

PHYSICAL EDUCATION
Grade 8
Quarter II
TEAM SPORTS-BASKETBALL

Grade Level Standard:

The learner demonstrates understanding of family fitness in sustaining an active lifestyle.

Content Standard:

The learner

demonstrates understanding of the benefits that the family can derive from participating in team sports.

Performance Standard:

The learner

engages in team sports to promote fitness, health, and wellness among family members.

Competencies:

The learners

- discuss the nature and background of basketball
- explain the health and fitness benefits derived from playing basketball
- practice proper and acceptable behavior (e.g. fairness, respect for authority) when participating in basketball
- execute proficiently basic skills and tactics in basketball
- interpret rules and regulations of basketball
- exhibit enjoyment in playing basketball

Assessment Plan		
Product/Performance Task: <i>The learners</i> <ul style="list-style-type: none"> execute proficiently the skills and basic rules in playing basketball through actual participation in the game. 	Use formative and summative tools to assess these competencies: <ol style="list-style-type: none"> Express understanding of the nature and background and other relevant topics in basketball. Demonstrate techniques in executing basic skills of basketball. Exhibit acceptable behavior while playing basketball guided by the rules and regulations of the game. Explain the benefits derived from participating and engaging in team sports. Interpret rules and regulations of the game and using them in exhibiting decision-making skills and acceptable behavior while playing team sports. Assess one's performance in team sports. 	Assess the performance using the following criteria: <ul style="list-style-type: none"> Proficiency in the execution of skills in team sports Ability to adapt or use skills to certain sport situations Behavior in playing team sports

TEACHING-LEARNING PLAN

Introduction:

The module introduces learners to the world of team sports. As learners continue with the lesson, they will encounter activities that allow them to demonstrate understanding of the benefits that can be derived from their engagement and participation in team sports together with their family, which eventually, promotes family fitness, health and wellness.

Objectives:

At the end of the lesson, learners should be able to

- discuss the nature and background of basketball
- explain the health and fitness benefits derived from playing basketball
- practice proper and acceptable behavior (e.g. fairness and respect for authority) when participating in basketball
- proficiently execute basic skills and tactics in basketball
- interpret rules and regulations of basketball
- exhibit enjoyment in playing basketball

Pre-Assessment:



Before learners proceed any further, let them work on the items below. This is for the purpose of knowing their prior knowledge on the terms, skills, and level of understanding of team sports. Let learners read the directions carefully and write their answers in their activity notebook.

1. On page 2 of the Learning Material is a table indicating the basic skills in playing basketball, baseball and softball. The learners' task is to identify which of the sport is appropriate for each of the skills indicated in the table below is appropriately used.
2. Ask learners to write the corresponding team sport in the space provided at the right side of the column for basic skills.
3. This time, find out whether the learners' answers are correct or not. Refer to the following answer key:

Terms in Team Sports	CORRESPONDING TEAM SPORT
1. Dribble	Basketball
2. Chest Pass	Basketball
3. Bounce Pass	Basketball
4. Assist	Basketball
5. Bat/Batting	Baseball/Softball
6. Pitch	Baseball/Softball
7. Shoot	Basketball
8. Free Throw	Basketball
9. Inning	Baseball/Softball
10. Homerun	Baseball/Softball
11. Strike	Baseball/Softball
12. 3 Seconds Violation	Basketball
13. Home Base	Baseball/Softball
14. Bunt	Baseball/Softball
15. Short Stop	Baseball/Softball

4. After checking learners' answers, group them into three.
5. Let each group choose one team sport to creatively describe. Descriptions may come in different forms, such as demonstration of the basic skills, dramatization of a certain team sport scene, performing the selected team sport skills with an action song and others. Give learners five minutes to do the activity.
6. Allow group presentation of their work. Show affirmation or acknowledgement after every presentation.
7. After the group presentation, ask learners to answer the following critical questions in their activity notebook:
 - a. What do team sports mean to you?
 - b. What values or virtues can team sports develop in you?
 - c. What benefits can you derive from participating in team sports?

Learning Goals and Targets:



This time, ask learners to focus their attention to the team sport engagement survey form found in page 3 of the Learning Material. This questionnaire will assess their engagement in team sports which will later serve as a reference in identifying their personal goals and targets as regards their engagement and participation in team sports.

Let learners

- copy the survey form in their activity notebook and reflect on their participation in team sports by honestly responding to the questions given.

- put a checkmark (✓) on the corresponding column of the particular team sport corresponding to their responses.
- copy the target and goal prompts on page 4 of the Learning Material in their activity notebook. Let them state their goals and targets on involving themselves, their family, and community in team sports. Herewith is an example is given below for learners to refer to.

Example:

Personal Goal/Target:

I will make team sports my lifetime fitness activity.

Family Goal/Target:

I will share my knowledge and skills in team sports with my siblings, father and mother so we can enjoy the benefits of playing participating in it.

Community Goal/Target:

I will actively participate in community team sports activities.



- share their goals and targets with the class.

PART I: WHAT TO KNOW

In this phase of the learning sequence, learners will be given activities to activate their prior knowledge and to know the key concepts of the lesson. They will also give tentative responses to questions given; identify misconceptions and alternative concepts about the lesson based on their responses; be informed of the assessment technique to be used; be provided with information they need to learn about team sports, specifically basketball; and assess their knowledge by answering the given focus questions at the end of this part of the lesson.

Invite learners to do Activity 1: Fill-in the missing component

In this activity, learners' prior knowledge on specific team sports will be diagnosed and pre-assessed.

Let learners

- copy the table in page 6 of the Learning Material comprising three columns identified as team sports, basic skills and components of physical fitness involved in performing the basic skills.
- identify the component of physical fitness involved in performing the skills in each team sport included. Let them write their answers in column 3.

- Meet and share with the group, or with their friends or relatives, and consolidate their answers in another sheet.
- identify three most frequent components of physical fitness based on their group's or friends' responses and come up with an exercise of four repetitions each.
- present their output to the class.
- provide affirmation and acknowledgement to learners' outputs.

Have them do Activity 2: The team sport that I would like to know more

This activity will allow learners to share what they know about team sports, their expectations of the lesson, their prior knowledge and skills, and the specific team sport they want to learn more about.

Let learners

- copy the K-W-L chart on page 7 of their Learning Material in their activity notebook.
- write three things that they already know about your chosen team sport in column "K" (what you KNOW).
- write three things that they want to know more about under column "W" (what you WANT to KNOW. Don't let them write anything yet on the L column.
- do this in their activity notebook.
- share the things they KNOW and the things they WANT to KNOW to the class, friends, relatives, or members of their family.
- Collect their papers and execute the following skills: *(activity may vary depending on the team sport chosen by the learners).*
 - a. Do four jumping jacks;*
 - b. Catch a passed ball in the three point line;*
 - c. Dribble the ball in a zigzag pattern as you approach the ring; and*
 - d. Do a lay-up or jump shot.*

Note: In case a whole court is available, divide the class into two. One group will do the activity in half of the court, the other will do the same in the other half court (for those who chose basketball)

Let them do Activity 3: Can You Meet My Expectations?

This time, learners need to clarify what are expected of them in terms of products and performances, including how these shall be assessed and rated at the end of the lesson.

1. At the end of all lessons, the following are the expected outputs for learners to accomplish:

a. Product:

Create a journal containing pictures of learners' family showing their engagement in team sports. Indicate dates, places and short description (caption) for each picture, including an essay talking about the benefits that their family derived from engaging in team sports.

