

## BMT– Progression video number 2; ball skills

Element	Description	Intended outcome
<b>Title page</b>	Level; First/Second level.	To inform the viewers of the elements that are used to plan and structure the lesson.
	SALs; Coordination and Fluency, Gross and Fine motor skills, Determination and Resilience	
	Context for learning; Ball skills leading to developing basketball	
	EF skills; Working Memory	
	Intensity; moderate to vigorous	
	Scaffolding practice; <b>Tennis ball juggling 1</b> – chosen because it supports the identified Significant Aspects of Learning.	
<b>Demonstration of scaffolding practice</b>	2 children move about the space in a random pattern with frequent changes of direction, while demonstrating the one ball (or beanbag) juggling sequence.	To demonstrate to the viewers one of the scaffolding practices that could be chosen.
<b>The 'layering' process</b>	Then a group of 8 children move about in a random pattern, avoiding contact with each other and changing direction frequently, while demonstrating the juggling sequence.	To develop gross and fine motor skills
	When the children decide, two of them stop in front of each other and exchange tennis balls (or bean bags) using a variety of actions to achieve the exchange.	
	The children then change their tennis balls (or beanbags) for a larger ball, like a volleyball or a basketball. The children continue to move about the space in a random pattern, using different types of travelling steps, while tossing the ball up into the air and catching it again, using two hands to complete this action.	To develop the target Significant Aspects of Learning.
	Another layer is added when the children have to clap their hands together while the ball is in flight.	
	Another layer is added when the pattern of claps that the children make when the ball is in the air, includes touching opposite shoulders	
	The sequence is further developed by having the children stop in front of a partner, both toss their ball into the air and complete the clapping	

	sequence, including the cross body shoulder touch, catch their ball, then exchange it with their partner.	
<b>Introduce the basketball element</b>	The children continue to move about the space in a random pattern while dribbling the ball, and join together with a partner to complete the ball-toss-clapping sequence.	To focus on coordination and fluency
	Further develop this by having the children dribble the ball at different heights and speeds, and include changes of direction. They should also experiment with a variety of ways to exchange the ball with their partner.	
<b>Developing the basketball element, and moving towards the performance</b>	Introduce the 'hot-potato' bench ball game.	To develop the target Significant Aspects of Learning.  To provide an opportunity to observe the learners at work, and evaluate their performances.
	The learners play in a 4 v 3 bench-ball game where the 'goal' is to have one of their team catch the ball while standing on a bench.	
	The rules are no running with the ball, but the ball is like a 'hot-potato' so it cannot be held for more than 3 seconds. This places an emphasis on the player with the ball either dribbling, or passing the ball.  The players who do not have the ball should be encouraged to move into spaces.	
<b>Potential progressions</b>	<ul style="list-style-type: none"> <li>• Introduce other ball skills to encourage the development of coordination and fluency - like the 'High ball – low ball' practice.</li> <li>• Improve the quality of the physical actions like the rhythm involved in dribbling the ball.</li> <li>• Encourage the children to think before they act, instead of immediately bouncing the ball when they receive it,</li> </ul>	