

**Learning Basketball Skills using PSI
(Personalized System of Instruction)
Teaching Progression Manual**

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This workshop is based on a unit developed by Jana Paulk, DeKalb County Schools, as part of a project used for completion of her master's degree in Health and Physical Education

Introduction

This is going to be a very exciting unit of basketball because we are going to try something new. Everyone is going to have the opportunity to learn and advance through the skills of basketball at your own pace. This is going to require you, the student, to take responsibility for your own learning!

Responsibilities

Student

- ✓ Come to class ready to get started
- ✓ Keep up with your progress in your workbook
- ✓ Get your equipment for the next task and put it away when finished
- ✓ Read/view the task directions for each new task
- ✓ Set up the task as presented in the workbook
- ✓ Complete each task as presented in the workbook
- ✓ Verify (mastery) of each task completed.

Teacher

- ✓ Store workbooks and have them accessible to students.
- ✓ Have equipment ready for students to use
- ✓ Be available for questions
- ✓ Check student's progress from time to time.
- ✓ Check tasks that are to be teacher-checked

Class Procedures and Policies

1. Get with your practice partner
2. Pick up one workbook from the "WB" box.
3. Find your "Personal Recording Form" in your class folder.
4. Complete warm-up routine.
5. Gather needed equipment.
6. Find self-space for you and your partner.
7. Start where you left off in your workbook.
8. Place workbooks in the "WB" box.
9. Place your "Personal Recording Form" in your class folder.

Expectations

- A. Always do your best.
- B. Be a good sport.
- C. Care for equipment.
- D. Dress appropriately.
- E. Enjoy learning.
- F. Follow directions and signals the first time they are given.
- G. Give respect to yourself and others.

PSI Basketball Modules

Each module will include the following

1. A **written introduction** to the skill.
2. A **teacher demonstration** of the proper skill techniques if needed.
3. **Performance cues** for increased proficiency.
4. **Criterion tasks** for demonstrating skill mastery in each module.
5. A **personal recording form** for selected tasks, used to record successful completion of each task.

Self-Checks, Partner-Checks and Teacher-Checks

Each learning task is required to be "checked-off" after completion. Throughout the workbook, there will be self-checks, partner-checks and teacher-checks. Tasks are checked-off by the correct person will sign and date the proper box.

It is very important that you follow the workbook in the correct order and complete each check in order.

Grading

Grades will be determined by using the following criteria:

1. Fill workbook out correctly.
2. Effective use of time.
3. Cooperation with partner.
4. Honesty.

Helpful Hints

1. Ask the teacher for help when needed.
2. If there is not enough time to complete a new task, at least start it. This will save time for the next day.
3. If your partner is absent, have the teacher complete any partner-checks required.

Warm-Up Routine



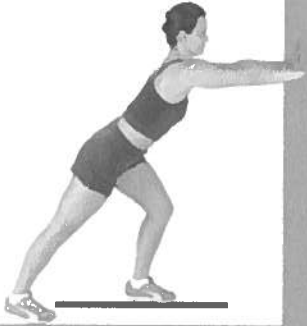
(Teacher Demonstration Required)

Warming up

Before performing any stretches, do 50 jumping jacks to warm-up your muscles.

Stretching

Once you're warmed up, immediately go into your stretches. The purpose of stretching is to increase the range of motion of your joints and prevent injury. Do not bounce as you stretch. You stretch slowly, leaning/pushing into the stretches so that you feel them working. Focus your attention on the area you're stretching. Breathe slowly. Hold each stretch for 25 seconds. Do not over-stretch. When in doubt, stretch easier, not harder. If anything really hurts, stop stretching. Muscles are not to be torn or yanked; they are to be eased into the stretches.

	<p>Quadriceps Stretch: Stand up straight. Bend right leg at knee. Grasp right foot behind you with right hand. Feel the stretch in right quadriceps. Inhale (breathe in) through your nose, and exhale (breathe out) through your mouth, as you complete this stretch. Hold this stretch for a count of 25. Repeat these steps for the other leg.</p>
<p>Hamstring Stretch: Stand and bend over with knees straight. Reach toward toes or floor or bring chest toward legs. Inhale (breathe in) through your nose, and exhale (breathe out) through your mouth, as you complete this stretch. Hold this stretch for a count of 25.</p>	 <p><small>©1999 EstRe.net</small></p>
	<p>Calf Stretch: Stand near a wall. Lean your forearms against it, with feet flat on the ground. Lean your forehead against the back of your hands while they're on the wall. Bend your left knee, bringing it towards the wall. The right leg remains straight while doing this. Start moving your hips forward. You will feel your right calf stretch. Inhale (breathe in) through your nose, and exhale (breathe out) through your mouth, as you complete this stretch. Hold this stretch for a count of 25. Repeat these steps for the other leg.</p>