If learners find it difficult to gather said pictures of their family's engagement in team sports, they may collect cut-out pictures from magazines depicting families engaged in team sports. As they include these cut-outs in their team sports journal, they may include captions or essays that clarify their ideas about the quote: ***"The family that plays together, lives longer!"***

Criteria for Assessment:

Content and relevance of pictures presented
Creativity and resourcefulness of presentation
Understanding (benefits of team sports to family fitness and wellness)

b. Performance:

Learners demonstrate understanding of team sports by proficiently executing the skills and basic rules in playing any team sport.

Criteria for Assessment:

Proficiency in the execution of skills in the team sport
Ability to adapt or use skills to certain sport situations
Behavior in playing team sport

Engage learners in Activity 4: Points to ponder

This activity allows learners to form tentative understanding of the succeeding lessons. They will be shown video clips and be given critical questions to answer.

Provide them with the following videos to watch:

- <http://www.youtube.com/watch?v=fxLxPyTcWSg>
(youtube-Milo Commercial-Annie)
- <http://www.youtube.com/watch?NR=1&v=luS3hRTDjuA&feature=endscreen>
(Milo Kids Mondial 90s hires)
- <http://www.youtube.com/watch?v=mWJs2Gof538>
(Remember the Titans-Inspirational Moments)
- <http://www.youtube.com/watch?v=ouC5HWVyi4&feature=related>
(Space Jam UNRATED)

NOTE: In the event that the foregoing video clips are unavailable, other related video clips may be used for these activity.

Questions to answer:

Process learners' understanding of the video clips watched by asking them to answer the questions hereunder listed, also found in page 9 of the Learning Material. Let them write their answers in their activity notebook.

- What is your favorite team sport? Why?
- Who influenced or motivated you to choose such team sport to play? How?
- Do you think playing team sports can promote fitness, health and wellness among family members? How?
- Give your reaction or idea regarding this quote: “ *In sports, it's not winning that matters most, it's how you play the game.*”
- What other physical, emotional, mental, and social benefits can you derive from playing team sports?

Direct their attention to Activity 5: Lecture-Discussion (Multi-Media-Aided Presentation is Encouraged)

A copy of the lecture on basketball is given in Appendices A-D for learners to read. You may also consider coming up with a digital copy of the lecture for efficiency purposes.

The lecture-discussion shall contain the following topics in basketball:

- Nature and background of basketball
- Basic skills
- Facilities, equipment, and playing attire and shoes
- Basic rules and officiating (violations and misconduct)

Assess learners' knowledge based on the lecture given through the tasks given at hand.

After delivering the lecture, do the following activities:

1. Group the class into four. Each shall form two columns with each member respectively numbered.
2. Each group will be given a set of 10 terms written on strips regarding basketball.
3. This time, all first members will draw one strip each. Upon drawing the strip with the basketball term, each shall give a description or idea describing the drawn term.

4. After giving the description, identify which of the content classifications indicated on the first column does the term belong, then let learners perform with the group the assigned warm-up exercise corresponding to the classification of the term drawn:

CONTENT CLASSIFICATION	GROUP NAME	EXERCISES TO BE EXECUTED
Nature and background	Shuffle/Galop Group	4 Left/4 Right
Basic skills	High Knees Group	8 Forward/8 Backward
Facilities, equipment, attire	Back Pedal Group	8 In place/8 Backward
Basic rules and officiating	Jumping Jack Group	4 Repetitions in place

Encourage them to do Activity 6: Pick-Shoot and Answer!

In this activity, learners will be given strips of papers containing questions regarding basketball. All they need to do is read each question, think of the answer and write their answers in their activity notebook.

1. Group class into four.
2. Provide each group with a bowl containing strips of paper with numbered questions related to basketball.
3. Assemble each group in columns facing the blackboard about three meters away; place the bowl of questions in front and a basket near the board about three meters away.
4. Give the “go” signal and allow the first member of each group to pick his/her strip of question to answer. Within 10 seconds, each of them shall think of the corresponding answer then crumple the strip of paper and shoot it in the basket provided per group.
5. Have the first set of members go to the board and write their answers on the corresponding number.
6. Make sure that the questions given per group vary in numbers to prevent copying of answers.
7. Declare the group with the most number of correct answers and successful shots combined, winner of the game.

Make them do Activity 7: Assessment of Knowledge

This time, assess learners’ knowledge based on the lecture-discussion given previously. Learners’ responses to the given questions shall be adequate and relevant. Let them copy the assessment questions below and write their answers in their activity notebook. Learners’ scores in this activity will be graded and recorded.

1. What are the basic skills in playing basketball?
2. How can playing basketball develop specific fitness components?

3. Why are rules and regulations essential in playing basketball?
4. What makes basketball an excellent means of enhancing family fitness and wellness?
5. What values can be fostered as you and your family engage and participate in team sports such as basketball?

Part II: WHAT TO PROCESS

In this phase, learners are provided with various learning resources and learning experiences to enable them to understand and perform better in team sports.

Let them experience Activity 1: By-Station Drill Lessons

This activity provides an opportunity for learners to demonstrate the basic skills they have learned previously. Five skill stations will be provided for them to demonstrate the basic skills they need to perform.

Remind them that they will need

- ball
- playing area with a ring and board
- partner/group
- a good pair of playing shoes

Basic skills to be taught include

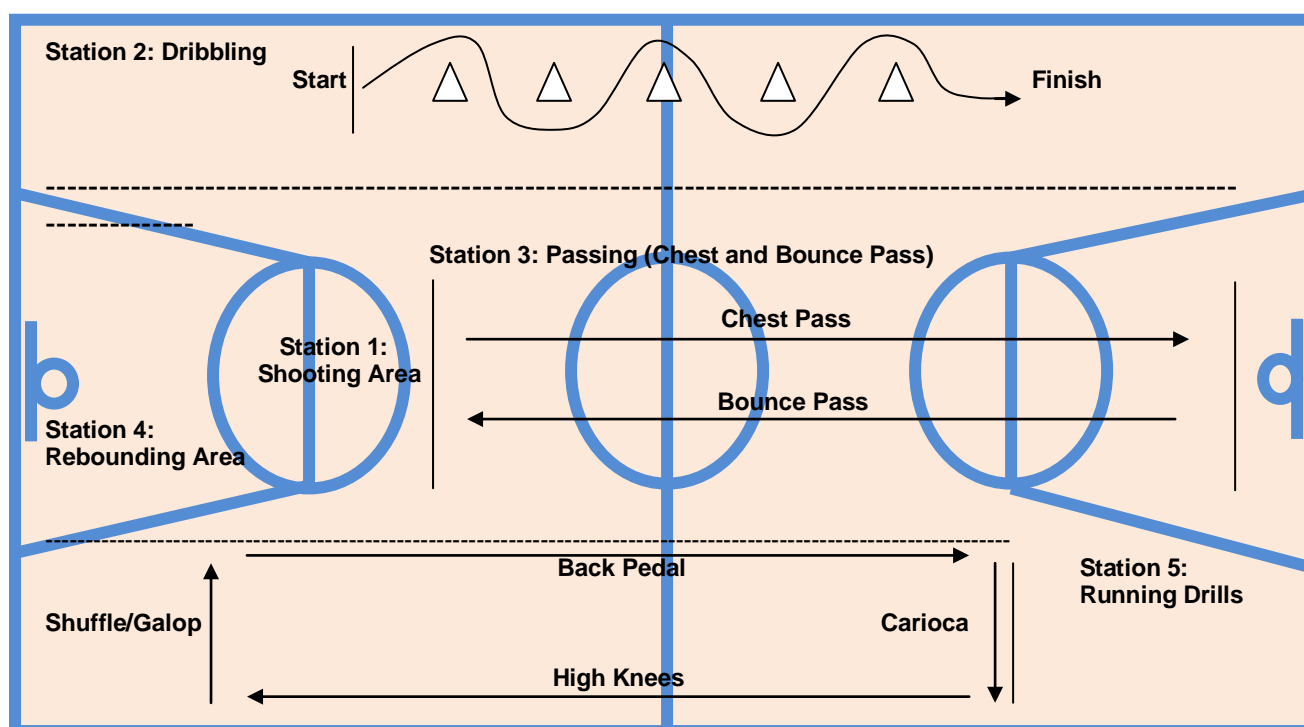
- shooting
 - dribbling
 - passing
 - rebounding
 - running
1. Remind them to consider the following before starting the activity: proper basketball attire, warm-up exercises, and safety precautions.
 2. Also, let each group choose their leader; probably the one who can demonstrate the skills proficiently.
 3. Instruct learners to proceed to the open ground or basketball court designated for this activity. The five stations corresponding to each basic skill will be provided for them. Refer to the Drill Illustration as your guide.
 4. Have learners pass through each station of drill lessons on basic skills. After undergoing the drill lesson in one station, let learners move to the next station so that they will experience all drill lessons. Refer to the chart on Drill Sequence.

