



# Hunter Model - Sample 1

## Basketball skills

Created by Shawn Lee – for Wilson's Section of ED381 - posted to [thesecondprinciple.com](http://thesecondprinciple.com) 9/2019

Area: Physical Education

Aim: Students will recognize and understand a variety of skills used and needed to play in specific team sports.

Related Goal: Students will be able to identify and use specific basketball skills with a focus on dribbling a basketball.

### Anticipatory Set:

(Note: Many students choosing to use this model fail to realize that any scripted dialogue must be accompanied by an activity! In the sample below the author states that prior to the main activity students and teacher will be reviewing and discussing prior knowledge. Please make sure your lesson includes an activity that gets the learners set for the body of the lesson. That is the intent of the "*anticipatory set*," to get the learner to anticipate the lesson.)

**Activity:** The teacher will direct students to stand up in self space. They will be asked to imagine they are basketball players playing the "big game." The scenario is that they are on a team that is down 1 point with 12 seconds left to play. The game is in his or her hands. They have the ball and it's his or her job to make a move to the basket, find a shot, and win the ball game! "What's your move going to be?" (Students then act out the scenario in self space without a ball)

The teacher will then seat the class and have them watch a brief highlight video showing college and professional basketball players making great moves performing dribbling skills in order to set up shots.

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### Stated Objectives:

- Students will identify basic and advanced skills of dribbling a basketball.
- Students will show respect for the varying levels of dribbling skill portrayed by each student in class.
- Students will perform skills and participate in approximately 10 dribbling stations, drills, and games as outlined by the instructor.

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### Modeled Practice:

- The teacher will explain and demonstrate (possibly with the use of model students) the number of skills and mechanics necessary to dribble a basketball properly.
- The teacher will explain and demonstrate (possibly with the use of model students) the skills and mechanics necessary to complete advanced dribbling actions.

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### Guided Practice:

- Students will practice dribbling skills with one ball in self space as outlined and demonstrated by the instructor.
- Students will partner up and practice dribbling skills with two balls as outlined and demonstrated by the instructor. Each individual will take a turn while the partner observes, helps out, and critiques.
- The teacher will move around the gym to each individual or each set of partners during both one-ball and two-ball drills giving guidance, feedback, and corrective help and demonstration as needed.

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### Independent Practice:

- The students will be given time to practice in self space their individual skills as outlined on a skills checklist both individually and with a partner as well as completing dribbling stations set up by the instructor.
  - Students will be required to use specific mechanics as outlined by the instructor and in a detailed handout accompanying the checklist.
  - The instructor will continue to move around the gym giving guidance, feedback, and corrective help and demonstration as needed.
  - The students will then participate in a game of "dribble tag" designed for students to develop and use their dribbling skills in an activity that promotes the skill as well as rules, strategy, and above all, fun.
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### Closure:

- Students will meet up around the instructor and the instructor will review the details and mechanics of dribbling a basketball and outline a variety of scenarios supplying a need for advanced moves (as portrayed in the highlight video – (cognitive) game situations).
- Students will join the instructor in an open-ended discussion on what they learned, what they liked, and what they disliked.
- The instructor will briefly demonstrate particular dribbling moves and ask the students to name the type of dribbling move portrayed. (Example: “Dribbling hard from one hand and quickly moving to the other with a change of speed and direction is known as?” Answer: Crossover)

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