Butterfly Stretch:

Sit on the floor. Forming a circular shape with your legs, join the soles of your feet together and hold them with your hands. Lean your elbows on the inside of your legs. Lean your upper body forward from the hips. You'll feel a stretch in your groin. Inhale (breathe in) through your nose, and exhale (breathe out) through your mouth, as you complete this stretch. Hold this stretch for a count of 25.

**Shoulder Stretch:**

Stand up. Put your right hand over your left shoulder. Put your left hand on your right elbow and pull that elbow toward your left shoulder. You'll feel your right shoulder stretching. Inhale (breathe in) through your nose, and exhale (breathe out) through your mouth, as you complete this stretch. Hold this stretch for a count of 25. Repeat these steps for the other arm.

Triceps Stretch:

Stand tall, with good posture. Place one arm behind your head, with your hand facing down your back. Use the other hand to gradually push down on the elbow joint, while slowly increasing the stretch on the triceps muscle. Inhale (breathe in) through your nose, and exhale (breathe out) through your mouth, as you complete this stretch. Hold this stretch for a count of 25. Repeat these steps for the other arm.



Module 1: Dribbling

Introduction

Basketball dribbling is one of the most important skills players must master in order to play the game of basketball. It is one of two ways to move the ball down the court. The player with the ball cannot travel unless he/she is dribbling the ball.

Task 1 – Stationary Dribbling (Partner-Check)

Equipment-1 basketball per player

Performance Cues for Task 1 A-C:

Finger pads	Remember to use the soft parts of your fingers
Knees bent	As you dribble, bend your knees a little
Waist high	Try not to let the ball bounce higher than your waist.
Hand on top of ball	Make sure your hand touches the ball almost on the top
Forward Backward stance	The foot of the hand you are not dribbling with should be a little in front.



Forward/Backward Stance



Finger pads, hand on top of ball

- A. You and your partner get into self-space. Using the performance cues above, dribble the ball using your right hand only. **To complete this task, you must dribble the ball 30 times without losing control.**

* When completed, go to the Personal Recording Form and have your partner sign his/her name and write the date that the task was completed on **Line 1A**.

- B. Using the performance cues above, now dribble the ball using your left hand only. **To complete this task, you must dribble the ball 30 times without losing control.**

* When completed, go to the Personal Recording Form and have your partner sign his/her name and write the date that the task was completed on **Line 1B**.

- C. Using the performance cues above, begin dribbling with your favorite hand, after 10 dribbles, switch to the other hand and continue dribbling. Don't catch the ball; simply switch from dribbling with one hand to dribbling with the other. **To complete this task, you must switch hands 10 times.**

* When completed, go to the Personal Recording Form and have your partner sign his/her name and write the date that the task was completed on **Line 1C**.

Task 2 – Dribbling while Traveling (Self Check)

Equipment: 1 Basketball per player

Performance Cues for Task 2 A-F:

Hand a little behind the ball	For traveling and dribbling, your hand position changes; keep your hand just a little behind the ball.
Ball to the side	For traveling and dribbling, you want to keep the ball slightly in front of you and to the side of your body.

- A. Using the performance cues above, dribble with your right hand while walking. **To complete this task, start at the Superstar wall, dribble to the entrance wall and back, without losing control of the ball.**

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 2A**.

- B. Using the performance cues above, dribble with your left hand while walking. **To complete this task, start at the Superstar wall, dribble to the entrance wall and back, without losing control of the ball.**

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 2B**.

- C. Moving switches. Using the performance cues above, start dribbling with your favorite hand while walking. After 3 dribbles change the dribbling to the other hand and keep walking. Continue to switch hands after every 3 dribbles. **To complete task, start at the Superstar wall, dribble to the entrance wall and back, without losing control of the ball.**

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 2C**.

- D. Using the performance cues above, dribble with your right hand while jogging. **To complete this task, start at the Superstar wall, dribble to the entrance wall and back, without losing control of the ball.**

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 2D**.