5. Encourage learners to do well in this activity because their performance will be rated according to the criteria indicated in the rubrics.
6. At the end of the lesson, gather learners in circle. This time, ask learners to share to the class their gained insights and other experiences.
7. As they share their experiences, expect reactions from them. As this happens, encourage learners to openly accept their classmates' reactions, be it positive or negative. Let it be a room for them to improve more on their basketball performance.

Drill Sequence:

TEAM SPORT	Station I	Station II	Station III	Station IV	Station V
Basketball	Shooting	Dribbling	Passing	Rebounding	Running

Drill Illustration:



How well did learners perform the tasks-at-hand?

Before proceeding to the next basketball challenge, check if learners have done well in the activities given. Let them copy the table on self-assessment tool and perform the given instructions.

Let learners put a checkmark (/) on the column corresponding to their response to the items in the table. The learners should consider well the criteria before they start the activity: proficiency in the execution of skills - 40%, ability to follow instructions - 30%, and behavior during the drill - 30%).

SELF-ASSESSMENT TOOL ON BASIC SKILLS IN BASKETBALL					
Name:		Section:		Date:	
STATION DRILLS	Advanced	Proficient	Approaching Proficiency	Developing	Beginning
Station 1: Shooting					
Station 2: Dribbling					
Station 3: Passing					
Station 4: Rebounding					
Station 5: Running					

For a more accurate self-assessment, refer to the rubric given in Part IV of this module.

Invite them to do Activity 2: Message Relay

Let learners proceed with the introduction to basic rules and regulations of basketball. Ask learners to study them carefully because they will need them to overcome the challenges of the next activity.

Remind them that they will need

- ball
- playing area with a ring and board
- partner or group
- a good pair of playing shoes

Basic skills to be taught include

- shooting
- dribbling
- passing
- rebounding
- running
- basic rules and officiating

Here's how:

1. Draw learners' attention to the following table that shows the crucial aspects of basketball rules and regulations.
2. Remind them that we're talking of amateur basketball, not of professional Basketball yet, because in professional basketball like in the Philippine Basketball Association (PBA) or in the National Basketball Association (NBA), rules and regulations are highly technical.

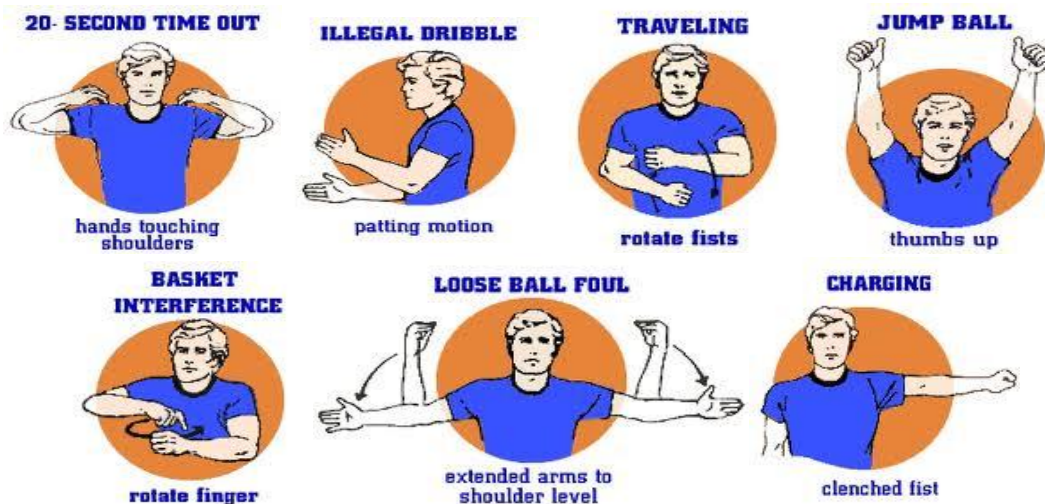
3. Discuss thoroughly about the aspects of playing basketball as indicated in the table given.
4. Encourage learners to do some research on this matter to enrich their knowledge of basketball rules and regulations.
5. Orient learners that amateur rules discussed may vary depending on tournament or league agreements, like for instance game duration, substitution and others.

ASPECTS OF THE GAME	THINGS TO CONSIDER
TEAM COMPOSITION	10 Players per team 5 Players to play per quarter
START OF PLAY	Jump ball
DURATION OF THE GAME	8-minute quarter (32 minutes per game)
TIME-OUTS	2 time-outs per quarter except for the last quarter which is 3
SUBSTITUTIONS	5 maximum substitutions per quarter
REGULAR FOULS	Blocking foul Charging/Offensive foul Illegal use of hands Holding
REGULAR VIOLATIONS	Goal-tending Travelling violation Backing violation Stepping on the line Loose ball
TIME VIOLATIONS	3-second violation 5-second violation 8-second violation Shot Clock violation (24-second violation)
SERIOUS OFFENSES/MISCONDUCTS	Assault to an opposing player Disrespect to officials
OVERTIME	In case of tie, 5-minute overtime is given
OFFICIALS OF THE GAME	Referee Umpire Time keeper Scorer

6. This time, let learners play a game called “**Message Relay**”. Assure them you know they’re familiar with it, but you will put a little twist on it. Content of the messages will be the referee’s hand signals or calls to corresponding fouls, violations, or misconduct committed by a player.
7. Divide the class into five groups. Name each group after a basic skill in basketball. For example: shoot, pass, dribble, rebound or run. There should be no duplication of group name.

8. Let each team come up with a group cheer and demonstrate the skill with which they are named after.
9. Instruct each group to be in column formation about a meter away from each member.
10. Call the first set of members from each group to move to the front and show an image or picture of a referee's hand signal or call, let them think of the name of the hand signal shown in picture or illustration and wait for the "go" signal.
11. As soon as you give them the "go" signal, instruct them to immediately go to the group and relay the name of the hand signal shown.
12. Remind each of them that as the message reaches the last member, he/she shall run to the front as fast as he/she can and lead the group in performing the group cheer and skill. He/she then goes to the teacher and say the message.
13. Award a point to the first group that performed its respective cheer and skill properly and got the correct message or name of the hand signal shown.
14. The last member from each group who gives the answer in the first round will then move in front.
15. Allow the process to continue.
16. Consider the group with most correctly relayed messages as the winner of the game.

