

PASE Basketball Season

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SEASON OVERVIEW

- ◆ PASE Basketball Season Syllabus
- ◆ PASE Basketball Season 25-Lesson Block Plan
- ◆ PASE Basketball Grade Book sample
- ◆ PASE Basketball Daily Team Points Summary
- ◆ PASE Basketball Official's Signals Index

PASE Basketball Season Syllabus

Instructor(s): _____

Class: _____ Time: _____

BASKETBALL SEASON DESCRIPTION

This basketball season consists of 25 lessons and is divided into three segments: a preseason, an in-season round robin tournament, and a postseason championship tournament. Throughout the season, each student will be responsible for performing various tasks related to playing and managing a basketball season. Good luck!

SEASON GOALS

To become . . .

- a **competent** basketball player: one who is a knowledgeable player and can successfully perform skills and strategies during a game of basketball
- a **literate** basketball player: one who knows the rules and traditions of the sport and can identify appropriate and inappropriate basketball behaviors
- an **enthusiastic** basketball player: one who is involved and behaves in ways that protect, preserve, and enhance the basketball culture
- an **independent learner**: one who demonstrates responsibility for his or her own progress through appropriate goal-setting and goal-monitoring behaviors

SEASON CONTENT

Skills












- Dribbling
- L- and V-cuts
- Passing
- Defensive footwork
- Jump and set shot
- Rebounding
- Layup


Tactics

- Dribble to reposition
- Screen on and off ball
- Triple threat
- Post play
- Defense on and off ball
- Player-to-player defense
- Pick and roll, give and go
- Team zone defense

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

SEASON REQUIREMENTS, POINTS, AND GRADING SCALE

Requirement		Point Value					Grading Scale			
	Activity task cards	10	@	2	=	20	A	95 – 100	Excellent	
	Personal fitness assessment	20	@	1	=	20	A-	93 – 94		
	Pre- and post-skills and fitness combine	2	@	3	=	6	B+	91 – 92	Above average	
	Team goal setting	3	@	2	=	6	B	87 – 90		
	Role performance	20	@	1	=	20	B-	85 – 86		
	Individual responsibility level (IRL)	8	@	1	=	8	C+	83 – 84	Average	
	Written quizzes	2	@	2	=	4	C	79 – 82		
	End-of-season awards voting	1	@	1	=	1	C-	77 – 78		
	Reflective journal	2	@	3	=	6	D+	75 – 76	Below average	
	Independent learning activity	1	@	4	=	4	D	72 – 74		
	Outside-of-class physical activity log	5	@	1	=	5	D-	70 – 71		
					Total	=	100	F	Below 70	Failing

	Season bonus points	1st place	=	3.0 points	4th place	=	1.5 points
	Added to final point total	2nd place	=	2.5 points	5th place	=	1.0 point
		3rd place	=	2.0 points	6th place	=	0.5 point

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

SEASON CALENDAR AND DAILY ASSESSMENTS

Lesson	PRESEASON															IN-SEASON ROUND ROBIN					POSTSEASON			Festival	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		24
Content	Pre-combine	Management	Dribble	Triple threat and pass	Pass	Review I	Set and jump shots	Layups	Pick and roll	Review II	Rebounding	Postplay	Player-to-player defense	Zone defense	Review III	RR tourney	RR tourney	RR tourney	RR tourney	RR tourney	Post-combine	Tourney	Tourney	Tourney	

Season Requirement Icons

[illegible]

Requirement Descriptions	 Activity task cards	A series of skill and strategy development activities that must be completed by individual team members during team practice in lessons 3-5, 7-9, and 11-14.
	 Personal fitness assessment	A set of fitness development activities that are completed and whose results are recorded during the team warm-up portion of lessons 3-20, 22, and 23.
	 Pre- and post-skills and fitness combine	A variety of stations designed to provide pre- and postseason information for goal setting and monitoring of personal progress between lessons 1 and 21.
	 Team goal setting	A reflective activity used to identify team strengths and areas needing improvement. To be completed at the end of lessons 6, 10, and 15.
	 Role performance	A performance of roles designed to help manage the basketball season. Daily roles and responsibilities are identified at the beginning of lessons 3-20, 22, and 23.
	 Individual responsibility level (IRL)	A reflective activity used for identifying and monitoring one's personal behaviors throughout the basketball season. To be completed at the end of lessons 2-6, 10, 15, and 20.
	 Written quizzes	A series of written activities used to determine one's knowledge of basketball. In-class or take-home quizzes will be given at lessons 10 and 15.
	 End-of-season awards voting	A voting activity used to identify individuals for awards related to successful basketball performance during the season. Voting to be completed in lesson 24.
	 Reflective journal	An activity used to promote critical thinking by exploring issues related to participation in the basketball season. Completed in lessons 13 and 24.
	 Independent learning activity	Students may choose from one of the following written activities: a personal behavior journal, a fitness/physical activity journal, or a skill and strategy development journal. To be completed by lesson 25.
	 Outside-of-class physical activity log	An activity designed to provide additional opportunities for students to engage in meaningful physical activity outside of the physical education class throughout the basketball season. To be completed and turned in at lessons 5, 10, 15, 20, and 25.
	 Season bonus points	Throughout the season individuals will earn points for their team. Team points will be acquired from role performance, enthusiastic performance, and application contest scores.

PASE Basketball Season 25-Lesson Block Plan

		INSTRUCTIONAL FOCUS				OFFICIALS' SIGNALS	
Day(s)		Skills	Tactics	Application Contest		Signal	Index #
PRESEASON	1	Skills and fitness pre-combine					
	2	Management day		Team cognitive challenge			
	3	Dribble: control Footwork: offensive	Dribble to reposition	1 vs. 1 Two 15 sec dribble challenges		Stop clock Traveling 1-point scoring	4 8 1
	4	Dribble: speed Pass: chest/bounce	Triple threat Ball fake	3 vs. 2 Two 30 sec triple-threat/pass challenges		Stop clock for foul Traveling Double dribble Unsportsmanlike	5 8 9 17
	5	Pass: overhead/sidearm Dribble: review	Triple threat Ball fake	3 vs. 2 Two 30 sec triple-threat/pass challenges		Traveling Double dribble Carrying	8 9 10
	6	Review I: all skills	Review I: all tactics	3 vs. 2 Two 30 sec triple-threat/pass challenges		All previous	
	7	Shot: set/jump Footwork: defensive	Defense on/off ball	3 vs. 2 Two 1 min jump shot challenges		Illegal use of hands Jump ball 2-point scoring	13 12 2
	8	Shot: lay-up Footwork: offensive	Give and go	3 vs. 2 Two 1 min layup/jump shot challenges		Charging with the ball Blocking 3-point scoring	16 14 3
	9	Shot: review all Footwork: review all	Screen on/off ball Pick and roll	3 vs. 2 Two 2 min pick-and-roll challenges		Pushing Blocking Unsportsmanlike	15 14 17
	10	Review II: all skills	Review II: all tactics	3 vs. 2 Two 2 min review challenges		All previous	
	11	Rebounding: offensive and defensive	Review: all tactics	3 vs. 3 Two 2 min rebounding challenges		Pushing without ball Unsportsmanlike 3 seconds	15 17 11
	12	Review: all skills	Offensive and defensive post play	3 vs. 3 Two 2 min post play challenges		Charging with the ball Carrying 3 seconds	16 10 11
	13	Review: all skills	Player-to-Player defense	4 vs. 4 2 – 2 min player-to-player defense challenges		Double dribble Blocking Jump ball	9 14 12
	14	Review: all skills	Team zone defense	4 vs. 4 2 – 2 min team zone defense challenges		Substitution Time-out Jump ball	6 7 12
	15	Review III: all skills	Review III: all tactics	4 vs. 4 2 – 3 min review challenges		All	1-17