- E. Using the performance cues above, dribble with your left hand while jogging. **To complete this task, start at the Superstar wall, dribble to the entrance wall and back, without losing control of the ball.**

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 2E**.

- F. Moving switches. Using the performance cues above, start dribbling with your favorite hand while jogging. After 3 dribbles change the dribbling to the other hand and keep jogging. Continue to switch hands after every 3 dribbles. **To complete this task, start at the Superstar wall, dribble to the entrance wall and back, without losing control of the ball.**

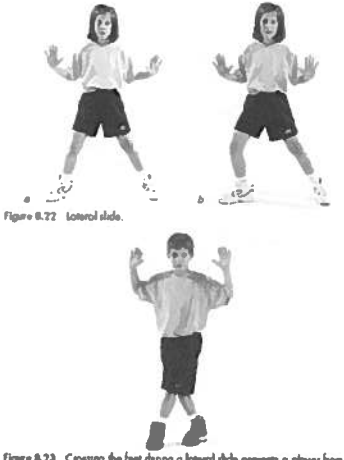
* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 2F**.

Task 3 – Dribbling while changing directions (Partner Check)

Equipment: 1 Basketball per pair, 4 cones

*** Teacher Demonstration Required**

Performance Cues for Task 3 A-C:

Hand position	The hand positions we used before are important here. If you want to go to the side, your hand is on the side; to go forward, hand behind; to go backward, hand in front.
Look Up	Remember to look at your partner.
<p>Slide</p>  <p>Figure 8.72 Lateral slide.</p> <p>Figure 8.73 Crossing the feet during a lateral slide prevents a player from being able to move quickly.</p>	Especially when going sideways, be sure to slide your feet, don't cross them.

- A. Changing directions to verbal signals (signals that you can hear). Begin dribbling in open space, traveling in a forward direction. Each time you hear your partner give you a verbal signal, quickly change the direction of your travel and continue the travel/dribble. **To complete this task, you must be able to change directions 8 times on signal without losing control of the ball and while maintaining your dribble.**

* **Partners:** verbal signals include: left, right, forward and backward. In the Personal Recording Form you will find a chart to record successful direction changes. Place a tally mark in the box after each successful change of direction. Once the player has 8 tally marks the task is completed. *Hint: Give player enough time to change direction and continue his dribble before giving the next verbal signal.*

Example of chart:

Forward	Right	Left	Backward

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 3A**.

- B. Changing directions to visual signals (signals that you can see). Begin dribbling in open space, traveling in a forward direction. Each time you see your partner point in a direction, quickly change the direction of your travel and continue the travel/dribble. **To complete this task, you must be able to change directions 8 times on signal without losing control of the ball and while maintaining your dribble.**

* **Partners:** visual signals include: pointing left, pointing right, pointing forward and pointing backward. In the Personal Recording Form you will find a chart to record successful direction changes. Place a tally mark in the box after each successful change of direction. Once the player has 8 tally marks the task is completed. *Hint: Give player enough time to change direction and continue his dribble before giving the next verbal signal.*

Example of chart:

Forward	Right	Left	Backward

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 3B**.

- C. The Sliding Square. Go to the Sliding Square station. Begin dribbling at one cone. While you are dribbling, slide-step to next cone. Change dribbling hands, then slide step to the next cone. Change dribbling hands again. Continue the slide-step/dribble until you have completed the square. **Reminder: you must change dribbling hands at each cone! To complete this task, you must correctly complete the square three times without losing control of the ball.**

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 3C**.

Task 4 – Dribbling against a Defender (Self Check)

Equipment: 1 Basketball per pair, One on One station

*** Teacher Demonstration Required**

Performance Cues for Task 4:

Offense: Look up	You have to be able to see your partner to avoid him or her.
Move to goal	(Always move to you end line.)
Ball, Body, Defender	Keep your body between the ball and the defender.
Defense: Body between offense and goal.	Keep yourself between your partner and where he or she is trying to go. Your back should be your partner's goal.
Watch hips	Watch the hips or bellybutton if you want to know where your partner will move next.
Stay about 2-3 feet away.	If you get too close, your partner can go right by you.



Notice: The player dribbling is looking up, not at the floor, and she has her body between the ball and the defender.

