

Adapted Physical Education Lesson Plan Ideas

(Use the following ideas/progressions to develop or add to your lesson plans).

Subject: Basketball Skills and Developmental Basketball

(Special Olympics competition events).

(Developmental Basketball is sometimes referred to as Motor Activities).

Special Olympics Mecklenburg County offers three seasons (Fall, Winter, Spring) each with its own line-up of sports competition. This competition is open to students ages 8 and older. Physical Education (and Adapted P.E.) classes are great settings for these students to receive appropriate practice. For more information check with the EC staff in your building; the APE department of CMS or go to the Special Olympics' website at www.sonc.net/mecklenburg. Special Olympics follows international rules of competition, therefore scores are measured following the metric system.

Possible goals:

Students will apply competent motor skills needed to perform a variety of basketball skills.

Students will understand concepts and principles that apply to the learning of basketball skills, and competing in a basketball skills competition.

Students will demonstrate understanding of the importance of physical activity and fitness through participation.

Students will demonstrate behavior that enhances respect for self and others.

Links to NC Essential Standards for PE:

MS: demonstrate locomotor skills (walk, jog); demonstrate manipulative skills (throw, catch, dribble); execute combinations of more complex locomotor skills and manipulative skills specific to individual and team activities; use increasingly complex skills with speed, power, and accuracy.

MC: understand terminology; understand essential elements of correct form (chest pass, shooting, catching, dribbling); value feedback and use of rubrics; apply principles of practice and conditioning that enhance movement performance.

HF: recognize/analyze fitness components; understand physiological changes and enjoyment of health enhancing activity.

PR: understand personal space, safety, and respect for others; analyze and resolve conflicts that arise in competitive activities.

(APE students are provided with the means to communicate, participate, and demonstrate self-advocacy).

Target Pass (one of three skills).

Setting: Mark a 1-meter square on a wall, 1 meter off the floor.

Mark a foot-foul line 2.4 meter from the wall.

Use junior basketball in elementary school. All others use regulation size.

Athlete throws the ball inside the square and catches the rebound.

Rules: 5 consecutive throws.

Ball has to be thrown from behind the line, and rebound caught behind the line.

Rebound can be caught after multiple bounces.

Ball cannot bounce before hitting the wall.

All wheels need to be behind the foot-fault line.

Pointers: Use electrical tape or floor tape to mark the wall and the floor.

Practice step-throw if possible (watch the foot-fault line).

Throw can be overhead, overhand, or chest-pass.

Practice control (not just force) since points get earned for a rebound catch.

Practice turn taking. After 5 throws the next athlete goes.

Adaptations: Start closer to the wall and move back.

Student with Visual Impairment: Tap in the center of the square.

Basketball bell ball/bright yellow ball.

Student using wheelchair: Remove arm rests when possible.

Find the most effective way to throw.

Catch can be trapping on their lap.

Ten-Meter Dribble (one of three skills).

Setting: Lane 10-meter long, and 1.5-meter wide.

For elementary age a junior ball can be used, all others use regulation size.

Athlete dribbles the ball as fast as possible down the lane, across the end line.

2 balls (one on each side) are sitting just outside the lane at the half way point.

Starting cadence is "Ready, set, go".

Rules: Athlete has to be in control of the ball, cross the line with the ball.

When losing control athlete can chase the ball and bring it back, or use a ball waiting at the half way point.

Only one hand at a time for dribbling.

Pointers: Practice turn taking. Athlete has two non-consecutive turns.

Practice using one hand only! Have athlete put other hand behind the back, or in pant pocket. Switching hands is o.k. as long as it is one hand at a time.

Work on control. Dribble at walking pace before going faster.

Work on going in a straight line.

Mark the lane using cones or floor tape.

Adaptations: Start with a shorter distance and make it longer.

Student with Visual Impairment: Sound source at the end of the lane.

Basketball bell ball/bright yellow ball.

