure:**  How can we use bouncing a ball outside of school? **Can anyone tell me what the performance cues are for hand dribbling?** If we are learning about how to correctly hold a ball and being spaced out, what other important skill should we add to that? (Dribbling). Next class we will start with that! |

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| **Day 2**  **Outcome: PE2.5:** Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:  ●      control level of skill when:  ○      throwing  ○      catching (collecting, gathering)  ○      kicking  ●      progressing-towards-control level of skill when:  ○      **hand dribbling**  ○      foot dribbling  ○      striking objects with hands  ○      striking objects with short-handled implements (e.g., short-handled racquets, paddles).  **Indicator(s):**  **b.** Say performance cues (think-aloud) while throwing, catching, kicking, **hand dribbling**, foot dribbling, striking objects with hands, and striking objects with short-handled implements.  **i:** Explore, with guidance, and discuss a variety of ways to dribble large balls with **hands** and feet (e.g., with two hands, with right hand, with left hand, with inside of right foot, with inside of left foot) to determine how the body movement changes when dribbling in different ways.  **k.** Practice bouncing a ball with two hands and catch it repeatedly, while remaining stationary.  **l.** practice dribbling a ball with two hands continuously, while remaining stationary.  **m.** Explore dribbling a ball with one hand, and the other hand  **Lesson focus:** Introduction to dribbling (using left hand, right hand, alternating and both) in personal space  **Acceptable evidence (Assessment):** Self-assessment exit slip. Questions could include: I have tried dribbling a basketball with both hands, with my left hand and my right hand; I worked hard today and feel happy with my effort; I had fun today; I learned/tried something new today; I was kind to my peers today; etc.  **Intro:** Last class we discussed and practiced the movement that one makes when dribbling a ball. Can anyone tell me what our bodies should look like/be doing when dribbling a ball? Are our legs straight or bent? **Bent.** What part of the hand touches the ball when we dribble? **Finger pads.** Can someone remember all of the cues for dribbling a ball? **Knees bent, dominant arm extended, fingers wide, eye on ball, hand behind ball, push ball downward/forward with finger pads, flex wrist downward. When Ball is returning, absorb the ball, flex wrist upwards, alternate hands and repeat.** Today we are going to practice what we learnt last class, but we are going to be using basketballs (or another bouncy object). Have you dribbled a basketball before? What sports would you use this skill in?  **Learning Activities (tasks):**   1. Students will grab an object (e.g., basketball, bouncy call, etc.) and go to a designated spot in the gym. Remind students what personal space (enough room to move your arms all the way around you without touching your peers) means and the importance to stay within their personal space throughout the day's activity (safety, etc.). Before expanding on the knowledge gained from the last class, ask students to put the ball by their feet and practice the movement of dribbling with an imaginary ball (left hand, right hand, alternating, both) while stating the performance cues stated above (intro). Teacher will play music (ideally a music choice popular with the students) and instruct the students to pretend to catch their ball and freeze whenever the music stops. When the music starts again, they must continue dribbling without a manipulative (the students will practice with both hands, alternating hands, left hand and right hand before moving on to learning task 2). The students will do this for one song. 2. The students will pick up their balls and practice dribbling. The teacher will instruct the students to begin dribbling with both hands and catching the ball after each bounce while stating the performance cues (bend knees, eyes on ball, hands behind ball, use finger pads of hands to push downwards on the ball, flexing wrist downwards and absorbing the ball on its way up - flexing wrist upwards and then catching the ball in both hands). They will catch the ball and freeze when music is paused. Do this for one song. 3. The next song students will begin dribbling a ball with both hands continuously and only catching the ball when music stops. They will state the performance cues mentioned in learning task 2 but will not be catching the ball after each bounce. 4. Then try alternating hands while stating the performance cues stated in the intro for the next song - again only catching the ball when music stops. Then use each hand independently while stating performance cues (bent knees, dribbling hand extended, fingers wide, eyes on ball, push ball downward/forward with finger pads, flex wrist downwards and absorb the ball on its way back up by flexing your wrist upwards then repeating the motion with the same hand - catching only when music stops). 5. For the final two songs, ask students to choose between dribbling while alternating hand or using one hand independently (right or left). They must state the cues to themselves and catch the ball/freeze when the music pauses.   **Closure:**  Can you tell me the performance cues and demonstrate the different ways we tried dribbling today? (ask a few students until all forms have been covered). Did any of the forms of dribbling feel more natural? Did one hand feel more comfortable than the other? Many people have a dominant hand - just like writing! Our writing hand is often the hand we use to dribble! Let’s use our writing hands to fill out our self-reflection sheets before we leave today, but first can anyone guess what we will be learning next class? We could try dribbling balls at different levels (high/low)! Next class we will start with that. |