Dribbling against an opponent: One on One. Go to the One on One station. Both partners should use the performance cues above to complete this task. Partner 1 will begin at the green cone. Partner 1 will begin dribbling while traveling toward the Superstar wall; Partner 2 (who is facing partner 1) tries to tap the ball away from Partner 1 and gain control. Neither partner should foul the other by bumping, pushing away or reaching in. Partner 1 tries to maintain control of the ball and reach the Superstar wall; if Partner 2 gets the ball, he or she gives it back for Partner 1 to begin again. Partners switch roles after each attempt. **Note: partners must stay within the boundaries of the cones in order for it to be a successful trial. To complete this task, you must be able to reach the Superstar wall 2 times without losing control of the ball.**

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 4**.

Task 5 – Dribbling Obstacle Course (Teacher Check)

Equipment: 1 Basketball per player, Dribbling Obstacle Course

*** Teacher Demonstration Required**

Performance Cues for Task 5: This teacher check will require you to use all of the performance cues previously explained and practiced. **You will need to tell the teacher you are ready for this task.**

Obstacle Course – Student will start at the green cone, he or she will dribble and travel to the Sliding Square. The student will complete the Sliding Square 2 times. The student will then stand in front of the teacher and follow the verbal and visual signals while dribbling under control. On the teacher's signal, the student will dribble and travel toward the red cone (finish line) against a defender. **To complete this task, you must be able to finish the course without losing control of the ball. The teacher will tell you whether or not you can continue to the next module.**

* When completed, the teacher will sign and date your Personal Recording Form on **Line 5**.

Task 6 – Self-Responsibility Checklist

Equipment:

Complete Self-Responsibility Checklist. Be honest.

Task 7 – Written assessment

Module 2: Passing

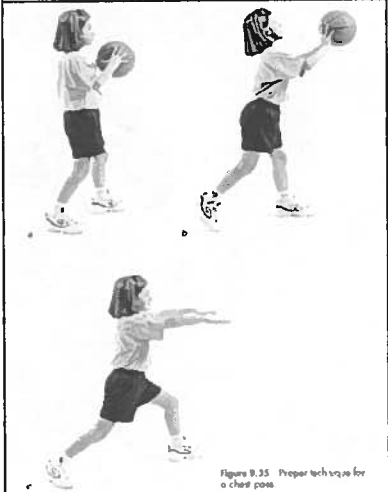
Introduction

In the sport of Basketball, passing is one of only two ways a player can move the ball down the court. Passing is also necessary to keep the ball away from the other team. Every player should be able to throw a good pass and catch a good pass! You will learn how and when to use two different passes in this module.

Task 7 – Chest Pass (Self-Check)

Equipment-1 basketball per pair, 4 cones

Performance Cues for Task 7A:

Face Target	Before passing the ball, you must be facing your target
Ball to chest	The ball should be at the chest with elbows pointed out.
Step toward target	Step toward target with either foot.
Extend arms, pushing ball toward target	When passing you will extend arms fully, pushing the ball toward your target.
 <p>Figure 9.35 Preparing technique for a chest pass.</p>	<p>Phase 1 – Ball to chest, elbows out and step toward target</p> <p>Phase 2 – A player should step in the direction of the target, extending her legs, back, and arms.</p> <p>Phase 3 – Extend arms fully, pushing the ball toward target. A player should follow through with his fingers pointed at the target, palms facing down.</p>

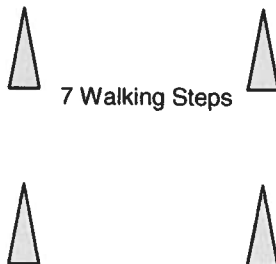
- A. Chest passing to a stationary partner. Partners should stand 5-7 steps away from each other. Using the performance cues listed above, chest pass to your partner so that he/she can catch it without having to move. **To complete this task, you and your partner must successfully chest pass to one another 40 times (20 passes each).**

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 7A**.

Performance Cues for Task 7B:

Lead receiver	Pass the ball to the open space just in front of the receiver so he or she doesn't have to back up to catch it.
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Set-Up for 7B:



- B. Chest-passing to a moving partner. **Teacher demonstration required.** To set up this task, place 4 cones in a square, 7 walking steps apart. Both partners should use the performance cues above to complete this task. The partner with the ball (passer) starts at one cone, and the partner without the ball (receiver) starts at a different cone. The receiver will point to a cone and then jog towards that cone. The passer will chest-pass the ball so that the receiver does not have to stop or turn backwards to catch it. The players switch roles after every pass. **To complete this task, you and your partner must successfully chest pass to a moving partner 20 times and catch a pass while moving 20 times.**

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 7B**.