Example of Referees Hand Signals:



Have them do Activity 3: Ignorance of the rules excuses no one

In this activity, invite learners to apply the basic rules and officiating in basketball that they have learned earlier. It will be a test of their sense of immediacy and decisiveness.

Encourage learners to do the following:

1. Form three groups. Groups 1 and 2 will play first while group 3 will manage and officiate the game. Make sure that participation of learners is maximized. Consider only a quarter of 8 minutes to allow rotation of roles among all groups. For example:

Game 1	Group 1 vs. Group 2	Officials: Group 3
Game 2	Group 2 vs. Group 3	Officials: Group 1
Game 3	Group 3 vs. Group 1	Officials: Group 2

2. Encourage learners to give their best performance because they will be rated based on the criteria set in the rubrics in Part IV of this module.

Invite them to do Activity 4: Skills Refinement

Provide learners with lead-up activities tht will enable them to see that combining basic skills, can make a more efficient and effective basketball play.

Remind them that they will need

- ball
- playing area with a ring and board
- partner/Group
- a good pair of playing shoes

Have them refine their skills in

- shooting
- dribbling
- passing
- rebounding
- running

Be guided with this procedure:

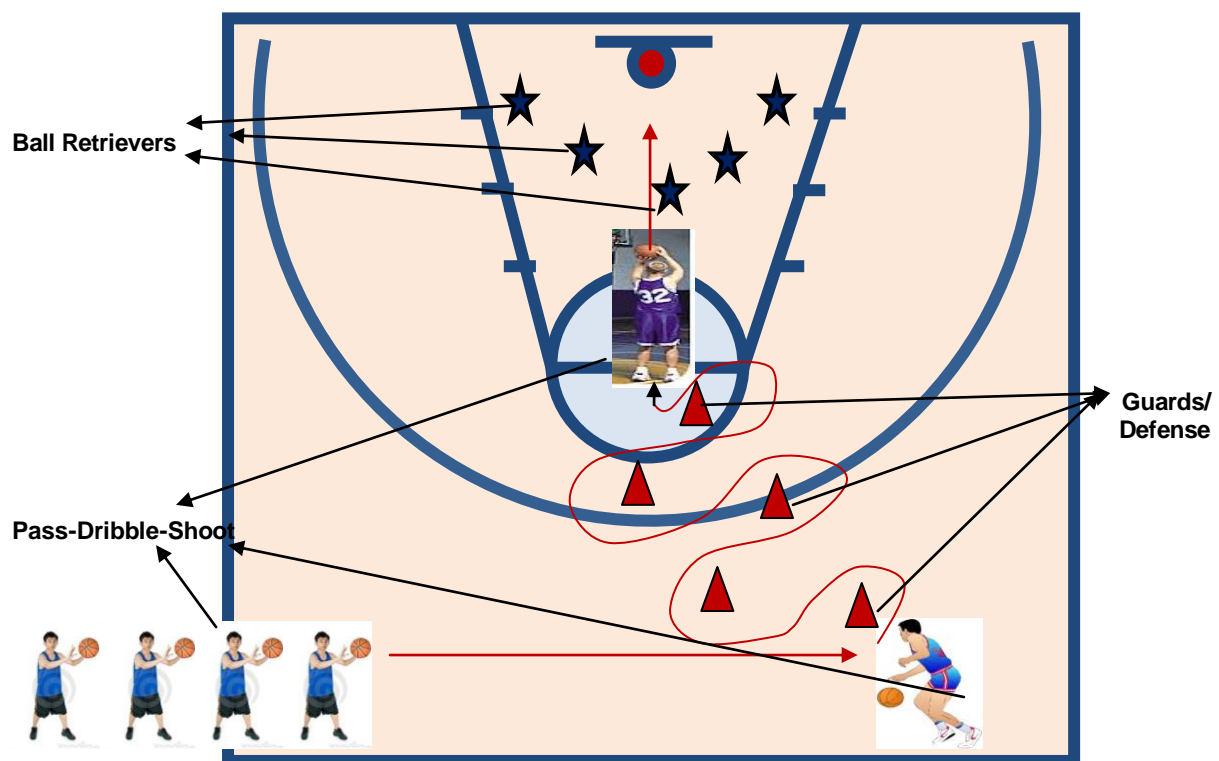
1. Remind learners to consider the following before starting the activity: proper attire, warm-up exercises, safety precautions.
2. Retain the same three groups as in the previous activity. Groups 1 and 2 will participate in the drill lessons. The third group will manage the drills and retrieve balls.

3. Carefully observe the mechanics of the activity to guide learners on what to do during the game; and on the role of the third group in managing it.
4. Remind them that the performance of the third group determines the success of the drill.
5. Allow rotation to follow after each group finishes the drill so that all groups will get to experience the drill and manage it.
6. Inform learners that their performance will be rated according to the criteria set in the rubrics in Part IV of this module.

Drill Matrix: Pass-Dribble-Shoot!

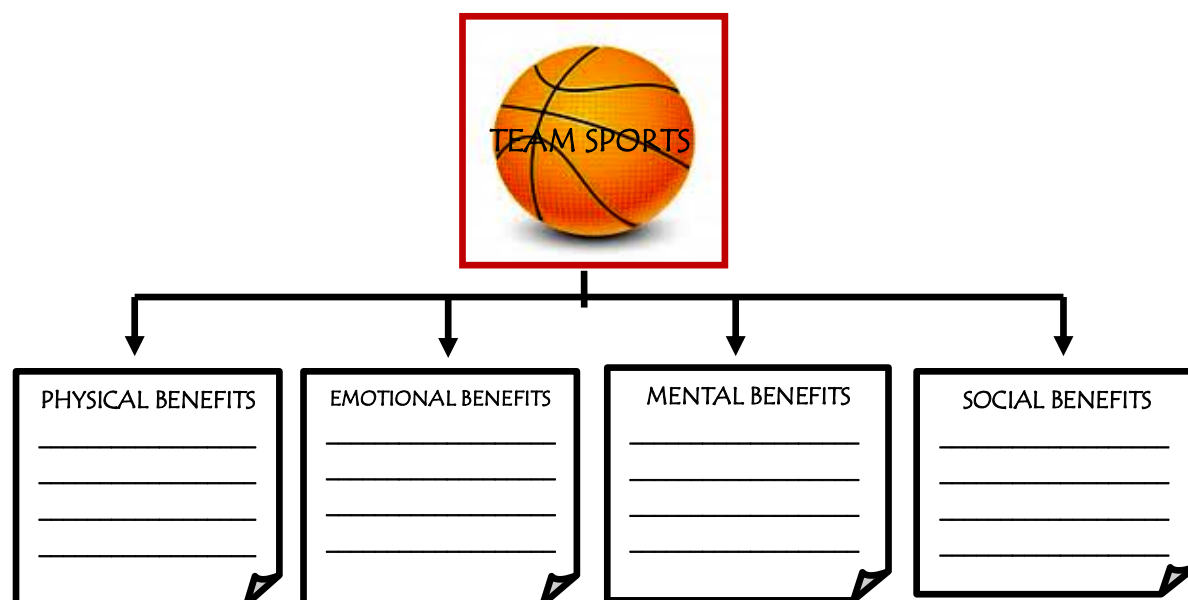
PHASES	GROUP ACTIVITY		
	Group I	Group II	Group III
I	Dribble and Shoot	Guards	Drill Managers/Ball Retrievers
II	Drill Managers/Ball Retrievers	Dribble and Shoot	Guards
III	Guards	Drill Managers/Ball Retrievers	Dribble and Shoot

Drill Illustration:



Engage them in Activity 5: Checking Your Understanding

Assess learners' understanding of the essence and benefits of participating in team sports. Allow them to present their responses in any form they are comfortable with like accomplishing the following graphic organizer. Have them consider other forms of representing their understanding. Let learners do this activity in a separate sheet of paper or even in their activity notebook.



