

My Basketball Camp Practice Plan

Date of Experience: Summer of 2008-2009

Description of Experience:

This artifact is a practice plan that I used as a coach for a basketball camp. This camp was a weeklong experience for girls between the ages of 8 and 14. It was an all day camp that took place at my high school, Sherrard Jr. Sr. High. The practice plan consists of morning activities and stretches, as well as drills, stations, teams and tournament play. I was assigned to work with a specific age group throughout the week and we worked on fundamentals, techniques, the basic rules of basketball, and sportsmanship. This practice plan helped me to get the most out of my time and relate what I knew to my campers.

Wisconsin Teacher Standard Alignment:

This artifact aligns with Standard 2: Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.

This practice plan is an example of how I was able to provide guided instruction to a large group of children who ranged in age, knowledge of basketball, and skill level. Flexibility was a main component when applying this practice plan because I wanted to use similar drills with each group but also make them challenging enough for all skill levels. My practice plan was the same for each age group I was coaching, whether they were in 3rd or 8th grade. Based on their age and skill level, I would alter the drills and instruct them on their own individual level, but the same skills were always enforced. Part of supporting intellectual, social and personal development as described in Standard 2, is having a solid idea of what level of knowledge the child has on the particular subject you are teaching prior to further developing your lessons. To support intellectual development, for example, if my 6th grade campers all knew how to successfully shoot a right handed layup, I would bypass reiterating this concept. However, in order to determine what the child's knowledge and skill level is, they must be assessed in some way. In this situation I spent the first two days of camp observing the girls in different drills and stations throughout the day in order to create my drills for the rest of the week. This teaching method is also used in the classroom, during spelling pre-tests and timed math facts quizzes. It gives the teacher a better idea of what needs to be incorporated into a lesson to better address things students may be struggling with, thus allowing growth. To promote social development within the camp, I would continue to make it a priority to communicate on the court. Simple things like playing a name game to help learn names would be beneficial in this aspect. This creates a social environment where the girls are familiar with one another and hopefully develop friendships off the court. Basketball is a difficult and challenging sport. In regards to personal development, my campers grew substantially simply by opening themselves to overcoming new challenges and

learning new things. I believe that sports in general develop character and camps like the one that I worked at are the stepping stone to that development.

This artifact further aligns with:

Standard 4- Teachers know how to teach.

Standard 7- Teachers are able to plan different kinds of lesson plans.

Standard 10- Teachers are connected with other teachers and the community.

UW-Platteville School of Education Knowledge, Skill, Disposition Statement Alignment:

This artifact aligns with KSD1.a *Demonstrates Knowledge of Content and Pedagogy*. This alignment is accurate because I used my prior knowledge of the game of basketball to provide an in depth practice plan that focuses on important fundamentals and key ideas of the game. The plan is versatile and can be altered for different age groups and skill levels. I used resources such as my High School gymnasium, other coaches and counselors to provide a quality-learning environment for each camper.

While leading my campers, I set up drills that I had participated in that I felt were the most beneficial in strengthening certain skills like rebounding, dribbling and shooting form. This encouraged the child to develop not only performance skills, but problem solving and critical thinking was used as well when deciding the correct and most effective form to use. My knowledge of basketball allowed me to educate others on the fundamentals that I know best. My particular practice plan also allowed me to be flexible when working with kids of a variety of skill levels. I was still able to teach what I know, but to a different degree for each age level.

Secondary Alignment:

KS1.e Designs Coherent Instruction

Personal Reflection:

What I learned about teaching/learning from this experience

My experience as a basketball camp counselor taught me the importance of making adjustments to the lessons I teach in order to collectively reach a broad range of ages and abilities. Not every child or student learns at the same rate or has the same skill level and it was important for me to be able to work with advanced athletes and athletes who were less advanced while still completing a task and staying on track. I learned that coaching involved more than supporting athletic ability. It needs to promote the development of a well -rounded individual. By going beyond athleticism I was able to focus on intellectual, social and personal development.

What I learned about myself as a prospective educator from this experience

During this experience, I was able to see how the instructional strategies I used impacted the kids at my camp through their individual progress throughout the week. Every child learns differently and specific adjustments need to be made to activities or lessons in order for them to benefit from it. By using a general lesson and then making changes to it throughout the day based on the skill level and age level of the kids I was able to teach the same skill at a level of thinking that was relatable to the particular group. I also saw the importance of addressing not only physical concepts of the game of basketball but the intellectual, social and personal aspects as well. Being a former athlete, I know that I gained more intellectually, socially and personally than I did athletically. Learning things such as teamwork, communication and building character through accomplishing goals are things that sports can teach a child that can serve them for the rest of their lives. As a future coach and educator I think it is important to keep that as a priority and understand that your job is to help build a well-rounded person, not just an athlete.