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| **Day 3**  **Outcome: PE2.5:** Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:  ●      control level of skill when:  ○      throwing  ○      catching (collecting, gathering)  ○      kicking  ●      progressing-towards-control level of skill when:  ○      **hand dribbling**  ○      foot dribbling  ○      striking objects with hands  ○      striking objects with short-handled implements (e.g., short-handled racquets, paddles).  **Indicator(s):**  **i.** Explore, with guidance, and discuss a variety of ways to dribble large balls with **hands** and feet (e.g., with two hands, with right hand, with left hand, with inside of right foot, with inside of left foot) to determine how the body movement changes when dribbling in different ways.  **l.** practice dribbling a ball with two hands continuously, while remaining stationary.  **m.** Explore dribbling a ball with one hand, and the other hand  **Outcome: PE2.6:** Vary the performance of the body, while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of:  -       Space (general space, levels, directions, pathways, and extensions)  -       Effort (time/speed, force, and flow)  -       Relationships (with objects and with others).  **Indicator(s):**  **a.** Respond physically and correctly to movement vocabulary verbalized by the teacher (e.g., slide right, jump left, run in a big square, grow slowly, throw the ball sideways, close your stance, open your arms to the sky, lengthen your leap).  **g.** Demonstrate an understanding of relationships by performing a variety of movements (e.g., besides, under, through, in front of, behind, even with, onto, on, over, and off) using various pieces of equipment and available objects such as folding mat, branches, bench, box, rocks, hoops, balls, rope, logs, parachute, and climbing apparatus, alone and with others.  **Lesson focus:** Furthering dribbling skills, being aware of space and dribbling while moving.  **Acceptable evidence (Assessment):** Exit slip based on performance cues that have been discussed the past 2 lessons. This exit slip will contain pictures like a person with straight legs vs bent knees or a band with the palm circled or the finger pads and the students will circle the correct performance cue of dribbling.  **Intro:**  Last class we practiced dribbling a basketball. Does everyone remember how to dribble with a ball? How many different ways can we demonstrate a ball - remember we did these last class? What are those performance cues we talked about? (ask students until all forms of hand dribbling discussed the lesson prior have been covered) Can you demonstrate them? Today we will continue to practice dribbling, but we will add an extra step. After a quick warm up, we will move around while dribbling. After practicing, we can play Mr. Wolf!  **Learning Activities (tasks)**   1. Before starting the warmup activity, explain and demonstrate how to dribble a ball at a low level and a high level without a ball. Ask students to practice this motion while stating the performance cues but changing the level from waist height to knee height and then to shoulder height. The educator will ask students what they think will change in regard to ball control, how fast the ball returns after it bounces on the ground and so on. Once the students have all demonstrated an understanding and stated the performance cues of dribbling at all levels (e.g., knees bent, dribbling arm extended, fingers wide, eyes on ball, hand behind ball, push ball downward/forward towards ground, keeping ball at knee/waist/shoulder height, flex wrist downwards and then absorb the ball on its way up as your wrist flexes upwards). Instruct the students to get a basketball. 2. Guide students on dribbling the ball high and low. Ask students what they think will happen if they dribble the ball harder? What happens when you dribble softer? Make sure students understand what happens to the ball when they dribble harder/higher (ball bounces really high/harder to control) vs softer/lower (smaller bounce and easier to control ball). Allow five minutes for students to practice dribbling the ball harder/softer and higher/lower freely in personal space while remaining stationary. 3. For the next activity students will take part in the game “What Time Is it Mr. Wolf”. This will be like the usual “What Time Is it Mr. Wolf” game but will also incorporate dribbling the ball. Each student will have a ball and have enough space to dribble forward without touching or being in the way of a peer. The first round the students will explore the dribbling forms discussed last class (with both hands, alternating and each hand independently). The educator will call out a command based on the three dribbling forms (e.g., 3 o’clock dribbling with both hands) and the students will dribble the ball the amount stated while demonstrating the proper form indicated. On the last bounce (e.g., the third dribble), the students will catch their balls and hold them until the next command is stated. 