Performance Cues for Task 7C:

Receiver slightly ahead of passer	The receiver should be ahead of the passer about 4 -5 steps.
Lead receiver	Pass the ball to the open space just in front of the receiver so he or she doesn't have to back up to catch it.
No Stopping	Both the passer and the receiver should always be moving toward the end line; never stop moving forward


- C. Give and Go. **Teacher demonstration required.** Go to the Give and Go Station. Both partners should use the performance cues above to complete this task. Each partner starts at a green cone facing the same direction. Partner 1 will dribble 3 or 4 times and then chest pass to Partner 2, who has been traveling forward. Partner 2 receives the pass, dribbles as he or she travels forward, and then passes back to Partner 1. Partners continue to travel/dribble to the red cones and back to the starting point (green cones). **To complete this task you and your partner must go down and back 5 times successfully. To be successful, you cannot travel backward to catch a pass, stop to catch a pass or drop a pass.**

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 7C**.

Task 8 – Bounce Pass (Self-Check)

Equipment-1 basketball per pair, 4 cones

Performance Cues for Task 8A:

Ball to Chest	The ball should be at the chest with elbows pointed out.
Step toward target	Step toward target with either foot.
Extend arms, pushing ball down and out	When passing the ball, extend arms fully and push the ball down and out at the same time.
Two-thirds	The ball should bounce on the ground about two-thirds of the way to the receiver.
	

- A. Bounce passing to a stationary partner. Partners should stand 5-7 walking steps away from each other. Using the performance cues listed above, bounce pass to your partner so that he/she can catch it without having to move. **To complete this task, you and your partner must successfully bounce pass to each other 40 times (20 passes each).**

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 8A**.

Performance Cues for Task 8B:

Receiver slightly ahead of the passer	The receiver should be slightly ahead of the passer about 4-5 steps
Lead receiver	Pass the ball to the open space just in front of the receiver so he or she doesn't have to back up to catch it.

- B. Bounce passing to a moving partner. **Teacher demonstration required.** To set up this task, place 4 cones in a square, 7 walking steps apart, same as 7B. Both partners should use the performance cues from above. The partner with the ball (passer) starts at one cone, and the partner without the ball (receiver) starts at a different cone. The receiver will point to a cone and then jog towards that cone. The passer will bounce pass the ball so that the receiver does not have to stop or turn backwards to catch it. The players switch roles after every pass. **To complete this task, you and your partner must successfully bounce pass to a moving partner 20 times and catch a pass while moving 20 times.**

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 8B**.

Performance Cues for Task 8C:

Receiver slightly ahead of passer	The receiver should be ahead of the passer about 4 -5 steps.
Lead receiver	Pass the ball to the open space just in front of the receiver so he or she doesn't have to back up to catch it.
No Stopping	Both the passer and the receiver should always be moving toward the end line; never stop moving forward

- C. Give and Go. **Teacher demonstration required.** Go to the Give and Go Station. Both partners will use the performance cues from above. Each partner starts at a green cone facing the same direction. Partner 1 will dribble 3 or 4 times and then bounce pass to Partner 2, who has been traveling forward. Partner 2 receives the pass, dribbles as he or she travels forward, and then passes back to Partner 1. Partners continue to travel/dribble to the red cones and back to the starting point (green cones). **To complete this task you and your partner must go down and back 5 times successfully. To be successful, you cannot travel backward to catch a pass, stop to catch a pass or drop a pass.**

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 8C**.

Task 9– Monkey in the Middle (Self-Check)
Equipment-1 basketball per group of 4

Performance Cues for Task 9:

<i>Passer:</i> Lead the receiver Be Quick Both passes.	Pass to an open space just in front of the receiver. Make quick passes. Use the chest pass when the defender's arms are low and use the bounce pass when his/her arms are raised high.
<i>Receiver:</i> Move to open space. Watch passer, then ball	Move to a space that is at an angle from the passer. Watch the passer as you start to run, and then after the ball is passed, track it all the way into your hands.
<i>Defender:</i> Hips Play the ball.	To tell where a person is going to move, watch the hips or the belly button. Always go after the person with the ball - to force the person to pass it.