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

Day(s)	INSTRUCTIONAL FOCUS		Application contest	OFFICIALS' SIGNALS	
	Skills	Tactics		Signal	Index #
IN-SEASON ROUND ROBIN TOURNAMENT	16	Review: all skills	Review: all tactics	G1 = 1 vs. 6 G2 = 2 vs. 5 G3 = 3 vs. 4	All 1-17
	17	Review: all skills	Review: all tactics	G1 = 6 vs. 4 G2 = 5 vs. 1 G3 = 2 vs. 3	All 1-17
	18	Review: all skills	Review: all tactics	G1 = 6 vs. 2 G2 = 5 vs. 3 G3 = 1 vs. 4	All 1-17
	19	Review: all skills	Review: all tactics	G1 = 3 vs. 1 G2 = 4 vs. 2 G3 = 5 vs. 6	All 1-17
	20	Review: all skills	Review: all tactics	G1 = 3 vs. 6 G2 = 1 vs. 2 G3 = 4 vs. 5	All 1-17
	21	Skills and fitness post-combine			
POSTSEASON TOURN.	22	Review: all skills	Review: all tactics	G1 = 5th seed vs. 4th seed G2 = 3rd seed vs. 6th seed G3 = 1st seed vs. winner G1	All 1-17
	23	Review: all skills	Review: all tactics	G4 = loser G2 vs. loser G3 G5 = 2nd seed vs. winner G2 G6 = loser G1 vs. loser G5	All 1-17
FINALS	24	Review: all skills	Review: all tactics	<u>Consolation</u> G7 = winner G6 vs. winner G4 <u>Championship</u> G7 = winner G3 vs. winner G5	All 1-17
	25	Awards and festival day			

The screenshot shows a Microsoft Excel application window titled "Microsoft Excel - basketball grade book". The menu bar includes File, Edit, View, Insert, Format, Tools, Data, Window, and Help. The toolbar shows various icons for file operations and editing.

Teacher Information:

- Teacher:** Mrs. Jane Doe
- Class/Time:** Period X 0:00 - 0:00
- Date:** First 9-Weeks 2006

Behavioral Color Key:

- ☐ Behavioral Color Key
- ☐ Absent
- ☐ Incomplete assessment or performance
- ☐ Unsportsmanlike conduct
- ☐ Tardy or unprepared
- ☐ Off-task
- ☐ Excused non-participation

BASKETBALL

	Lessons Date	Total	Activity Task Cards (2)												Personal I									
			3	4	5	7	8	9	11	12	13	14	3	4	5	6	7	8	9	10	11			
Example: Doe, John	BY	1	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1		
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								
11																								
12																								
13																								
14																								
15																								
16																								
17																								
18																								

The status bar at the bottom indicates the current selection: "Basketball Grade book / Summary Report / Summary Graph / Instruct | < 12/11".

[illegible][illegible]

PASE Basketball Grade Book sample.

PASE Basketball Daily Team Points Summary

Teams															
Lesson	Role performance	Fair play	Application contest	Team point deductions	Totals	Role performance	Fair play	Application contest	Team point deductions	Totals	Role performance	Fair play	Application contest	Team point deductions	Totals
2	n/a					n/a					n/a				
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
14															
15															
16															
17															
18															
19															
20															
21	n/a		n/a			n/a		n/a			n/a		n/a		
22															
23															
24															

Role performance		Fair play		Application contest		Team point deductions	
Points	Description	Points	Description	Points	Place	Points	Infraction #
+6	All roles fulfilled	+6	All demonstrated fair play	+6	1st place	-1	1st offense
+5	5 roles fulfilled	+5	5 demonstrated fair play	+5	2nd place	-3	2nd offense
+4	4 roles fulfilled	+4	4 demonstrated fair play	+4	3rd place	-5	3rd offense
+3	3 roles fulfilled	+3	3 demonstrated fair play	+3	4th place	-7	4th offense
+2	2 roles fulfilled	+2	2 demonstrated fair play	+2	5th place	-10	5th offense
+1	1 roles fulfilled	+1	1 demonstrated fair play	+1	6th place	-15	6th offense

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PASE Basketball Official's Signals Index

SCORING

1



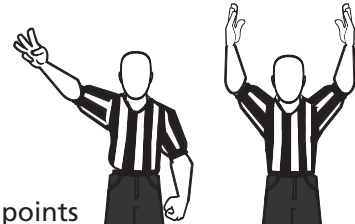
1 point

2



2 points

3



3 points

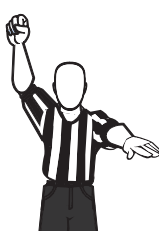
CLOCK RELATED

4



Stop clock

5



Stop clock for a foul

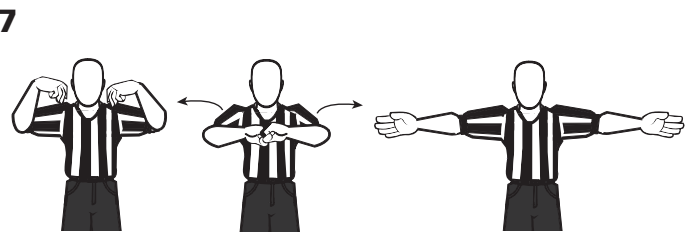
ADMINISTRATIVE

6



Substitution

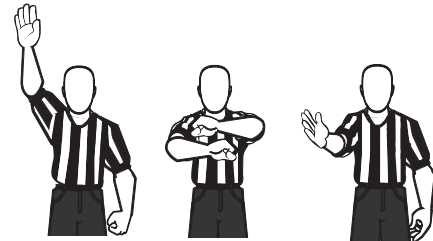
7



Time-out (30 second and 60 second)

