

## Basketball dribble

### Syllabus focus area

- Integrated spelling components
- Phonological component

### Suggested outcomes

- ENE-SPELL-01
- EN1-SPELL-01
- EN2-SPELL-01
- EN3-SPELL-01

### Resources

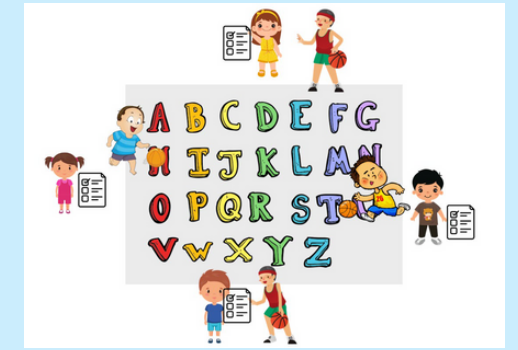
- 1 cone per group
- 1 whiteboard per group
- 1 marker per group

### Activity set-up

- Place lettered domes/cones at random in a large playing area.
- Evenly place basketballs around the playing area.

### Warm up:

- Teacher reads out spelling words to students.
- Students segment list words using a physically active movement (squats, star jumps, lunges, air punches, high knees etc.) for each phoneme. For example, for the word show, students would perform a squat for each phoneme sh-ow.



### How to play

Students dribble basketball through playing area to correctly spell list words.

- Students will work in pairs with their chosen list of spelling words.
- Pairs will each have one basketball between them and all pairs will stand together around the perimeter of the playing area.
- In pairs students will allocate an 'A' and a 'B' person. Person 'A' will choose a spelling word from their list. Person 'B' will then locate and dribble around each letter/dome of the chosen spelling word.
- Once the word is complete, person 'B' will return to person 'A' and they will swap roles until all spelling words have been completed.

### Variations

The TREE model is a practical tool designed to support teachers and coaches to adapt and modify an activity to be more inclusive of students with a range of abilities.

Below are some examples of how this Thinking while Moving activity could be modified.

#### Teaching style

- Model the activity for students.
- Provide clear, simple instructions to students.
- Encourage players to communicate clearly with their partner.
- Use questioning to check student understanding.

#### Rules

- Begin activities with only few of the rules
- Try to minimise the time between giving instructions and starting the new activity.
- Adapt required movement from letter to letter to support student participation in activity.

#### Equipment

- Larger grids
- Provide bean bags to throw on letters instead of dribbling basketball to spell.
- Change ball to suit ability and needs of students. E.g. Volleyball or soft inflated ball.

#### Environment

- Students that experience difficulty standing or walking can participate in activities from the floor e.g. from a sitting, kneeling, by throwing bean bags on letters.
- Increase playing area and space between letters.