4. When the educator believes the students are ready to move on to the next task, the next round of Mr. Wolf will begin. When Mr. Wolf (the teacher) calls out a command (i.e., “it’s 3 o’clock at a low/high level”) the students will dribble the amount of times and at the level indicated by Mr. Wolf. On the final step, the students will catch their balls and stand in place while they wait for the next command. 5. After the students have explored different levels of dribbling and the different forms that were worked on the previous lesson, the educator may choose to work on moving while dribbling. Have the students practice walking while demonstrating the performance cues of dribbling discussed on day 1 (without a manipulative). After some exploration, allow the students to dribble in personal space without bumping into their peers. The educator may choose to let the children explore this skill freely or in a game before handing out exit slips and preparing for closure. 6. Have students fill out exit slip.   **Closure:**  Did everyone have fun today? Was dribbling the ball lower easier than dribbling it higher? Do you think there are any benefits for bouncing the ball at different levels? When might you use this school outside of the school? Next class we will continue to work on dribbling while traveling! |

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| **Day 4**  **Outcome: PE2.5:** Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:  ●      control level of skill when:  ○      throwing  ○      catching (collecting, gathering)  ○      kicking  ●      progressing-towards-control level of skill when:  ○      **hand dribbling**  ○      foot dribbling  ○      striking objects with hands  ○      striking objects with short-handled implements (e.g., short-handled racquets, paddles).  **Indicators:**  **b.** say performance cues (think-aloud) while throwing, catching, kicking, **hand dribbling**, foot dribbling, striking objects with hands, and striking objects with short-handled implements.  **m.** Explore dribbling a ball with one hand, and the other hand.  **Outcome: PE2.6:** Vary the performance of the body, while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of:  -       Space (general space, levels, directions, pathways, and extensions)  -       Effort (time/speed, force, and flow)  -       Relationships (with objects and with others).  **Indicator(s):**  **g.** Demonstrate an understanding of relationships by performing a variety of movements (e.g., besides, under, through, in front of, behind, even with, onto, on, over, and off) using various pieces of equipment and available objects such as folding mat, branches, bench, box, rocks, hoops, balls, rope, logs, parachute, and climbing apparatus, alone and with others.  **Lesson focus:** Furthering dribbling skills while moving around objects.  **Acceptable evidence (Assessment):** Teacher will circulate the gymnasium throughout the class and ensure that they have asked each student a question and for the performance cues (teacher checklist). The students will also be given an exit slip about patterns. For example, it may ask what are two other patterns we could use when hand dribbling? (zig zag, curved pathway, etc.)  **Intro:** Does anyone remember what we did last class? (dribbling at different levels and started moving when dribbling a ball within personal space) Do you remember what that looks like? Today we are going to practice what we learned last time - moving while dribbling. Today we are going to practice bouncing around obstacles! First, we are going to try bouncing various sized balls on the spot (in personal space)! Can anyone quickly remind me what the performance cues are for hand dribbling?  **Learning Activities (tasks):**   1. A non-locomotor warm-up using various balls for the first bit of class. Have various sized bouncing balls available for students. Instruct the students to grab a ball of their choice that they would like to explore. They will bring that ball to personal space and begin dribbling it on the spot (while stating the performance cues - finger pads, knees bent, hand on top of ball, forward/backward stance). They will switch balls at least 2 times (depending on equipment availability and time) so the students are able to explore the different sizes of balls. While the activity is going on make sure to walk around and ask how they feel when dribbling with different sized balls, is it more difficult or easier with a specific ball, etc. The students will return the balls before getting into the learning task. 2. The students will be instructed to get a basketball, hula hoop, skipping rope and bean bag before returning to personal space. To begin, ask students to practice dribbling a basketball with their dominant hand and stating the performance cues. 3. Next ask the students to put the hula hoop on the ground and bounce the basketball around the hula hoop. The students may choose one direction to go around the hoop but encourage students to try both ways. 4. Students will then use the skipping rope as a circle (smaller than the hula hoop size) and dribble around it. 5. Finally, the students will be instructed to dribble around the bean bag (it is okay if there is space between the student and the bean bag - this is simply an exploration learning activity. 6. Teacher will be circulating around the gym throughout this activity and asking questions about the different situations the students are exploring this movement skill in. The educator will also be ensuring that the students are stating the performance cues.   **Closure:** Did anyone find it difficult to hand-dribble around obstacles? Can anyone tell me the movement pattern that we were exploring today? (circle) Can anyone think of any other patterns we could move in? What did you find difficult today? What did you feel successful doing today? |

