

TASK ANALYSIS D: CONTRIBUTIONS TO PHYSICAL AND SOCIAL/EMOTIONAL WELL-BEING

D. Contributions to Physical and Social/Emotional Well-being: The task analysis answers the question: What would the learner need to know to meet the instructional goal? List how participation in this activity contributes physical and social/emotional well-being.

Points to Emphasize

For each contribution listed in the task analysis, describe the major points to emphasize when teaching about the benefits of participating in the activity..

A. Help Maintain Health Related Fitness

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

1. Basketball involves a lot of running up and down the court
2. Jumping
3. Passing/Shooting

If muscles fatigue performance will deteriorate

B. Help students become a productive member of a team

1. Show respect for others by making positive comments to classmates
2. Effective communication among team
3. Leadership, help others be being a productive member of team.

TASK ANALYSIS E: PERSONAL DEVELOPMENT	WARMUP/CORE	CLOSING ACTIVITY
E. Personal Development: The task analysis answers the question: What would the learner need to know/do to meet the instructional goal? List the components of personal development to be addressed.	Points to Emphasize	Warm-up and/or Practice Activities
Self confidence	For each component identified in the task analysis, list major points to emphasize in teaching. Stepping out of comfort zone Putting forth effort Finding success	For each component identified in the task analysis, list application activities such as modified or lead-up games, low organization games, or other activities that incorporate this component. See skills A closing
Leadership	Stepping out of comfort zone Putting forth effort Finding success By volunteering to demonstrate and helping others	For each component identified in the task analysis, list application activities such as modified or lead-up games, low organization games, or other activities that incorporate this component. See fitness B warm-up See Skills A practice See fitness B warm-up See Skills A practice See skills A closing

Modifications for social/emotional comfort: Asking students who are comfortable to demonstrate or encouraging students to help others.

TASK ANALYSIS F: SOCIAL DEVELOPMENT	WARM-UP/CORE		CLOSING ACTIVITY
	Points to Emphasize	Warm-up and/or Practice Activities	Application Activities
<p>F. <u>Social Development</u>: The task analysis answers the question: What would the learner need to know/do to meet the instructional goal? List the <u>components of social development</u> which will be addressed.</p> <p>Positive Sporting Behavior</p>	<p>For each component identified under task analysis, list major points to emphasize in teaching.</p> <p>By sharing equipment and space, obeying set class rules, and playing fairly without undue argument</p>	<p>For each component identified under task analysis, list practice activities specific to learning this component.</p> <p>See Fitness B Warm-up See Skills A Practice</p>	<p>For each component identified under task analysis, list application activities such as modified or lead-up games, low organization games, or other activities that incorporate this component.</p> <p>See skills A closing</p>
<p>Modifications for social/emotional comfort: Promote positive sporting behavior by having students shake hands after game play, have students self-officiate, and having activities where students will have the opportunity to show respect for one another through positive comments.</p>			

BLOCK CHART FOR UNIT PLAN SEQUENCE

KEY: I = Introduction
WU = Warm-up

CA = Closing Activity
CD = Closing Discussion
C = Core

Unit: Basketball # Class Periods: 4

Unit Objectives: (Include objectives for psychomotor, cognitive, and affective domains)

Date: 02/27/12	Date: 02/28/12	Date: 02/29/12	Date: 03/01/12	Date: 03/02/12
I [Co-Ed Day] Outline Unit Outline Lesson	I Review Yesterday Outline Lesson Behavior Expectations	I Outline Lesson Behavior Expectations Dribbling (control/speed)	I Review Handout Outline Lesson Behavior Expectations Passing (chest/bounce)	I [Co-Ed Day] Outline Lesson
WU None	WU Dynamic	WU Dribble Tag	WU Partner Passing	WU None
C/CA The Ultimate Shooting Game	C BEEF Set Shot/Jump Shot/Lay Up Practice with a partner at a hoop	C Rules: Double Dribble/Pivot foot 1 hand Carrying Traveling	C/CA Fowls and Defense Side-line Basketball	C/CA The Ultimate Shooting Game
CD None	CA Basketball Tic-Tac-Toe	CA Side-line Basketball	CD Instructional Cues Passing Strategies Contributions to well-being [Communication]	CD Unit Summary/Conclusion Discuss student resources to continue or expand their knowledge/participation in Basketball