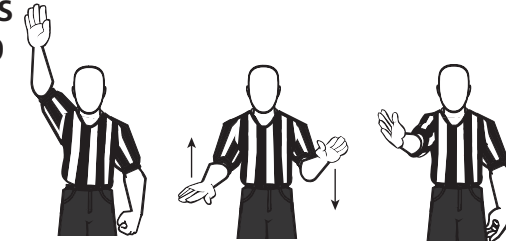
VIOLATIONS

8



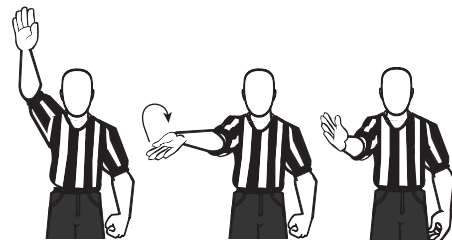
Traveling

9



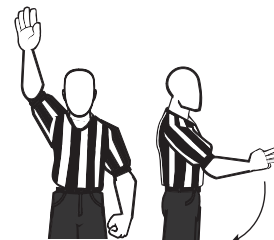
Double dribble

10



Carrying

11



3 seconds

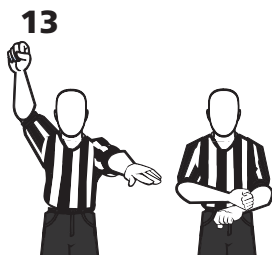
12



Jump ball

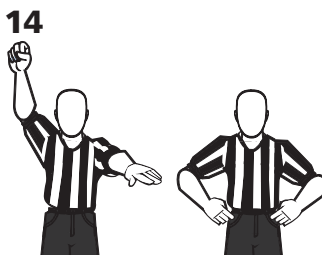
FOULS

13



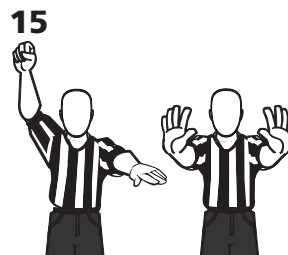
Illegal use of hands

14



Blocking

15



Pushing without ball

16



Charging with the ball

17



Unsports-personlike

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

LESSON PLANS

PASE BASKETBALL LESSON PLAN 1

Resources: Lesson Focus

- ◆ CD player
- ◆ *FITNESSGRAM* 8.0 PACER/Cadence CD
- ◆ Stopwatches
- ◆ Station Task Cards 1-20
- ◆ Mats
- ◆ Basketballs
- ◆ Cones
- ◆ 12-inch rulers
- ◆ Nine hula hoops (one for each station that uses a ball)
- ◆ *FITNESSGRAM* Test Kit

Instructional Materials

- ◆ PASE Skills and Fitness Combine Recording Sheets (one per person) (appendix A)
- ◆ PASE Draft Composite (one per coach) (appendix A)
- ◆ PASE Draft Selection Form (one per coach) (appendix A)
- ◆ PASE Fitness and Skills Station Task Cards 1-20 (appendix A)

Instructional Focus

The skills combine is designed to encompass the following:

- ◆ A skills and fitness assessment pretest (lesson 1)
- ◆ A skills and fitness assessment posttest (lesson 21)
- ◆ A data collection process that will enable students to engage in meaningful goal-setting behaviors
- ◆ A data collection process that will enable the teacher to monitor student progress throughout the season

Fitness Assessments

- | | |
|--------------------|--------------------|
| ◆ PACER | ◆ Modified pull-up |
| ◆ BMI | ◆ Trunk lift |
| ◆ Sit and reach | ◆ Vertical jump |
| ◆ Shoulder stretch | ◆ T-run |
| ◆ Push-up | ◆ Shuttle run |
| ◆ Curl-up | ◆ Line jumps |

Skill Assessments

- | | |
|------------------------|--------------------------|
| ◆ Low control dribble | ◆ Jump shot (long range) |
| ◆ Speed dribble | ◆ Rebounding |
| ◆ Layup | ◆ Pass: chest |
| ◆ Set shot | ◆ Pass: bounce |
| ◆ Jump shot (midrange) | |

See organizational considerations in the “Suggested Modifications” section at the end of lesson plan 1 for a detailed description of how to modify the skills combine to meet your instructional situation.

Objectives

- ◆ Obtain data for team selection purposes
- ◆ Obtain health-related fitness pretest data
- ◆ Obtain skill-related fitness pretest data
- ◆ Obtain basketball skill pretest data
- ◆ For students to demonstrate personal and social responsibility

Lesson Introduction

- ◆ Introduce lesson focus.
- ◆ Provide anticipatory set:



The purpose of today’s lesson is to introduce you to fitness concepts and skills related to the sport of basketball. These fitness concepts and skills are important for individuals who have a desire to be successful in basketball. You will be collecting information at each station that will aid us in the selection of similarly skilled teams for our basketball season. In addition, you will be able to use the information collected to set personal and team goals. Because this information is your baseline, it will help you monitor your progress toward goals throughout the season. Near the end of the season, we will perform the same lesson again. The information collected in that lesson will be compared to the information collected today to determine improvement and goal attainment.

- ◆ Provide instructions for completing pre-skills combine:



You will notice that there are 20 stations set up around the gymnasium. You and a partner will be required to visit each station, read the task card, perform the stated activity, and record your scores. Each pair will be assigned a station number, which is where you will begin. When you arrive at any station, read the task card carefully to determine what you are required to do. Pay attention to the floor diagram, picture, and cues to help you to perform the activities correctly. Once you have completed the activity, you will need to record all required information. This information is to be recorded on the **Fitness and Skills Combine Recording Sheet** in the “Prescore” row. Use the row showing the example to ensure accurate scoring. Next, you should immediately set an end-of-season goal for the station just completed and record this information in the “Goals” row. After completing a station, pairs are free to rotate to a new station of their choice. Please look for open stations to rotate to, remembering that your goal is to complete every station today. Note the time criterion at each station and pace yourselves accordingly.

- ◆ Complete teacher demonstrations for at least one station and have students practice recording a mock score.
- ◆ Check for student understanding using questions, student demonstrations, or both.
 - ◆ Q1: “What are the purposes of the fitness and skills combine?”
 - ◆ Q2: “What is the first thing that each pair should do when arriving at a new station?”
 - ◆ Q3: “After reading the task card and performing the activity, what should you do?”
 - ◆ Q4: “Describe what happens after recording the required information at a station.”
- ◆ Assign pairs to a station and begin pre-skills and fitness combine. (Teacher may elect to run the entire class through the PACER test as a group for the first station.)



Pairs transition to assigned station.

Lesson Body


- ◆ Complete pre-skills and fitness combine.
- ◆ See station task cards for organizational and content information.
- ◆ Teacher manages and monitors learning environment. If the teacher is drafting students to teams, the teacher uses the **Draft Composite** sheet to help make notes on students' performance in fitness and skill as well as using combine information. If student coaches are being used at this point, they may utilize the **Draft Composite** sheet to make notes and begin draft selection but should not be provided combine results such as personal information and scores.

