

**TASK ANALYSIS A:
MOTOR SKILL
DEVELOPMENT**

CORE

CLOSING ACTIVITY

TASK ANALYSIS A: MOTOR SKILL DEVELOPMENT	Instructional Cues/Points to Emphasize	Practice Activities	Application Activities
<p>A. <u>Skills</u>: The task analysis answers the question: What would the learner need to perform to meet the instructional goal? List the skills to be taught below.</p> <p>1. B E E F (set shot/jump shot)</p>	<p>For each skill identified in the task analysis, list instructional cues or major points to emphasize in teaching.</p> <p>1a. Balance 1b. Eyes 1c. Elbow 1d. Follow through</p>	<p>For each skill identified in the task analysis, list practice activities specific to learning this skill.</p> <p>1. Practice without equipment 2. Practice without hoop 3. Practice at hoop</p>	<p>For each skill identified in the task analysis, list application activities such as modified or lead-up games, low organization games, or other activities that incorporate this skill.</p> <p>1. Basketball Tic-Tac-Toe 2. The Ultimate Shooting Game 3. Knock-Out</p>
<p>2. Lay-up</p>	<p>2a. Approach 2b. Step and dip 2c. Lift up 2d. Aim 2e. Release</p>	<p>1. Practice foot pattern 2. Pass with hoop 3. Basic 2 Line, Lay-up and rebound</p>	<p>1. Basketball Tic-Tac-Toe 2. H-O-R-S-E 3. Sideline Basketball 4. 3 v. 3</p>
<p>3. Control Dribble</p>	<p>3a. Head up 3b. Ball close to body 3c. Knee to waist level 3d. Pads of fingers 3e. Move 3f. Protect</p>	<p>1. Dribble in space 2. Explore the dribble 3. Dribble obstacle course</p>	<p>1. Dribble Tag 2. Dribble Knock-out 2. Red Light Green Light 3. Sideline Basketball 4. 3 v. 3</p>

Modifications for differences in skill level:

Safety considerations:

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<p>A. <u>Skills</u>: The task analysis answers the question: What would the learner need to perform to meet the instructional goal? List the <u>skills</u> to be taught below.</p> <p>4. Speed Dribble</p> <p>5. Chest Pass</p> <p>6. Bounce Pass</p>	<p>For each skill identified in the task analysis, list instructional cues or major points to emphasize in teaching.</p> <p>4a. Head up 4b. Posture 4c. Ball within range of control 4d. Pads of fingers 4e. Accelerate</p> <p>5a. Athletic Stance ball at chest level 5b. Step 5c. Release 5d. Follow through</p> <p>6a. Athletic Stance ball at waist level 6b. Step 6c. Aim 6d. Follow through</p>	<p>For each skill identified in the task analysis, list practice activities specific to learning this skill.</p> <p>1. Dribbling in space 2. Explore the dribble 3. Dribble obstacle course</p> <p>1. Unopposed Dribble 2. Cone-to-Cone Drill 3. Follow the Leader Dribble 4. Dribble Greetings 5. Simon Says</p>	<p>For each skill identified in the task analysis, list application activities such as modified or lead-up games, low organization games, or other activities that incorporate this skill.</p> <p>1. Dribble Tag 2. Dribble Relay 3. Red Light Green Light 4. Sideline Basketball</p> <p>1. Evade the Challenge: Chasers and Dribblers 2. Dribblers Obstacle Course 3. Keep To Yourself 4. Dribble Knock-Out 5. Dribble Tag 6. Red Light-Green Light</p>

Modifications for differences in skill level: Make sure the pass is gentle; possibly roll the ball out to the partner to make them more comfortable

Safety considerations: Make sure students remember to keep their heads up as not to collide.

TASK ANALYSIS B: HEALTH-RELATED FITNESS

B. Health-Related Fitness: The task analysis answers the question: What health-related fitness components would the learner need to continue to develop to meet the instructional goal? List the health-related fitness components below.

Points to Emphasize

For each health-related fitness component identified in the task analysis, list major points to emphasize in teaching.

Warm-up (conditioning) Activities

For each health-related fitness component identified in the task analysis, list specific exercises or activities that will be used to develop this component.

Muscular Endurance

Muscular Endurance helps one sustain an effort at an activity for extended periods of time with little muscle fatigue

Running
Agilities
Partner Passing

Developed through repetitive movements

Upper Body

(passing and shooting the ball)

Lower Body

(running up and down the court)

Modifications for differences in fitness levels:

Have students do their warm-up jog around a smaller area, such as the basketball court so it is less evident if someone is being lapped and students do not pay attention.

Warm-up in the time frame, get students involved and energized.

Safety considerations:

Be sure students feel comfortable with skill, do not push students to do something that they do not feel safe doing.

Be sure students are healthy for physical activity.