Tell the teacher you are ready for this task, and she will help you find another pair to play with. In this task you'll practice passing to someone against a defender. One of you will not play the game; he/she will be watching and counting passes. One of you is the passer, one is the receiver, and the other one is the defender (monkey in the middle). **Passer**, your job is to get the ball to the receiver. Use quick moves, and get rid of the ball when you have a chance. **Receiver**, move to an open space to catch the ball. **Defender (monkey in the middle)**, make them pass the ball, but don't forget that you are not allowed to touch the receiver or the passer. After 10 pass attempts, change places. Take turns being the counter, the receivers and the defender (monkey in the middle). Continue the game until every player successfully completes the task. **To complete this task, you must make 4 successful bounce passes and 4 successful chest passes to keep the ball away from the defender. The receiver must catch the ball (not chase after it) in order for your passes to count.**

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 9**.

Task 10– Monkey in the Middle (Teacher-Check)

Equipment-1 basketball per pair

*** Teacher Demonstration Required**

You will need to tell the teacher you are ready for this task. This task will be the same as Task 9, except the monkey in the middle is your teacher.

* When completed, the teacher will sign and date your Personal Recording Form on **Line 10**.

Congratulations! You have completed the basketball skills workbook, and now you are ready for modified games. Your teacher will inform you of what to do next!

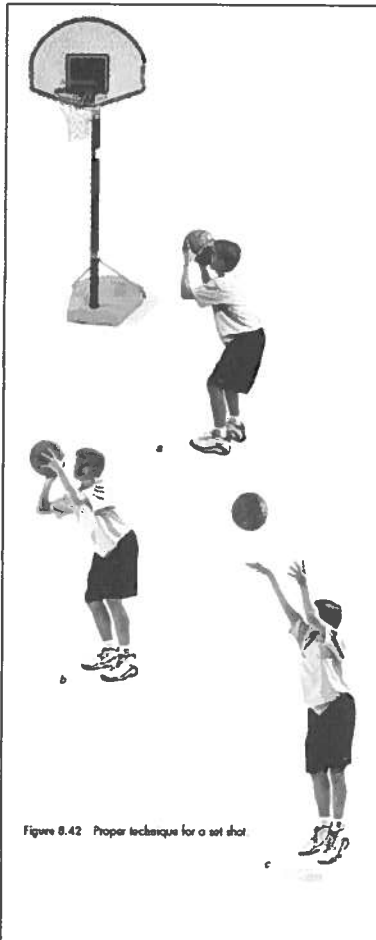
Module 3: Shooting

Introduction

Of course the ultimate goal in Basketball is to score points and the only way to do that is by putting the ball in the hoop. In this module, we will be discussing the set shot. It is important to learn the proper mechanics of the set shot first, and then you will be able to advance to the jump shot as they increase your strength and improve your coordination.

Remember this:


- S** Select good shots, ones that you are likely to make.
- C** Concentrate on the target.
- O** Order: square up, bend knees and elbows and cock wrist.
- R** Release and wave good-bye to the ball.
- E** Extend shooting arm up and toward the basket.

 <p>Figure 8.42 Proper technique for a set shot</p>	<p><i>Phase I (a.):</i> Lay the ball on the finger pads of each hand, with the shooting hand behind and slightly underneath the ball and the non-shooting hand balancing the ball from the side.</p> <p>Focus on a specific target, usually the rim or backboard.</p> <p>Square Up: (Align shoulders, hips, and feet square to the basket. The foot on the shooting-hand side may be slightly in front of the other foot so that you are balanced).</p> <p>Bend the knees to get momentum for the shot.</p> <p>Bend the shooting-arm elbow to approximately a 90-degree angle.</p>
	<p><i>Phase II (b.):</i> As you extend your legs, release the ball by extending the elbow, bringing the wrist forward, and moving the fingers of the shooting hand up and through the ball.</p>
	<p><i>Phase III (c.):</i> Follow through after the release by landing on both feet, and wave "good-bye" to the ball (have the shooting hand follow through).</p>

Task 11 – Shooting in Self-Space (Self-Check)

Equipment- 1 basketball per player

Performance Cues for Task 11 A-D:

Finger pads	Use just the finger pads; do not let the ball rest on your palm.
Hand placement	Place the shooting hand behind and slightly underneath the ball and the non-shooting hand balancing the ball from the side.
Bend knees	Bend the knees to get momentum
Bend shooting elbow	Bend the shooting elbow to about 90 degrees.
Follow through 	Follow through after the release by landing on both feet, and wave "good-bye" to the ball (move the fingers of the shooting hand up and through the ball).

