

S: 1 H: 2 GLO: 9-12

OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10595#.V4Zvq7grLIX>

<p style="text-align: center;"><u>Objectives/ Student Targets</u></p> <p><u>Cognitive:</u> The students will be able to relate the necessity for rhythm within the sport of basketball.</p> <p><u>Affective:</u> The students will develop an appreciation for the rhythmic movement involved in the game of basketball.</p> <p><u>Psychomotor:</u> The students will perform dance combinations that combine rhythmic movement with basketball skills.</p>	<p><u>Equipment & Technology Needed:</u></p> <ul style="list-style-type: none">- 1 basketball per student- 1 polyspot per student- Songs 1 & 2 (Let's Get Ready to Rumble and Get Ready 4 This) from Jock Jams CD - Volume 1 (recommended)- Stereo/Speakers
<p><u>Academic Vocabulary:</u> Rhythm, Counts, Figure 8</p>	
<p><u>Introduction / Anticipatory Set:</u></p> <p>Have polyspots with a basketball on each set out before class time. Each student can find a spot and sit next to the ball, instruct them not to bounce or throw the basketballs just yet. Explain to the students that there is a rhythm in basketball. There is a rhythm in the fluid movements, in dribbling, and running up and down the court. Today, we are going to participate in rhythmic activities using our basketballs.</p>	<p><u>Classroom Layout:</u></p> <p>Gym (or large space with hard even surface)</p>
<p><u>Instant Activity:</u></p> <p>Can start by having each student complete ball handling drills at their polyspot. Such as:</p> <ul style="list-style-type: none">- dribbling to a count of 8 with each hand- dribbling between the legs- figure 8s- around the worlds <p>To make it a little competitive, have the students complete 8 of each skill as fast as they can and then sit down to see who finishes first.</p>	

Fitness Development:

1. Increase heart rate movement
2. Improve flexibility through daily stretching activities
3. Develop muscular endurance and strength through activity

Lesson Focus:

Have students stand on their polypspot so they are evenly spaced. No wis time to explain the dance.

This music is nicely arranged in sets of 32 counts. The 4 movements listed below can be used once for 8 counts, repeated twice for 16 counts, or repeated 4 times for 32 counts.

The dance begins with the basketball at the right side under the right arm and feet about shoulder width apart. This is held during the opening of the song until the words, "Let's get ready to rumble!"

There are 32 counts of music that can be used for the dance, or students can continue to hold this position. The main part of the music begins when "You all ready for this?" is heard.

Step 1 – Hold ball in both hands above the head and to the L (1), bring it down to the R shoulder (2), bring it down to the L armpit (3), bring it down to the R side of the waist. (4). Move ball to the L of the waist (5), to the R armpit (6), to the L shoulder, and to the R above the head. (The ball moves in a zig-zag pattern.) Each movement can be given 2 counts if it is easier for the students to move the ball more slowly. This step can be repeated for up to a total of 32 counts.

Step 2 - Holding the ball about eye level toss the ball from the R hand to the L on each count of the music. Emphasize keeping the tosses under control and staying with the music. Add hip movements to the R and L as the ball is tossed from hand to hand. Again this movement can be repeated for up to 32 counts.

Step 3 – While the feet are doing a grapevine to the R (step to R with R foot, step behind R foot with L, step to R with R foot, touch L toe next to R) and to the L (step to L with L foot, step behind

Teaching Cues:

- 1, 2, 3, 4....
- eye level
- sequence

Modifications:

If the music and steps are too fast, slow it down to hold a move for 2 counts instead of 1.

If there are not enough basketballs, you can use another ball such as a playground ball or soccer ball.

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L foot with R, step to L with L foot, touch R toe next to L) the basketball is tossed on counts 1, 3, 5, 7. It is caught on the even numbers. Emphasize that tosses should be no higher than the eyes. Step 4 – Fake a chest pass to the R by pushing the basketball to the front and bringing it back in. (2 counts). Repeat faking the pass to the L. Using the pivot movement from basketball, keep one foot stationary and use the other foot to pivot in a complete circle. (4 counts). Either foot can be used for this step. Again this movement can be repeated for up to 32 counts.

You may have to go over the steps more than once before you put the entire sequence together or just start with putting only two of the steps together. When you think the students have it, try and do the entire song. Practice a few times.

After teaching the 4 steps, challenge students to create another variation to add to the dance. Tell them to try to incorporate their knowledge and skill in basketball with dance and rhythms.

Assessment:

1. Students are not at all familiar with the dance, cannot keep count, and have trouble transitioning, and/or are not participating in the activity.
2. Students can somewhat keep count but lose track, they are participating but with minimal effort.
3. Students are participating with a good attitude, keep count, and give max effort when learning and performing the new dance.

Closure:

Ask the students if there are any other sports that have a rhythmic component.

What other parts of basketball are rhythmic?

Why is it important for us to learn and practice sequences with rhythm?