Fitness Component Stations

- | | |
|---------------------|---------------------|
| 1. PACER | 7. Modified pull-up |
| 2. BMI | 8. Trunk lift |
| 3. Sit and reach | 9. Vertical jump |
| 4. Shoulder stretch | 10. T-run |
| 5. Push-up | 11. Shuttle run |
| 6. Curl-up | 12. Line jumps |


Basketball Skill Stations

13. Low control dribble
14. Speed dribble
15. Layup
16. Set shot
17. Jump shot (midrange)
18. Jump shot (long range)
19. Rebounding
20. Pass: chest and bounce

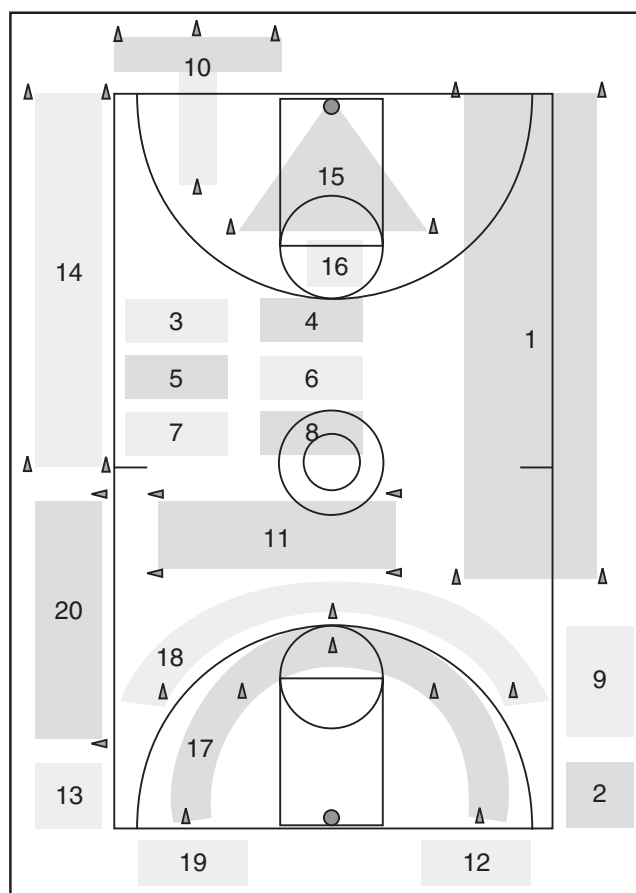
 Pairs transition to common area for daily closure.

Closure

- ◆ Teacher reviews lesson purpose.
- ◆ Check for student understanding using questions and demonstrations. Look for information regarding skills (critical features and cues), tactics, official's signals, rules, and other content- or performance-related questions and demonstrations. You can use questions and demonstrations from the introduction.
- ◆ Teacher discusses individuals' and pairs' daily performance.
- ◆ Allow for student questions and preview **lesson 2**.

 Pairs organize materials and exit class.

Suggested Floor Plan



- ◆ Use the **Draft Selection Form** to create teams based on student performance on the fitness and skills combine. This should be done by the teacher if data from the skills combine are being used. If student coaches are creating the teams, they should use the information they have collected via the **Draft Composite** sheet to select appropriate and fair teams. The teacher should be present for the draft, which is held outside of regular class time.

Suggested Modifications

Note: Pretest and posttest station activities and organizational arrangements should be identical. Identical activities and organizational arrangements will enhance reliability when students compare pre- and posttest information. If stations from pre- to posttests are different in any way, students will be unable to make reliable comparisons when determining individual improvement or goal obtainment. **If you choose to make changes to the pre-skills combine, document changes in the space provided at the end of this lesson.** The following variables represent organizational considerations that the teacher may use to modify the fitness and skills combine to meet his or her instructional situation.

Time Allotment

Decrease or increase the time necessary to complete each station by altering station requirements. **Example:** Increase time requirements for midrange jump shot station from 45 seconds to 1 minute.

Space and Dimensions of Stations

Decrease or increase the area needed by altering station dimensions. **Example:** Use four basketball goals for stations 15 to 18 (shots) instead of two basketball goals.

Activities

Change the overall number of activities included in the fitness and skills combine.

Example: Limit the number of activities in each fitness component to one; that is, include only one measure for flexibility such as the back-saver sit and reach.

Criteria and Scoring

Change the rules that govern scoring and criteria for correct performance of activities at the basketball skill stations **only**. The *FITNESSGRAM* criteria and scoring should not be altered. If the *FITNESSGRAM* criteria and scoring measures are altered, the healthy fitness zones become void. **Example:** The value of more difficult performances is increased; that is, a made long-range jump shot is worth more than a made midrange jump shot.

Split Fitness and Skills Combine

The fitness and skills combine can be split into more than one lesson depending upon the stations selected, the number of students in a class, facilities, equipment, and class time.

Note: Because the skills combine is repeated later in the season, any change in the pre-skills and fitness combine should be applied to the post-skills and fitness combine also. **Example:** If the teacher has adequate space and equipment but has insufficient time to complete the fitness and skills combine in a single lesson, he or she can split the combine into a fitness assessment day (stations 1-12) and a basketball skills assessment day (stations 13-20).

Pre-Skills and Fitness Combine Modifications

Station number	Changes

PASE BASKETBALL LESSON PLAN 2

Resources: Lesson Focus

- ◆ All instructional materials for **lesson 3**, including roles and responsibilities assignments, fitness activities sheets, student coaching plan, activity task card, application contest and scorecard, team membership inventory and fair play agreement, and team roster as well as all recording sheets (roles and responsibilities, fitness, task card, IRL, attendance)
- ◆ Pencils (also used in application contest)

Resources: Application Contest

- ◆ PASE Official's Pocket Reference
- ◆ PASE Application Contest 2
- ◆ PASE Application Contest Scorecard 2

Instructional Materials

- ◆ PASE Basketball Season Syllabus
- ◆ PASE Roles and Responsibilities Assignments and Recording Sheet (appendix B)
- ◆ PASE Fitness Activities Sheets (appendix B)
- ◆ PASE Personal or Team Fitness Recording Sheet (appendix B)
- ◆ PASE Individual or Team Activity Task Card Recording Sheet (appendix B)
- ◆ PASE Sports Information Director Sports Report (appendix B)
- ◆ PASE IRL Rubric and Recording Sheet (appendix B)
- ◆ PASE Team Roster (appendix B)
- ◆ PASE Attendance Recording Sheet (appendix B)
- ◆ PASE Team Membership Inventory and Fair Play Agreement (appendix B)
- ◆ PASE Outside-of-Class Physical Activity Participation Log (appendix B)

Instructional Focus

To establish the rules, routines, and procedures for the basketball season.

Objectives

- ◆ Establish a classroom environment conducive to learning basketball
- ◆ Gain the cooperation of students
- ◆ Demonstrate lesson components and associated assessments
- ◆ For students to demonstrate an understanding of the rules, routines, and procedures by successfully completing the daily application contest

Lesson Introduction

- ◆ Introduce lesson focus.
- ◆ Provide anticipatory set:



The purpose of today's lesson is to introduce you to the rules, routines, and procedures for our basketball season. By the end of today's lesson you will know the rules, routines, and procedures for each segment of the lesson and you will also be able to perform the requirements for each of these segments. It is important that we learn the rules, routines, and procedures today so that we can focus on basketball for the remainder of the season.

- ◆ Provide instructions for completing a mock lesson:



Today you and your teammates will be completing a mock lesson. Under my direction, we will walk through each segment of a typical lesson for our basketball season. Near the end of today's lesson, each team will complete a challenge and earn team points that will be compiled across the season to determine a season champion. In order for your team to earn as many points as possible, it is important for you to pay close attention to the explanations for each lesson segment. Please feel free to ask questions if you are unsure about the information presented for any lesson segment today. Following the completion of the mock lesson and the team challenge we will discuss the syllabus for the basketball season. Let's get started!