Student using wheelchair: Needs to have independent control of the ball using the Paralympics rules. Bounce one time, trap ball in lap, push wheels.

Spot Shot (one of three skills).

Setting: 3 spots are marked 1.5 meter to the left and 3 others to the right of the basket.

1st is 1 meter out, 2nd 1.5 meter out, 3rd 2 meter out.

Goal is 8' high for elementary students, 10' (regulation) for all others.

Junior basketball may be used for elementary, all others use regulation size.
Athlete takes two shots from each spot.

Rules: Athlete takes two shots from each spot to score points (total of 12 shots).

Any "technique" to get the ball up to the goal is o.k.

Pointers: Practice turn-taking; student will get two non-consecutive turns.

Focus on correct technique; however this may not be the most successful way for all the students.

Adaptations: Student with Visual Impairment: Tap the backboard.

Hang beeper from the rim.

Keep arms up (to protect head from rebounding ball until ball bounces on the floor).

Student using wheelchair: Decide what the best technique is. This may be overhead or an underhand toss.

Use lighter/smaller ball to increase success rate.

For those considering Special Olympics competition for their students please read the following when choosing to enter students in Individual Skills (the 3 skills listed above) or Team Play (3on3 or 5on5):

Per Special Olympic guidelines: **Individual Skills** are specifically for lower ability athletes who have not yet developed skills necessary to participate meaningfully in team basketball, and for players who cannot participate in team basketball because of their need to use a walking device.

For **team play** it is suggested that each athlete should have the following skills:

- Independently throws/catches/dribbles a regulation basketball.
- Is not afraid of the ball.
- Has a fitness level allowing for meaningful participation.
- Moves in a purposeful manner (toward the ball, asks for the ball, passes).
- No need for constant coaching; student makes some independent decisions.

Basketball Catch (one of two developmental basketball skills).

Setting: Athlete stands or sits inside a 1.5 meter in diameter circle.

The basketball is tossed from 1 meter.

Athlete is given 5 consecutive trials to catch the ball.

Ball is retrieved for the athlete after each trial.

Rules: A junior basketball may be used for elementary age athletes.

Athlete has to stay inside the circle.

A successful catch means the ball doesn't end up on the floor.

A successful catch for a seated athlete means the ball is in their hands, or is trapped in their lap using their arms/hands.

Pointers: Practice staying in the circle for 5 trials.

Practice trapping the ball if necessary.

Use a counter (up to 5) to work on time on task/staying in the circle.

Practice taking turns with someone.

Adaptations: Use softer ball initially when athlete is afraid of the ball.
Shorten the distance and work up to 1-meter.
Start from a sitting position and work up to standing.
Student with a Visual Impairment: Use ball with a sound.
Tell the athlete the ball is coming.
Use bright colored ball.

Assisted Dribble (one of two developmental basketball skills).

Setting: Athlete stands or sits inside a 1.5 meter in diameter circle.
Athlete dribbles the basketball as many times as possible in 1-minute.

Rules: Dribble using one hand.

Start and stop on the sound of a whistle.

Junior ball may be used for elementary age athletes.

Athlete has to stay in the circle while dribbling.

If the ball rolls out of the circle the ball maybe handed back.

If the ball rolls out of the circle for the 3rd time counting stops (or time is up).

Pointers: Practice one handed dribbling. Have athlete hold one hand behind their back, or put one hand in pant pocket. Switching hands is o.k.

Practice by holding the ball and asking the athlete to push the ball down. Repeat this many times. Make sure athlete has to give it some effort to push ball out of your hands.

Take arm-rest of the wheelchair as needed to provide more space to dribble.

Practice taking turns. Athlete gets two non-consecutive turns.

Competition adaptation: An adult holds the ball; the athlete pushes the ball down and this counts as one point. Repeat this as many times as possible in 1-minute.

Adaptations for student with Visual Impairment: Use ball with a sound.
Use bright colored ball.