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| **Day 5**  **Outcome: PE2.5:** Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:  ●      Control level of skill when:  ○      Throwing  ○      catching (collecting, gathering)  ○      Kicking  ●      Progressing-towards-control level of skill when:  ○      **hand dribbling**  ○      foot dribbling  ○      striking objects with hands  ○      striking objects with short-handled implements (e.g., short-handled racquets, paddles).  **Indicator(s):**  **b.** say performance cues (think-aloud) while throwing, catching, kicking, **hand dribbling**, foot dribbling, striking objects with hands, and striking objects with short-handled implements.  **Outcome: PE2.6:** Vary the performance of the body, while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of:  ●      space (general space, levels, directions, pathways, and extensions)  ●      effort (time/speed, force, and flow)  ●      relationships (with objects and with others).  **Indicator(s):**  **b.** Respond physically and verbally to answer questions such as "Where is the open space?", and "How can you make sure that no one else is in your personal space when you are moving around?"  **g.** Demonstrate an understanding of relationships by performing a variety of movements (e.g., besides, under, through, in front of, behind, even with, onto, on, over, and off) using various pieces of equipment and available objects such as folding mat, branches, bench, box, rocks, hoops, balls, rope, logs, parachute, and climbing apparatus, alone and with others.  **Lesson focus:** Hand-dribbling while moving and maintaining spatial awareness near peers  **Acceptable evidence (Assessment):** Peer observation - each student will complete a checklist to determine if their partner was able to state all of the performance cues. It is important to note that students tend to be working towards pre control at this grade level.  **Intro:** Last class we did an activity that included bouncing a basketball in a circle pattern around objects and explored using different balls to practice our dribbling skills. From what I saw you all did very well. I was impressed by how everyone used the open space and did not interfere with someone else’s open space. While watching all the student’s hand-dribble, I saw everyone putting the performance cues to use and progressing during Hand dribbling. Did everyone feel comfortable doing that? All of our practice so far has been in our own space, away from other people. Today our peers will be our obstacles. We are going to learn to hand-dribble near and around peers. Can anyone tell me why this is an important skill to learn? (Discuss basketball and other activities where it is necessary to hand-dribble around other people). What are some things we need to remember when hand-dribbling close to others? (Discuss and review staying safe and watching out for people when hand-dribbling - keep your eyes up and maintain a respectful distance when navigating around peers). Let’s get started with our activity!  **Learning Activities (tasks):**   1. Warm up using parts of the obstacle course to refresh (set up a few cones to navigate around once or twice). 2. Review cues for spatial awareness. (1. Go where others are not, 2. Slow down or speed up to avoid coming into contact with others, 3. Stay within boundaries). Pair up, one ball per pair. First, one student will stand still while the other student hand-dribbles in 2-3 circles around their partner. Then switch places. (Observe this task until the students have all successfully completed this). 3. Now try increasing your pace, walk a little faster or try dribbling higher or lower. 4. This time walk in a straight line with your partner walking beside you. Whoever is dribbling the ball will set the pace. Walk one line dribbling with your right hand, then one line dribbling with your left hand. 5. Now for a quick game, two pairs join together to make a group of four. Three students will stand in a line a few feet apart acting as cones. One student will zig-zag through each person while hand-dribbling. Each of you can go through a few times, try different hands, speeds, or other variations we have tried before. Make sure to take turns!   **Closure:**  Did anyone find it difficult to hand-dribble around other students? What are some things we had to remember when moving near people? Now that we have tried dribbling around our peers, next class we are going to play a game that puts all of our new skills to use! Can anyone remind us what the 3 performance cues are for Spatial Awareness? 1. Go where others are not. 2. Slow down or speed up to avoid coming into contact with others. 3. Stay within the boundaries. |