Lesson Body

- ◆ Direct students through each lesson segment.
- ◆ Discuss the rules, routines, and procedures for each lesson segment.
- ◆ Address the following questions when discussing rules, routines, and procedures for lesson segments:
 - ◆ Where do students go during each lesson segment?
 - ◆ What do students do within each lesson segment?
 - ◆ When and how do students fulfill role requirements within each lesson segment?
 - ◆ What information should be recorded, if any, during each lesson segment?
 - ◆ How do students record the required information?
 - ◆ What do students do if they need help during a lesson segment?

Lesson Segment Routines and Procedures

Team Role Check

- ◆ Students enter gymnasium and immediately report to home court area.
- ◆ Students check daily roles and associated duties on the **PASE Roles and Responsibilities Assignments** provided.



Transition teams for team warm-up and coaches' meeting.

Team Warm-Up and Coaches' Meeting

- ◆ Fitness trainer monitors team warm-up.
- ◆ Individuals or teams progress through fitness activities posted on the **PASE Fitness Activities Sheets**.
- ◆ All team coaches report to designated area to meet with teacher.
- ◆ Teacher outlines the day's events for the coaches and supplies the **PASE Student Coaching Plan**.
- ◆ Coaches transition to home court area and join warm-up.
- ◆ Individuals record the required information on their **PASE Personal** or **Team Fitness Recording Sheet**.



Transition teams for the daily review segment of the lesson.

Team Review

- ◆ Teams review progress on goals from previous lessons.
- ◆ Teams identify areas of need based on progress.
- ◆ Teams use this time to practice to improve areas of need.



Transition teams to designated instructional area for teacher instruction lesson segment.

Teacher Instruction

- ♦ Introduce daily lesson focus and review previous lesson's information.
- ♦ Provide anticipatory set about skills and strategies to be learned.
- ♦ Provide information about skills and strategies to be learned.
- ♦ Complete teacher or student demonstrations (or both).
- ♦ Check for student understanding using questions, student demonstrations, or both.
- ♦ Conduct whole-class guided practice drills.



Transition teams to home court area for daily team practice.

Team Practice

- ♦ Student coach organizes and facilitates team practice.
- ♦ Students progress, individually or as teams, through the **PASE Activity Task Card**.
- ♦ Teacher moves through home court area to facilitate team practice and does the following:
 - ♦ Manages learning environment
 - ♦ Observes and assesses individual and team performance
 - ♦ Provides encouragement and instructional feedback
- ♦ Individuals record progress on their PASE Individual or Team Activity Task Card Recording Sheet.



Transition teams back to designated instructional area for explanation of application contest.

Application Contest

- ♦ Teacher explains and demonstrates daily contests described in **PASE Application Contest** and does the following:
 - ♦ Identifies tactical focus and related skills
 - ♦ Identifies contest goals
 - ♦ Discusses procedures for scoring and refereeing

Scoring: Referees use nonshaded areas on the **PASE Application Contest Scorecard**.

Refereeing: Refer to and use designated referee signals found on the **PASE Official's Pocket Reference**.



Transition teams to designated contest areas to engage in contest and perform assigned duties.

Closure

- ♦ Review lesson focus.
- ♦ Discuss assessment of individual and team performances.
- ♦ Check for student understanding using questions and demonstrations.
- ♦ Allow for student questions and preview next lesson.



Transition teams to home court areas for individual and team assessment lesson segment.

Individual and Team Assessment

- ♦ Individuals use the **PASE IRL Rubric** for completing the **PASE IRL Recording Sheet** to determine levels of
 - ♦ preparedness, transition, on-task, sportspersonship, and assessment behaviors.
- ♦ Individuals complete the PASE Roles and Responsibilities Recording Sheet to determine
 - ♦ role completion.


- ♦ Coach completes the **PASE Attendance Recording Sheet** to determine
 - ♦ attendance behaviors for the team.

 *Teams organize materials and exit class from home court areas.*

- ♦ Discuss sports information director's responsibility and refer to the **Sports Information Director Sports Report**.

Closure

- ♦ Complete daily application contest for lesson 2.
- ♦ Distribute and discuss season syllabus.
- ♦ Review lesson 2 purposes.
- ♦ Check for student understanding of lesson 2 information using questions and demonstrations (refer back to questions and demonstrations from the introduction).
- ♦ Teams complete the **PASE Team Membership Inventory and Fair Play Agreement** and **Team Roster** to
 - ♦ establish team affiliation and indicate individual understanding of season expectations.
- ♦ Discuss and hand out **PASE Outside-of-Class Physical Activity Participation Log**. This should be checked or collected from the students on a regular basis as determined by the teacher. Suggested checkpoints are at lessons 5 and 11.
- ♦ Allow for student questions and preview **lesson 3**.

 *Teams organize materials and exit class.*

PASE Basketball Application Contest 2

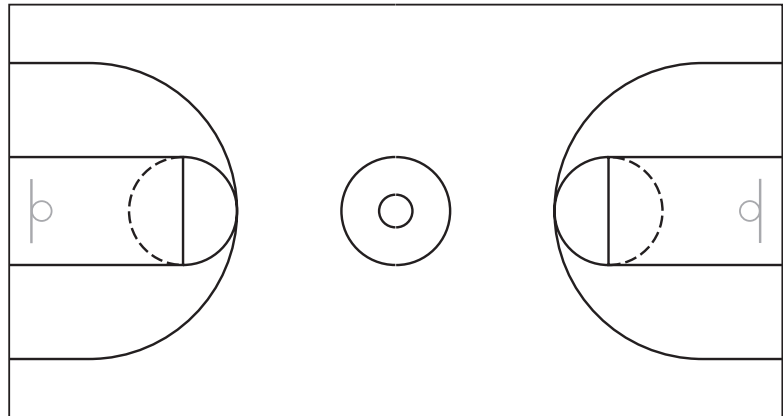
Score

_____ / 20

Instructions

- As a team, respond to each of the following items.
- Your team's goal is to respond to all of the items correctly.
- Because your team is competing with the other teams during this contest, your chances of winning the contest increase with number of items answered correctly.
- Best of luck!

1. Shade in your home court area on the basketball floor diagram to the right.
2. List your team members' names and roles for **lesson 3** in the space provided.



Name	Role	Name	Role

3. On the basketball floor diagram above, place an **"X"** where the coaches' meeting will be held each day.
4. Identify the muscles stretched if your team chose flexibility workout **Flx 2** during the team warm-up segment of the lesson.

5. Identify the following items for the **T-run**:

Criteria	Scoring	Conditions

6. List one of the **"Keys to Success"** from the student coaching plan for **lesson 3**:
7. List the three **"Official's Signals"** to be learned for **lesson 3**:
8. What takes place after the warm-up and coaches' meeting segment of the daily lesson?

(continued)

Application Contest 2 (continued)

9. On the basketball floor diagram, shade in the area where teacher instruction will take place each day. Denote this shaded area with the letters "T.I."
10. Who is responsible for directing team practice?
11. Locate the **PASE Activity Task Card** for **lesson 3**. Identify who is responsible for the evaluation of student performance for tasks 3-6, 9-11, 13, 14, and 17-19; for tasks 7 and 15; and for tasks 1, 2, 8, 12, 16, 20, and 21.