Part III. WHAT TO REFLECT AND UNDERSTAND

In this phase, provide learners with other learning resources and learning experiences for them to enrich, broaden, and refine their understanding of the lesson.

Invite them to do Activity 1: Let's learn from the experts!

In this activity, learners will be given opportunities to rethink and refine their understanding on team sports by listening to invited resource persons as they speak on how team sports influenced them as individuals and as members of their family.

1. Group learners into three.
2. Have learners in each group decide on who among the home-grown team sports enthusiasts in their community interests and inspires them most; and could share to the class meaningful insights on their participation in team sports.

3. Let learners draft an invitation letter requesting the sports enthusiast to speak to the class about the following topics:
 - a. Persons who influenced them to engage in team sports
 - b. How team sports contributed to their success in life
 - c. The role of the family in their active participation in team sports
 - d. Their achievements (winnings, awards, recognitions) in team sports
 - e. How team sports influenced them as individuals and as members of their family.
4. Upon confirmation of the resource persons' approval to learners' request, assist learners in preparing the class for the activity.
5. After the sharing of the resource persons, ask learners to answer the following questions:
 - a. Who among the three resource persons inspired you most? Why?
 - b. How did their sharings reinforce or enhance your understanding, belief or view of team sports?
 - c. What role did the family play in their success in team sports and in life?
 - d. Based on the insights shared by the resource persons, what benefits can one derive from participating in team sports?
6. Using any of the six facets of understanding, let learners reflect their answers in their activity notebooks

Alternative activity to Activity 1: Let's draw some inspiration

In this activity, show learners selected team sports inspirational video clips to react on. Some of them are enumerated below. After the activity, provide learners with guide questions to answer and assess their understanding of the video clips seen. In case the enumerated video clips below are unavailable, other materials can be referred to and shown to the class. Let them write their answers in their activity notebook. A guided discussion may also be conducted after letting learners individually answer the given questions.

Video weblinks:

- http://www.youtube.com/watch?v=Tui8EOdv_VU&feature=related
- <http://www.youtube.com/watch?v=BzFCU7hN2yk>
- <http://www.youtube.com/watch?v=JpVrddII3Do> (story of a person with disability)
- <http://www.youtube.com/watch?v=kZIXWp6vFdE> (video of an athlete)

Guide Questions:

1. How do you think did team sports influence and change the lives of those in the video clips you watched?
2. If you were one of the characters in the video clips viewed, would the influence of team sports in your life be the same with them? How?
3. After watching the video clips, how do you perceive team sports now, in relation to your life and your family's fitness and wellness?

Encourage them to do Activity 2: Team Sport Goal-Setting

This time, ask learners to reflect on their goals and targets as regards their participation in team sports, Basketball in particular. It may include their personal, family, and community goals. This aims to reaffirm their commitment in making team sports their lifetime fitness endeavor. The following is an example of learners output in this activity. Encourage them to have other modes of presentation employing their creativity and resourcefulness in this challenge.

Example of Team Sports Goal-Setting Format (Refer to the example of goals or targets given in page 41 of this guide):

PERSONAL GOALS

1. _____
2. _____
3. _____

FAMILY GOALS

1. _____
2. _____
3. _____

COMMUNITY GOALS

1. _____
2. _____
3. _____

HAPPY FAMILY

Have them do Activity 3: Strips and Dunks!

This is the learners' final challenge in this part of the lesson. They need to finish the K-W-L chart they have started accomplishing in Part I of the learning sequence. They will be tasked to share three things they have learned from participating in basketball, and in team sports in general. After accomplishing this, let learners share what they have learned to the class, friends or relatives, then dunk the paper in the basket provided for.

Name:		Section:
K-What you KNOW	W-What you WANT to know	<u>L-What you've LEARNED</u>
1.	1.	1.
2.	2.	2.
3.	3.	3.

Part IV. WHAT TO TRANSFER

This is now the learners' chance to show everyone that they can demonstrate with proficiency the different skills in basketball as they play with their classmates, friends, or family. After playing, their task of accomplishing their final product is up next! Assessment tools are given so learners' products and performance will be guided and evaluated accordingly.

Let them do Activity 1. Team sports family journal

This activity will encourage learners to involve their family in playing team sports as a fitness activity by preparing a documentary of their family's engagement in team sports.

Remind learners that they will need

- photographs of you and your family engaging in team sports
- coloring materials
- folders or card boards and other similar materials
- writing or printing materials
- adhesives or glues
- anything good for collage like recyclable materials as in old magazines
- computer (with any of these software applications: movie-maker, photoshop, powerpoint, nero, etc.)
- camera
- blank CD/s

Criteria/Indicators for Assessment:

- ***Uniqueness and originality***
This includes the family's unique way of scheduling or programming team sports activities including the kind of team sport they play and how they are captured in pictures or videos.
- ***Creativity and resourcefulness***
This involves the use of less expensive materials such as indigenous or recyclable ones with a touch of the learner's creativity and craftsmanship in putting together the artistic elements like color, line, texture, harmony, balance, and proportion.

- ***Deep understanding of the benefits derived from participating in team sports***

This defines the learner's understanding of the essence of team sports as shown through pictures and/or videos relative to the team sport/s participated by the learner.

- ***Involving the family in team sports endeavors***

Strong evidence that the learner's family is really involved in any fitness endeavor related to team sports.

Here's how learners will accomplish the activity:

1. Ask learners to gather some pictures or videos of their family's team sports activities. Let them prepare a documentary by organizing them in a portfolio or scrapbook or any other form of presentation they wish to do. Encourage them to have it digitally presented. For example: videograph, powerpoint presentation, movie-maker presentation and other similar media.
2. Let them put descriptions or captions for each documented activity. Their descriptions or captions may include the team sport played, date and place it was taken, and the like.
3. The last page or final slide, in case they prefer digital presentation, should include their insights gained from participating in basketball and team sports in general. Include also the benefits that they and their family as a whole have gained from engaging in the sport.
4. Encourage and challenge learners' uniqueness, imagination, creativity, and resourcefulness through this activity.
5. In case learners have difficulty in finding or gathering their family's pictures in their engagement in team sports, look for pictures of families engaging and participating in team sports in magazines, newspapers or pamphlets. Cut them out, organize, and paste them on a clean bondpaper or colored paper. Put captions on these pictures which may include the benefits the family derives from participating in team sports.

Have them do Activity 2: Mini-Team Sport Tournament

This activity aims to let learners synthesize and apply what they have theoretically and practically learned in the previous phases of the learning sequence. Decision making, critical thinking, and sportsmanship will be revealed, exhibited and developed. Their performance during this activity will be rated according to the following criteria: appropriateness of skills, execution of skills and behavior during performance.