- A. Get into self-space; do not worry about shooting at the basket or a target at this point. Shoot the basketball into the air concentrating on using just your finger pads. Get used to not resting the ball on your palm. **To complete this task, you must shoot the ball 20 times using your finger pads.**

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 11A**.

- B. Same as A., but this time concentrate on your hand placement. Place the shooting hand behind and slightly underneath the ball and the non-shooting hand balancing the ball from the side. Don't forget to use just your finger pads. **To complete this task, you must shoot the ball 20 times using correct hand placement.**

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 11B**.

- C. Same as B., but this time concentrate on bending your knees for momentum and bending your shooting elbow to about 90 degrees before you release. Remember you should still be thinking about finger pads and hand placement. **To complete this task, you must shoot the ball 20 times bending your knees for momentum.**

* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 11C**.

- D. Same as C, but this last time you will be thinking about putting all the performance cues together; finger pads, hand placement, bending knees and elbows and lastly your follow through. The follow through is just like waving good bye to the ball (look at picture above). **To complete this task, you must shoot the ball 30 times.**


* When completed, go to the Personal Recording Form and sign your name and write the date that the task was completed on **Line 11D**.

Task 12 – Shooting the ball to the Wall (Partner-Check)

Equipment- 1 basketball per pair

*** Teacher Demonstration Required.**

Performance Cues for Task 12 A-C:

Square Up	To square up you must align your shoulders, hips, and feet square to the target. The foot on the shooting-hand side may be slightly in front of the other foot so that you are balanced.
Finger pads	Use just the finger pads; do not let the ball rest on your palm.
Hand placement	Place the shooting hand behind and slightly underneath the ball and the non-shooting hand balancing the ball from the side.
Bend knees	Bend the knees to get momentum
Bend shooting elbow	Bend the shooting elbow to about 90 degrees.
Follow through 	Follow through after the release by landing on both feet, and wave "good-bye" to the ball (move the fingers of the shooting hand up and through the ball).

- A. Shooting to a Target. With your partner, go to one of the “squares” on the wall. The “square” represents the basket. Take turns shooting to the square, while concentrating on squaring up your body to the target. Don’t forget all the other cues you have been practicing (finger pads, hand placement, bending knees and elbow and following through). It is the partner’s job to check form and to count the number of times the target is hit. **To complete this task, you must hit the target 15 times.**

* When completed, go to the Personal Recording Form and have your partner sign his/her name and write the date that the task was completed on **Line 12A**.

- B. Squaring Up after a Dribble. You are going to do the same thing as in 12A, but this time you will not start out facing the wall. Turn to either side, dribble the ball 4 times, then quickly square up and shoot to the same target. Again, it is the partner’s job to check form and to count the number of times the target is hit. **To complete this task, you must hit the target 15 times.**

* When completed, go to the Personal Recording Form and have your partner sign his/her name and write the date that the task was completed on **Line 12B**.

- C. Squaring Up after a Pass. Partners will stand about 6 feet apart facing one another. Partner 1 will pass the ball to Partner 2, Partner 2 will have to square up and shoot to the square. **To complete this task, you must hit the target 15 times.**

* When completed, go to the Personal Recording Form and have your partner sign his/her name and write the date that the task was completed on **Line 12C**.

Task 13 – Around the Key (Teacher-Check)
Equipment- 1 basketball player, 6 poly spots
*** Teacher Demonstration Required**

Performance Cues for Task 13:

Square Up	To square up you must align your shoulders, hips, and feet square to the target. The foot on the shooting-hand side may be slightly in front of the other foot so that you are balanced.
Finger pads	Use just the finger pads; do not let the ball rest on your palm.
Hand placement	Place the shooting hand behind and slightly underneath the ball and the non-shooting hand balancing the ball from the side.
Bend knees	Bend the knees to get momentum
Bend shooting elbow	Bend the shooting elbow to about 90 degrees.
Follow through	Follow through after the release by landing on both feet, and wave "good-bye" to the ball (move the fingers of the shooting hand up and through the ball).



Around the Key: You will need to tell the teacher you are ready for this task. Student will be shooting 6 different shots from around the key. Student will have 3 shots from each spot; in order, to continue to the next spot student will have to make 1 of the 3 shots. **To complete this task, you must make at least 1 shot from each of the 6 spots.**

* When completed, the teacher will sign and date your Personal Recording Form on **Line 13**.