Tasks 3-6, 9-11, 13, 14, and 17-19	Tasks 7 and 15	Tasks 1, 2, 8, 12, 16, 20, and 21

12. Locate an **Individual Activity Task Card Recording Sheet**. Who is responsible for certifying that each team member has successfully completed the tasks for a given lesson? How is the certification noted?
13. During a typical application contest, what two roles take on a majority of the responsibility to ensure that rules are followed and that scores are accurately recorded?
14. Identify the skill(s) and tactic(s) to be applied during the **PASE Application Contest** for **lesson 3**.
15. Locate the **PASE Application Contest Scorecard** for **lesson 3**. List the items that should be filled in on this scorecard.
16. Complete the **PASE Individual Responsibility Level (IRL) Recording Sheet** assessment for lesson 2 (today's lesson).
17. Complete the **PASE Team Membership Inventory**.
18. Complete the **PASE Fair Play Agreement**.
19. Complete the **PASE Basketball Attendance Recording Sheet**.
20. Identify the following codes using the attendance information key on the **PASE Basketball Attendance Recording Sheet**.

P	L	E	A

PASE BASKETBALL LESSON PLAN 3

Resources: Lesson Focus

- ◆ Numbered colored pinnies—six per team (also used during application contest)
- ◆ Basketballs—three to six per team (also used during application contest)
- ◆ Hula hoops—one per team (used to organize team materials)
- ◆ Stopwatches—one per team
- ◆ Pencils

Resources: Application Contest

- ◆ PASE Application Contest 3
- ◆ PASE Application Contest Scorecard 3
- ◆ PASE Official's Pocket Reference
- ◆ Two to four cones
- ◆ Boundary markers
- ◆ One clipboard
- ◆ Pencils
- ◆ Whistles
- ◆ Officials' pinnies

Instructional Materials

- ◆ PASE IRL Rubric and Recording Sheet (appendix B)
- ◆ PASE Attendance Recording Sheet (appendix B)
- ◆ PASE Roles and Responsibilities Assignments and Recording Sheet (appendix B)
- ◆ PASE Student Coaching Plan 3
- ◆ PASE Activity Task Card 3
- ◆ PASE Fitness Activities Sheets (appendix B)
- ◆ PASE Personal or Team Fitness Recording Sheet (appendix B)
- ◆ PASE Individual or Team Activity Task Card Recording Sheet (appendix B)
- ◆ PASE Basketball Lesson Plan 4

Instructional Focus

Skills

- ◆ Low control dribble
- ◆ Offensive footwork

Tactic


- ◆ Dribbling to reposition

Objectives

- ◆ Develop low control dribble and offensive footwork by progression through learning activities during team practice
- ◆ Utilize low control dribble and offensive footwork and demonstrate dribbling to reposition in an application contest
- ◆ Demonstrate personal and social responsibility

Team Role Check

- ◆ Students enter gymnasium and immediately report to home court area.
- ◆ Check daily roles and associated duties from materials provided.

 *Begin team warm-up.*


Team Warm-Up

- ◆ Conduct the team warm-up simultaneously to coaches' meeting.
- ◆ Fitness trainer monitors team warm-up using the PASE Fitness Activities Sheets.
- ◆ Fitness trainer or individuals record performance on team warm-up using either the **Personal** or **Team Fitness Recording Sheet**.

 *Teams transition to daily review.*

Coaches' Meeting

- ◆ Conduct the coaches' meeting simultaneously to team warm-up.
- ◆ All team coaches report to designated meeting area.
- ◆ Teacher provides coaches with **Student Coaching Plan 3** and **Activity Task Card 3**.
- ◆ Teacher outlines the day's events.

 *Coaches transition to home court area and join warm-up.*


Team Review

- ◆ Review progress of team goals from **lesson 2**. Refer to the activity task cards and application contest results to date.
- ◆ Identify areas of need from **lesson 2**.
- ◆ Practice to improve in areas of need.

 *Teams transition to designated instructional area for teacher instructions.*

Teacher Instruction

- ◆ Introduce daily lesson focus and review **lesson 2**.
- ◆ Provide anticipatory set:

 The reason we are learning to use the low control dribble and offensive footwork is to create passing lanes by dribbling to reposition. After learning how to move with and without the ball, you will be better at using space to attack the basket.

- ◆ Provide information about skills and strategies.
- ◆ **Introduce** the following new skills and tactics for the day.
- ◆ Complete teacher or student demonstrations (or both) of these skills and tactics:

LOW CONTROL DRIBBLE

Critical features	Instructional cues
Relaxed hand control	Gentle push
Push ball with finger pads	Use of finger pads
Dribble knee to midhigh	Keep ball low
Head up and eyes scanning	Eyes up
Body between ball and defender	Protect ball


OFFENSIVE FOOTWORK (L-CUT AND V-CUT)

Critical features	Instructional cues
Keep moving to create passing lanes	Move away from passer
Feint, plant foot to change direction quickly	Quick cut (V or L)
Move toward ball to receive pass	Move toward passer
Assume position with hands set to catch pass	Provide target with hands

DRIBBLING TO REPOSITION

Critical features	Instructional cues
Use critical features of low control dribble	Use proper dribble
Continue to dribble to create passing lanes	Move to open spaces
Players without ball cut to create passing lanes	Teammates use V- or L-cuts to get open
Dribbler anticipates and executes pass	Look to make pass


- ◆ Provide information about official's signals and rules.
- ◆ **Introduce** today's signals and rules. Demonstrate and explain the following signals and rules:
 - ◆ Stop clock (4)
 - ◆ Traveling (8)
 - ◆ 1-point scoring (1)
- ◆ Check for student understanding using questions, student demonstrations, or both.
 - ◆ Q1: "Who can name/demonstrate the critical features for low control dribble?"
 - ◆ Q2: "Who can name/demonstrate the critical features for offensive footwork?"
 - ◆ Q3: "What is the purpose of learning the low control dribble and offensive footwork?"

 *Teams transition to home court area for daily team practice.*

Team Practice (Refer to Activity Task Card 3 and Individual or Team Activity Task Card Recording Sheet)

Team-directed practice begins. Teacher moves through home court area to facilitate team practice.

- ◆ Manage learning environment.
- ◆ Observe and assess individual and team performance.
- ◆ Provide encouragement and instructional feedback.

 *Teams transition back to designated instructional area for application contest.*

Application Contest

Teacher explains and demonstrates daily contest (refer to **Application Contest 3**). Identify tactical focus and related skills (refer to **Application Contest Scorecard 3**).

- ◆ Identify contest goals.
- ◆ Discuss procedures for scoring and refereeing.

Scoring: Use nonshaded areas on **Application Contest Scorecard 3**.

Refereeing: Refer to and use designated referee signals located on the Official's Pocket Reference.


 *Teams transition to designated contest areas to perform assigned duties.*

- ♦ Teacher actively monitors individual and team performance.

 *Teams transition to designated instructional area for closure.*

Closure


- ♦ Teacher reviews lesson focus.
- ♦ Teacher discusses assessment of individual and team performance.
- ♦ Check for student understanding using questions and demonstrations (refer back to questions and demonstrations from the introduction, if needed).
- ♦ Allow for student questions and preview **lesson 4**.