Remind them that they will need

- ball
- playing area with a ring and board
- partner or Group
- a good pair of playing shoes
- proper playing outfit
- whistle, score sheet, stop watch, score board, chalk, buzzer or bell

Have learners demonstrate their

- offensive skills
- defensive skills
- proper interpretation of the rules
- proper behavior while playing

1. Group learners into three. Groups 1 and 2 will play first; group 3 officiates the game. Rotation will be made so that all groups will be able to play and officiate. Make sure that participation among learners be maximized. Consider a quarter of 8 minutes only to allow rotation of roles among all groups. Here is a suggested schedule of games and officials:

Game 1	Group 1 vs. Group 2	Officials: Group 3
Game 2	Group 2 vs. Group 3	Officials: Group 1
Game 3	Group 3 vs. Group 1	Officials: Group 2

HERE'S HOW YOUR PART II-IV PERFORMANCES ARE ASSESSED

Weight	Proficiency in the Execution of Skills	Ability to Adapt a Skill to a Certain Sport Situation	Behavior in Playing Team Sport
	30%	40%	30%
5	MASTERFUL: Able to use knowledge and skills automatically, effectively, and efficiently in diverse game situations	SKILLFUL: Demonstrates powerful and skillful execution of the game skills with high level of confidence	MATURE: Highly disciplined and able to demonstrate appropriate behavior towards the game, players, and game officials
4	SKILLED: Able to use knowledge and skills competently in diverse game situations	COMPETENT: Demonstrates competently the game skills with confidence	SENSITIVE: Disciplined and able to demonstrate appropriate behavior towards the game, players, and game officials
3	ABLE: Has limited but growing ability to use knowledge and skills in diverse game situations	PRACTITIONER: Demonstrates general level of coordination and competence in the execution of game skills with limited but growing confidence	AWARE: Generally demonstrates proper behavior towards the game, players, and game officials
2	APPRENTICE: Relies on a limited repertoire of knowledge and skills; has limited use of judgment and responsiveness to game situations	APPRENTICE: Demonstrates limited coordination and competence in the execution of game skills with low level of confidence	DECENTERING: Has some capacity for self-discipline but is still limited to own reactions and attitudes towards the game, players, and game officials
1	NOVICE: Can perform only with coaching and relies on highly directed skill execution, procedures and game approaches	NOVICE: Has very low or no coordination in demonstrating game skills; has very low level or no confidence at all	EGOCENTRIC: Has little or no consideration to the rules of the game; behaves untowardly and has no respect for other players, and game officials

SYNTHESIS

Your generation has gone a long way in terms of advancements in science and technology. Machines, computers, cellphones, and other advanced gadgets are all around you now. The classroom has been having difficulties in competing with these modern technologies that, in one way or another, always find opportunities to divert your attention from improving yourself, your studies and your family.

Admit it or not, you tend to spend more time with your friends. You try to do what they do, be what they are and go where they are headed. As your parents struggle everyday to earn for your daily bread and prepare for your future through sending you to school, you always find yourself busy with your classmates and friends doing what the young generation of today do. In fact, you even spend more time with them than with your family!

No matter how difficult it is for our present educational system to regain your interest and refocus your attention back to the basics, it still tries its best to come up with an interactive and engaging way to make you realize that you really need to maximize your stay in school and prepare you for whatever lies ahead.

This module is one of those ways with which efforts were combined to let you learn at the same time enjoy playing. As you worked on with the given activities in each of the four parts of the learning sequence, you were provided with opportunities to reflect and understand that there's more in team sports.

Through these activities, you were gradually introduced with the essential knowledge and skills you needed to learn about team sports. And as expected, you enjoyed them that much! But those activities did not end up in themselves. Enjoyment was just the beginning of a bigger and better picture. You were provided with opportunities to express and demonstrate your understanding of the benefits that you and your family can derive from engaging and participating in team sports by answering the mind-extracting and thought-provoking questions given.

You were made to realize that in team sports, individual expertise is highly appreciated but not at the expense of sacrificing the whole team. You might have been good or even the best, but you still need the team to back you up and make things happen together. That's why it's called team sports after all. Each member plays an important role in the game. Winning might have been important to you and your team, but how you played the games was even more essential. Your family with all its members, including you, is a perfect analogy of team sports. Each is essentially unique considering their respective roles and areas of expertise but also equally necessary in carrying out a fit and healthy family. Each is contributory to the attainment of the family's goals and objectives.

As you go out of your class, it is expected that you impart what you have learned about the essentials of team sports with your friends and more importantly, with your family. Team sports strengthens your bond as friends and as members of a family. Cherish every moment as you enjoy playing with those whom you love. Just always remember, a family that plays together, stays forever and lives longer.

Appendix A (Nature, background and history of Basketball)

NATURE AND BACKGROUND OF BASKETBALL

Basketball is a team sport, wherein the objective is to shoot a ball through a basket horizontally positioned to score points while following a set of rules. Usually, two teams of five players play on a marked rectangular court with a basket at each width end. Basketball is one of the world's most popular and widely viewed sports. A regulation basketball hoop consists of a rim 18 inches in diameter and 10 feet high mounted to a backboard. A team can score a field goal by shooting the ball through the basket during regular play. A field goal scores two points for the shooting team if a player is touching or closer to the basket than the three-point line, and three points (known commonly as a **3-pointer** or **three**) if the player is behind the three-point line. The team with the most points at the end of the game wins, but additional time (overtime) may be issued when the game ends with a draw. The ball can be advanced on the court by bouncing it while walking or running (dribbling) or throwing (passing) it to a team mate. It is a violation to move without dribbling the ball (travelling), to carry it, or to hold the ball with both hands then resume dribbling (double dribble).

Various violations are generally called "fouls". Disruptive physical contact (a personal foul) is penalized, and a free throw is usually awarded to an offensive player if he is fouled while shooting the ball. A technical foul may also be issued when certain infractions occur, most commonly for unsportsmanlike conduct on the part of a player or coach. A technical foul gives the opposing team a free throw, and the opposing team is also retained possession of the ball.

Basketball has evolved many commonly used techniques of shooting, passing, dribbling, and rebounding, as well as specialized player positions and offensive and defensive structures (player positioning) and techniques. Typically, the tallest members of a team will play "center", "power forward" or "small forward" positions, while shorter players or those who possess the best ball handling skills and speed play "point guard" or "shooting guard".

While competitive basketball is carefully regulated, numerous variations of basketball have developed for casual play. Competitive basketball is primarily an indoor sport played on a carefully marked and maintained basketball court, but less regulated variations are often played outdoors in both inner city and remote areas.

Source: <http://en.wikipedia.org/wiki/Basketball>

HISTORY

Basketball was invented in December 1891 by the Canadian clergyman, educator, and physician James Naismith. Naismith introduced the game when he was an instructor at the Young Men's Christian Association Training School (now Springfield College) in Springfield, Massachusetts. At the request of his superior, Dr. Luther H. Gulick, he organized a vigorous recreation suitable for indoor winter play. The game involved elements of American football, soccer, and hockey, and the first ball used was a soccer ball. Teams had nine players, and the goals were wooden peach baskets affixed to the walls. By 1897-1898, teams of five became standard.

The game rapidly spread nationwide and to Canada and other parts of the world, played by both women and men; it also became a popular informal outdoor game. U.S. servicemen in World War II (1939-1945) popularized the sport in many other countries.

A number of U.S. colleges adopted the game between about 1893 and 1895. In 1934 the first college games were staged in New York City's Madison Square Garden, and college basketball began to attract heightened interest. By the 1950s basketball had become a major college sport, thus paving the way for a growth of interest in professional basketball.

The first pro league, the National Basketball League, was formed in 1898 to protect players from exploitation and to promote a less rough game. This league only lasted five years before disbanding; its demise spawned a number of loosely organized leagues throughout the northeastern United States. One of the first and greatest pro teams was the Original Celtics, organized about 1915 in New York City. They played as many as 150 games a season and dominated basketball until 1936. The Harlem Globetrotters, founded in 1927, a notable exhibition team, specializes in amusing court antics and expert ball handling.