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| **Day 6**  **Outcome:  PE2.5:** Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:  ●      Control level of skill when:  ○      Throwing  ○      catching (collecting, gathering)  ○      Kicking  ●      Progressing-towards-control level of skill when:  ○      **hand dribbling**  ○      foot dribbling  ○      striking objects with hands  ○      striking objects with short-handled implements (e.g., short-handled racquets, paddles).  **Indicator(s):**  **m.** Explore dribbling a ball with one hand, and the other hand.  **i.** Explore, with guidance, and discuss a variety of ways to dribble large balls with **hands** and feet (e.g., with two hands, with right hand, with left hand, with inside of right foot, with inside of left foot) to determine how the body movement changes when dribbling in different ways.  **Lesson focus:** Exploring how to dribble a basketball in different contexts while mastering the hand-dribbling performance cues.  **Acceptable evidence (Assessment):**  The students will be given a checklist/exit slip at the beginning of class. It will ask questions like: Did I encourage my classmates; Did I help my friends today; Did I put in effort today; Did I have fun; Do I know the performance cues for hand dribbling? (they will be listed).  **Intro:** The past five classes we have been working on our dribbling skills, and I’d say we have gotten really good!! Today we are going to use all the skills we have been working on the past few lessons: dribbling at different levels, dribbling around objects/peers and dribbling in different patterns and apply them at the 3 different stations which have been organized. That will be your learning environment for today.  It is important to remember that the skills that you have learned can help you with other activities in life. As you know by now, hand dribbling will help you in basketball. Can anyone name me another activity that hand dribbling will help with? (ex: playing with a yo-yo). Mastering hand dribbling will help build your confidence with Physical Education, will get you closer towards being a lifelong mover and will improve your chances at being Physically active for life.  Let's remember the performance cues of hand dribbling before we try it with the balls at the stations! (1. finger pads 2. knees bent 3. hand on top of ball 4. forward/backward stance).   Let's all try that and then break out into the stations!  **Learning Activities (tasks):**   1. Students will engage in a warmup activity before going to the stations set up in the gym. Instruct students to practice hand-dribbling on the spot (by alternating hands and using each hand independently). Then the students will move around the space while being aware of other students. (making sure students are moving in general space without bumping into their peers). 2. The students will participate in the following 3 stations:   **Station 1:** This station will be utilizing dribbling skills at different levels while remaining stationary. The students will pair up with another peer in their group. Each group will get a hula hoop and a basketball and then go over the 4 performance cues for hand dribbling which are (1. finger pads 2. knees bent 3. hand on top of ball 4. forward/backward stance). The students will participate in a stationary limbo type of activity while demonstrating their dribbling skills. One student will hold a hula hoop at a high or low level. The student who is holding the hula hoop will be saying the hand dribbling performance cues out loud during the whole time of the activity. The other student will dribble at the level indicated by the height of the hoop and state either “high level” or “low level” - e.g., the student holds the hula hoop really high, while the dribbling student says “high level” and dribbles the basketball the best that they can (while doing their best to maintain control as we know that grade 2 students are working towards precontrol at this level). The students that will be dribbling at different levels will be stationary.  **Station 2:** For station number 2, students will find themselves a partner who is at the same station. There will be one basketball per group. For each group, one student will dribble slowly in a circle around their partner who is standing still. The partner who is standing still will be saying the performance cues for hand dribbling. (1. finger pads 2. knees bent 3. hand on top of ball 4. forward/backward stance). Then, the student who is standing in place will say “switch” and the student who is dribbling will switch directions. After that is done, the group members will alternate. Every student in every group is responsible for spatial awareness for themselves while respecting the necessary distance for their group members and classmates in other groups.  **Station 3:** In this station students will be doing a peer assessment. Before starting the peer assessment, the students will partner up and ask each other what the 4 performance cues are for hand dribbling.  (1. finger pads 2. knees bent 3. hand on top of ball 4. forward/backward stance). Once that is done, it is time to move on to the self-reflection. The questions will be: Did I encourage my classmates? Did I help my friends today? Did I have fun? Do I know the performance cues?  **Closure:**  Students may use checkmarks, smiley faces or words on the exit slip. I want to know how you felt about this unit. Did you enjoy these activities? What was your favorite station? What are other games you would relate these activities with? Could you find any connection with a specific sport or game? Did you learn anything? What skills did you learn and how did you apply them?  Now you know how to properly hand-dribble in a variety of context settings. Great job! |