 *Teams transition to home court areas for individual and team assessment.*

Individual and Team Assessment

Assessment summary

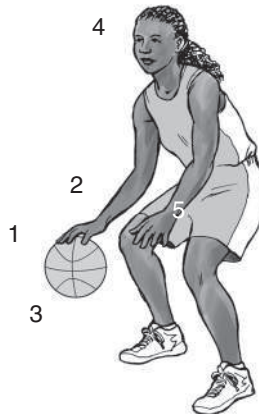
- ♦ Complete **PASE IRL Recording Sheet** (each person).
- ♦ Summarize/Complete **Application Contest Scorecard 3** (scorekeeper).
- ♦ Complete **PASE Attendance Recording Sheet** (coach).
- ♦ Complete **PASE Roles and Responsibilities Recording Sheet** (each person).
- ♦ Supervise assessment completion (coach).

 *Teams organize materials and exit class from home court areas.*

Low Control Dribble

Critical Features

1. Relaxed hand control
2. Push ball with finger pads
3. Dribble knee to midhigh
4. Head up and eyes scanning
5. Body between ball and defender



Instructional Cues

1. Gentle push
2. Use of finger pads
3. Keep ball low
4. Eyes up
5. Protect ball

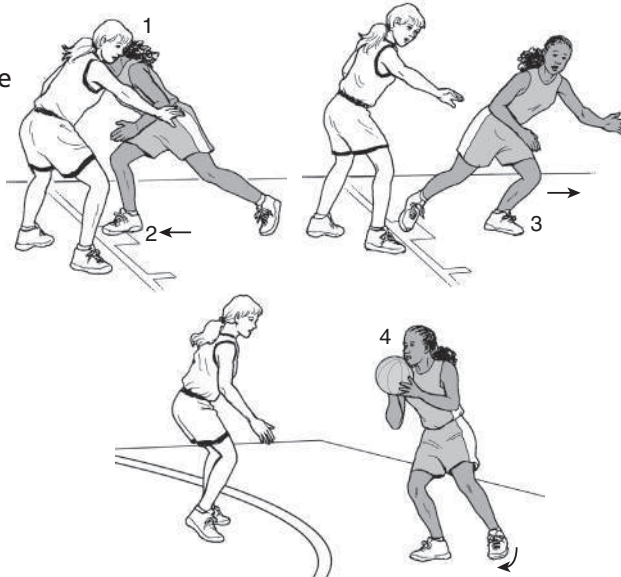
Description

The low control dribble is used to move the ball up the court. Its purpose is to establish increased control when the dribbler is closely guarded by a defender. Typical use is when the dribbler is transitioning after a shot has been gathered and is moving into defensive position.

Offensive Footwork (V-Cut and L-Cut)

Critical Features

1. Keep moving to create passing lanes
2. Feint, plant foot to change direction quickly
3. Move toward ball to receive pass
4. Assume position with hands set



Instructional Cues

1. Move away from passer
2. Quick cut (V or L)
3. Move toward passer
4. Provide target with hands

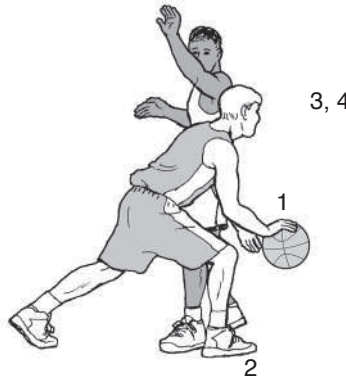
Description

This skill consists of cutting movements, stopping quickly, and changing directions. These movements are most typically used without the ball when an offensive player is attempting to get open and create passing lanes. However, they can be combined with skills such as dribbling to enhance their effectiveness.

Dribble to Reposition

Critical Features

1. Use critical features of the low control dribble
2. Continue to dribble to create passing lanes
3. Players without ball cut to create passing lanes
4. Dribbler anticipates and executes pass



Instructional Cues

1. Use proper dribble
2. Move to open spaces
3. Teammates use V- or L-cuts to get open
4. Look to make pass

Description

The purpose of repositioning when you are the ball handler is to force the defense to continually move and also to allow your own teammates an opportunity to move to open areas. By continually moving to an open area you are forcing the defense to make changes, enabling the offense to create spaces to pass to.

PASE Basketball Student Coaching Plan 3



COACHING QUOTE



"Do not let what you cannot do interfere with what you can do."

—John Wooden

Skills

- Low control dribble
- Offensive footwork

Tactic

- Dribbling to reposition

Coaching Cues


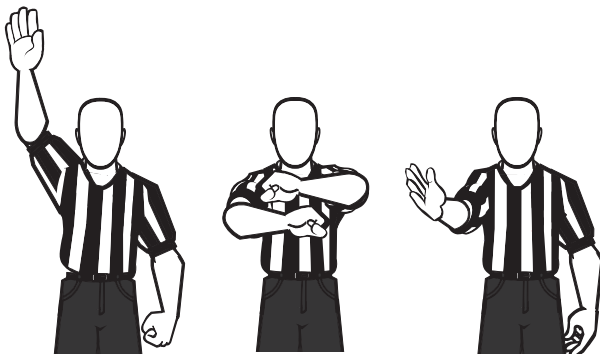
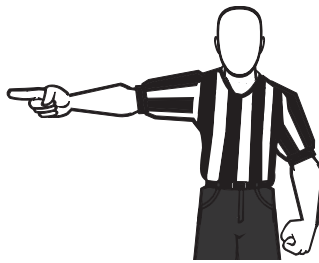
Low control dribble	Offensive footwork	Dribbling to reposition
✓ Gentle push	✓ Move away from passer	✓ Use proper dribble
✓ Use of finger pads	✓ Quick cut (V or L)	✓ Move to open spaces
✓ Keep ball low	✓ Move toward passer	✓ Teammates use V- or L-cuts to get open
✓ Eyes up	✓ Provide target with hands	✓ Look to make pass
✓ Protect ball		

Keys to Success

- Focus the team on the coaching cues for the new skills.
- Help team to understand the tactic of dribbling to reposition.
- Make sure all teammates are progressing on **Activity Task Card**.
- Provide encouragement, feedback, and demonstrations to teammates.

Rules and Official's Signals

- **Stop clock.** Discuss, demonstrate, and practice stop clock signal.
- **Traveling.** If you stop dribbling, you may not continue to move. Discuss, demonstrate, and practice traveling signal.
- **1-point scoring.** Discuss, demonstrate, and practice 1-point scoring signal.