In 1949 two subsequent professional leagues, the National Basketball League (formed in 1937) and the Basketball Association of America (1946) merged to create the National Basketball Association (NBA). The Boston Celtics, led by their center Bill Russell, dominated the NBA from the late 1950s through the 1960s. By the 1960s, pro teams from coast to coast played before crowds of many millions annually. Wilt Chamberlain, a center for the Los Angeles Lakers, was another leading player during the era, and his battles with Russell were eagerly anticipated. Kareem Abdul-Jabbar, also a center, came to prominence during the 1970s. Jabbar perfected his famed "sky hook" shot while playing for the Los Angeles Lakers and dominated the opposition.

The NBA suffered a drop in popularity during the late 1970s, but was resuscitated, principally through the growing popularity of its most prominent players. Larry Bird of the Boston Celtics, and Magic Johnson of the Los Angeles Lakers are credited with injecting excitement into the league in the 1980s through their superior skills and decade-long rivalry. During the late 1980s Michael Jordan of the Chicago Bulls rose to stardom and helped the Bulls dominate the NBA during the early 1990s. A new generation of basketball stars, including Shaquille O'Neal of the Orlando Magic and Larry Johnson of the Charlotte Hornets, have sustained the NBA's growth in popularity.

In 1959 a Basketball Hall of Fame was founded in Springfield, Massachusetts. Its rosters include the names of great players, coaches, referees, and people who have contributed significantly to the development of the game.

Source: <http://library.thinkquest.org/10615/no-frames/basketball/history.html>

Appendix B. Basic skills in Basketball (How they are properly executed)

Shooting

The 1st basic skill to be learned is shooting. Every basketball player loves to shoot the ball! The most practiced skill in the game is shooting. Players spend a good deal of their practice time on shooting drills to improve their skill level. After all, if you can't shoot - you can't score! So, here's how you can improve your shooting skills in basketball:

- Remember BEEF (Balance, Elbow, Elbow, Follow Through) when shooting the ball.
- Be relaxed and concentrate on the basket.
- Know when you have a good shot and then take it.
- Be in proper balance when shooting the ball.
- Follow through on every shot you take.
- Jump naturally.
- "Up, hang, shoot!" is an easy way to remember this.
- Make sure you have an arc on every shot you take.
- Be relaxed when shooting free throws.
- Practice all of your shots.



Source: The Form Trainer **Arm Band**
The Ultimate **Basketball**
Shooting Device @ yhst-
12654132427.stores.yahoo.net

Dribbling

Dribbling in basketball is a skill that you should master. It allows you to move around the court while you're in possession of the ball. It is a legal method that allows you to advance with the ball and make a score as opposed to that of passing it to a teammate to shoot it for the basket. This move involves bouncing the ball off the floor with your hands as you cover the floor. This is how it's done:

- dribble the ball with hand and use only the tips of your finger in dribbling it.
- Employ the wrist and the forearm to push the ball while covering the court.
- Don't involve the whole hand to avoid losing control of the ball.
- Don't keep your fingers in touch with each other while dribbling.
- Spread your fingers to allow full control of the ball as it dribbles.
- Dribble the ball in one side of your body and not right in front.
- While dribbling in one hand, use the other hand to drive your defender away from the ball.



Source: Vector **Clip Art** Picture of
a **Basketball Player Dribbling** the Ball in
Front ...@ chumpysclipart.com

Passing

Basketball is a team game. By definition, that means all players are involved with the process of playing the game and should function as one. One of the primary skills created to accomplish this is passing. It is a skill that maximizes the involvement of all player in setting up a play to earn successful shots and earn points for the whole team. To learn more about passing, read and practice as instructed below:

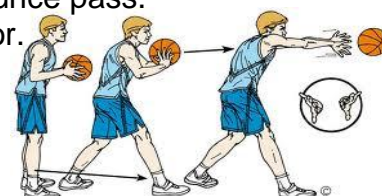
- Basically, there are two types of pass: air pass and bounce pass.

Air pass travels between players without hitting the floor.

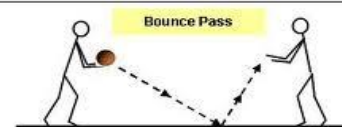
Bounce pass is thrown to the floor so that it bounces to the intended receiver.

- Air passes include **chest pass**-a pass that originates from the chest to the receiver's chest level; and **overhead pass**-a pass that originates from the forehead. With this pass, aim for your teammate's chin. Don't bring the ball behind your head, because it can get stolen and it takes a split-second longer to throw the pass.
- In executing bounce passes, calculate about 3/3 distance from the receiver as the hitting point so that the ball bounces right to your receiver. But for better accuracy, you have to experiment by yourself because the bounce is directly proportional with how strong the ball hits the floor.

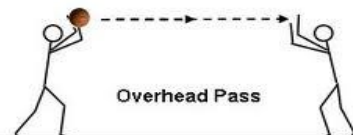
- A good pass is a pass a teammate can catch.
- When passing, step toward your receiver.
- When catching, step toward the pass.
- Like shooting, the ball should have a backspin to it. This is accomplished by following through on every pass.



Source: "Extract" 2.7.2 Zone Defence
(This is a Member's Only
Section). **Basketball ...**
basketballcrazy.fortix.com.au



Source: **basketball bounce pass.**
Bounce Pass – Video Clip.
The **Chest Pass**: The chest ...
avcssbasketball.com



Source: **overhead basketball pass. Overhead Pass** – Video Clip.
The Step Around Pass:
avcssbasketball.com

Rebounding

Rebounding is one of the major aspects of the game. It is your ability to jump with power to gain possession of the ball as it bounces to the rim after a failed shot before it touches the floor. Just how important is rebounding? Whenever you grab a rebound, your team **gains** a chance to shoot again while the other team actually **loses** it. The difference is double. So, how to make a good rebound, here's how...

- Practice good footwork and vertical leap or jumps.
- Anticipate where the ball will land.
- The longer the shot or the harder the rim, the farther the bounces.
- When a shooter is a soft shooter, this means he always takes time to put an arc on his shots, the ball bounces near the ring.



Source: Vector Illustration: **Basketball rebound blue** @ dreamstime.com

- When a shooter is a hard shooter, this means there's a little or no arc on his shots, then the ball bounces far from the ring.
- Leg power and strong body are needed in rebounding that's why it is essential that strength and power exercises should be considered to conditioning your body.

Running

Running is one of the basic skills that a basketball player should possess. Because in this sport, speed defines the best. Whether you're on the offensive or defensive side of the game, passing, receiving, shooting or rebounding a ball, you always have to run in any way possible. Here are some tips for you to improve your running skills:

- Always have a good pair of playing shoes.
- Always do a combination of dynamic stretching and warm-up activities across the court before going out to play a game. These exercises have already been introduced to you when you were in Grade 7 but in case you have forgotten them already, here they are:



➤ *Dynamic Stretching*

Toe Walk
Heel Walk
Inch Walk
High Knees
Butt Kicks

Shuffle
Back Pedal
Jogging
Carioca
Jumping jacks



Source: Basic Conditioning Drills
for **Basketball**Players @ stack.com

Court Dimensions

The size of the court depends on the playing level. The size of the court for NBA and College games is 94 feet long and 50 feet wide. It is smaller for High School and Junior High.

The Backboard and Rim

The regulation height above the ground for the rim (hoop) is 10 feet, and the rim is 18 inches in diameter. Backboards are six feet wide (72 inches) by 42 inches tall, with the inner square being 24 inches wide by 18 inches tall.

The Foul Line

For all size courts the 'foul line' is 15 feet in front of the backboard.

The Key

The key is 12 feet wide, and is the same for all basketball courts. The backboard extends four feet out over the baseline into the key. A half circle of diameter 6 foot extends from the foul line away from the basket to complete the key.

The 3-Point Line (Arc)

For NBA Basketball Courts the 3 point arc is 22 feet to the center of the rim on the sides with a straight line extending out 16 feet 9 inches from the baseline. Past those points the line extends out 23 feet 9 inches from the center of the rim.

Line Markings

All line markings on the floor are two inches wide and can vary in color.

B. BALL

The basket ball is an inflated sphere with an outer covering. It is 75 to 78 cm in circumference and weighs 600-650 grams. It must be made of leather in the official FIBA competitions.



C. BASKET

Also called goal. It is made up of horizontal circular metal rim With a net hanging from it. It is mounted 3.05 m above floor level.



D. BACKBOARD

The rigid rectangular board behind the rim. Standard widths are 24"-42", 44"-48", 60"-72".



E. SHOES

High-topped shoes



Sources:

- <http://www.topendsports.com/sport/basketball/equipment.htm>
- <http://www.livestrong.com/article/376547-what-is-the-size-of-a-basketball-backboard/#ixzz2AHUW4eMI>

Appendix D. Officiating Officials/Rules and Regulations in Basketball

THE OFFICIATING STAFF

The makeup of the officiating corps is strictly a matter of choice. The minimum number is five: a referee, an umpire, a scorer, a timer and a shot-clock operator. In some cases, eight officials are used in a lineup comprising a referee, two umpires, a shot-clock operator, two scorers and two timers.

REFEREE IS OFFICIAL IN CHARGE

The referee is the official that controls the game. He is the one who tosses the ball up for the center jump at the start of the game and each overtime period. His duties range from inspecting and approving all equipment before the game's starting time to approving the final score. In between, the referee is responsible for the notification of each team three minutes before each half is to begin and deciding matters of disagreement among the officials. The referee has the power to make decisions on any point not specifically covered in the rules and even to forfeit the game if necessary.

OFFICIALS CONDUCT GAME

During actual play, there is no practical difference between the referee and umpire(s). They are equally responsible for the conduct of the game; and, because of the speed of play, their duties are dictated essentially by their respective positions on the court from moment to moment. For this reason, the rules specify that no official has the authority to question decisions made by another official. The officials' control, which begins 30 minutes before starting time for men and 15 minutes for women and concludes with the referee's approval of the final score, includes the power to eject from the court any player, coach or team follower who is guilty of flagrant unsporting conduct. When the referee leaves the confines of the playing area at the end of the game, the score is final and may not be changed.

As we pointed out earlier, jump balls occur only at the start of the game and all overtimes; but officials still must concentrate upon throwing the ball up straight. At other times, play resumes with a throw-in. The team that fails to get the ball after the first center jump will begin the alternating process.

OFFICIALS' SIGNALS

When a foul occurs, the official is required by the rules to (a) signal the timer to stop the clock, (b) designate the offender to the scorer and (c) use his or her fingers to indicate the number of free throws. When a team is entitled to a throw-in, an official must (a) signal what caused the ball to become dead, (b) indicate the throw-in spot (except after a goal) and (c) designate the team entitled to the throw-in.

DUTIES OF SCORERS AND TIMERS

Scorers must (a) record, in numerical order, names and numbers of all players, (b) record field goals made and free throws made and missed, (c) keep a running summary of points scored, (d) record fouls called on each player and notify officials when a player-disqualification or bonus-free-throw situation arises, (e) record timeouts and report when a team's allotted number has been used, and (f) record when a squad member has been ejected for fighting. It is the game-clock and shot-clock operators' responsibility to keep everyone abreast of key factors while carrying out the timing regulations.

Source: <http://www.hoopsvibe.com/basketball-training/articles/79171-basketball-rules-officials--their-duties>

GLOSSARY OF TERMS:

Air pass-a pass that travels between players without hitting the floor.

Assist-a pass that subsequently results in a goal being scored.

Back Court-the defensive zone for each team.

Back Pedal-a dynamic stretching exercise which is executed by running backward wherein the heels are almost touching the buttocks.

Bounce pass-a kind of pass in Basketball wherein the ball is thrown to the floor so that it bounces to the intended receiver.

Carioca-a dynamic stretching exercise which is the same with that of grapevine step in dancing. It is executed through a step sideward followed by a cross-step in front, step sideward and cross-step in rear. It may be done repeatedly. The difference with that of grapevine is that it is executed with a bounce to achieve the stretching effect.

Chest pass-a pass that originates from the chest to the receiver's chest level.

Defensive Play-a type of play in team sports particularly in basketball wherein the team aims at preventing the opponents from shooting the ball or gaining possession of the ball.

Defensive rebound-a rebound caught by defenders.

Double Team-when two defenders mark one attacker, usually their best player.

Dribbling-a Basketball basic skill that allows you to move around the court while you're in possession of the ball. It is a legal method that allows you to advance with the ball and make a score as opposed to that of passing it to a teammate to shoot it for the basket. This move involves bouncing the ball off the floor with your hands as you cover the floor.

Drive-an attacking move at full speed.

Dunk Shot-a spectacular scoring maneuver when a player jumps high, reaches above the ring, and stuffs the ball down through the hoop.

Foul-an infraction or violation of the rules of a game.

Goal-Tending-an illegal play in which a player deflects a ball that is on the downward path to the basket or that is already on the rim of the basket, carrying the penalty of an automatic score when committed by the defense or nullifying the field goal when committed by the offense.

High Knees-a dynamic stretching exercise which is executed by running forward, lifting the knees until the upper leg is parallel to the ground, toes pointed downward.

Misconduct-an unbecoming behavior of a player contributing to the disturbance or unusual flow of a game.

Offensive Play-a type of play in team sports particularly in basketball wherein the team plays in possession of the ball aiming at earning points through shooting.

Overhead pass-a pass that originates from the forehead. With this pass, aim for your teammate's chin, don't bring the ball behind your head, because it can get stolen and it takes a split-second longer to throw the pass.

Passing-Basketball is a team game. By definition, that means all players are involved with the process of playing the game and should function as one. One of the primary skills created to accomplish this, is passing. It is a skill that maximizes the involvement of all player in setting up a play to earn successful shots and earn points for the whole team.

Rebounding-one of the major aspects of the game. It is your ability to jump with power to gain possession of the ball as it bounces to the rim after a failed shot before it touches the floor. Just how important is rebounding? Whenever you grab a rebound, your team **gains** a chance to shoot again while the other team actually **loses** it.

Referee-the term used to refer to the officiating official in Basketball.

Running-one of the most basic skills that a basketball player should possess. Because in this sport, speed defines the best. Whether you're on the offensive or defensive side of the game, you always have to run in any way possible.

Shooting-this is the act o throwing the ball with an intention of getting into the ring or basket to earn points. An offensive skill that every basketball player should master to win a game Though it is the most practiced skill in the game, players should spend a good deal of their practice time on shooting drills to improve their skill level.

Shuffle-a dynamic stretching exercise which is also called galop. A combination of step and cut (displace) in one count. It may be done forward, backward and most commonly sideward with one foot always leading.

Warm-Up Exercises-these are exercises which are composed of static and dynamic movements intended to gradually increase heart rate at the same time prepare and condition the body to more strenuous physical activities thereby preventing injuries from happening.

WEB SOURCES:

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