Stop clock (4)	Traveling (8)	1-point scoring (1)
 <p>Blow whistle, raise arm, and open palm</p>	 <p>Rotate fists</p>	 <p>One-finger "flag" from wrist</p>

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Activity Task Card 3

Skills

- Low control dribble
- Offensive footwork

Tactic

- Dribbling to reposition

Learning tasks	Self	Peer	Coach
1. Under the direction of the coach, perform the cues for today's skills five times each.			<input type="checkbox"/>
2. Under the direction of the coach, perform the official's signals for today's lesson five times each.			<input type="checkbox"/>
3. Dribble with preferred hand, without moving, while staying in control for 30 sec.	<input type="checkbox"/>		
4. Dribble with nonpreferred hand, without moving, while staying in control for 30 sec.	<input type="checkbox"/>		
5. Dribble with preferred hand, while moving, in general space in control for 30 sec.	<input type="checkbox"/>		
6. Dribble with nonpreferred hand, while moving, in general space in control for 30 sec.	<input type="checkbox"/>		
7. Dribble alternating between hands, while moving, in general space for 30 sec.		<input type="checkbox"/>	
8. Repeat #7, but this time, count and remember the number of times you switch hands in 30 sec. (Record score only if using Individual Activity Task Card Recording Sheet.)	#___		<input type="checkbox"/>
9. Dribble with preferred hand, moving backward, in a straight line for 30 sec.	<input type="checkbox"/>		
10. Dribble with nonpreferred hand, moving backward, in a straight line for 30 sec.	<input type="checkbox"/>		
11. Dribble in a straight line, moving backward, alternating between hands for 30 sec.	<input type="checkbox"/>		
12. Repeat #11, but this time, count and remember the number of times you switch hands in 30 sec. (Record score only if using Individual Activity Task Card Recording Sheet.)	#___		<input type="checkbox"/>
13. Dribble with preferred hand, moving sideways, in a zigzag pattern for 30 sec.	<input type="checkbox"/>		
14. Dribble with nonpreferred hand, moving sideways, in a zigzag pattern for 30 sec.	<input type="checkbox"/>		
15. Dribble in a zigzag pattern, moving sideways, alternating between hands for 30 sec.		<input type="checkbox"/>	
16. Repeat #15, but this time, count and remember the number of times you switch hands in 30 sec. (Record score only if using Individual Activity Task Card Recording Sheet.)	#___		<input type="checkbox"/>
17. Dribble with preferred hand, allowing a partner to play passive defense for 30 sec.	<input type="checkbox"/>		
18. Dribble with nonpreferred hand, allowing a partner to play passive defense for 30 sec.	<input type="checkbox"/>		
19. Dribble while alternating between hands, allowing a partner to play passive defense for 30 sec.	<input type="checkbox"/>		
20. 1-on-1: In partners, moving through general space, partner A will dribble with either hand while partner B attempts to steal the ball. Partner A should dribble close to or far from body, at medium/low levels, in straight/curved/zigzag pathways, while moving at medium/slow speeds. Partners should not make contact with one another. Switch roles after 30 sec. Answer the following questions and discuss what you discovered about maintaining ball possession and control with a teammate. <ul style="list-style-type: none"> • Is it easier to dribble with control while the ball is at a high or low level? Why? • Is it harder for the defense to take the ball if it is close to you or far away? Why? • How can you use your body to help maintain possession of the ball? 			<input type="checkbox"/>
21. Repeat #20. This time defense earns a point for every steal or knock-away. The partner dribbling will receive 1 point if he or she can maintain control for 30 sec. Remember scores. Repeat again. (Record score only if using Individual Activity Task Card Recording Sheet.)	#___		<input type="checkbox"/>

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest 3

Equipment

- Two to four cones
- Pencils
- Boundary markers
- Whistles
- Lesson 3 Scorecard
- Officials' pinnies
- One clipboard
- Colored pinnies (teams)

Objectives

- Demonstrate a low control dribble
- Dribble to reposition to create open passing lanes

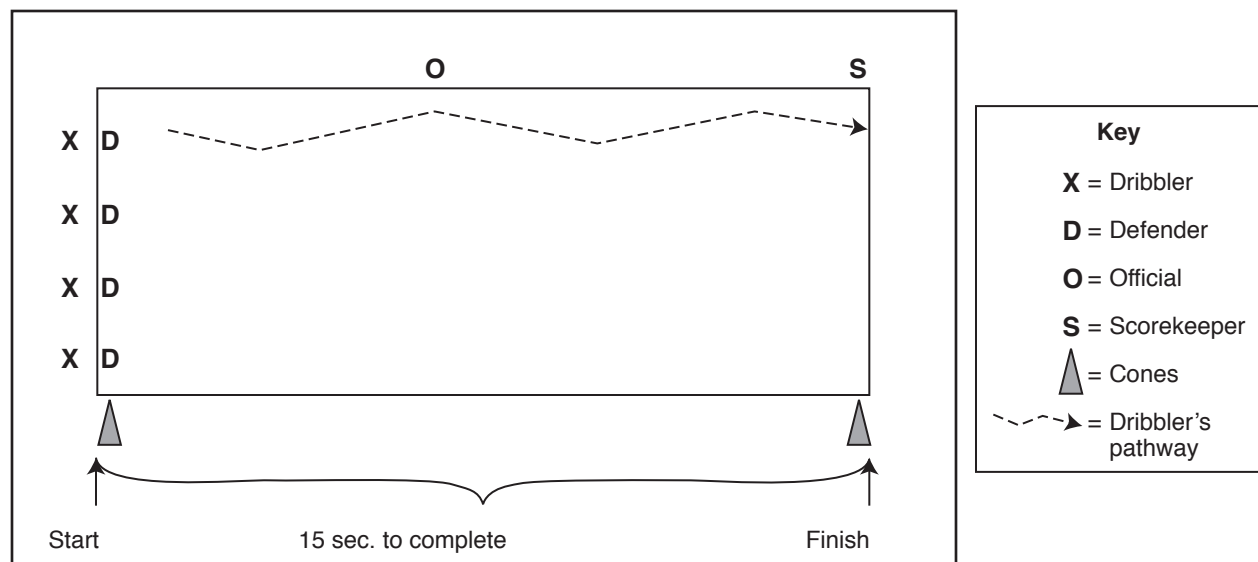
Goals

Dribble from one end of the court to the other without losing control of the ball

Application Description

Team A will line up across the out-of-bounds line on one end of the court. Team B players will match up against players from team A in order to play person-to-person defense. On the teacher's signal, each person from team A will attempt to low control dribble from the start line to the finish line without losing control of the ball and without going out of bounds. The defender from team B is to try to prevent the dribbler from reaching the finish line before time is up (15 seconds). The defender cannot make contact with the dribbler. At the end of the 15-second trial, team A will assume a starting position at the end line and complete a second trial of 15 seconds. At the end of the second 15-second trial, the teams will rotate offense to defense and repeat for two more trials. The teacher should have multiple games going at the same time based on space and equipment and should use a single game clock for all games.

Application Diagram



Scorekeeper's Guidelines

Provide scorekeepers with an example to fill in on their scorecard.

- 1 point for dribbler for dribbling from start line to finish line without losing control in 15 seconds.
- 1 point for dribbler if the defender makes contact.
- Record individual scores after each trial and only after the official's signal.
- Combine all team member points for total team score after second trial.

Referee's Guidelines

- No points awarded if dribbler travels.
- No points awarded if dribbler loses control of the ball and the ball goes out of bounds.
- Award 1 point for dribbler if the defender makes contact.
- Demonstrate appropriate signals related to scoring.
- Demonstrate appropriate clock-related signals.

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest Scorecard 3

Instructions: Nonshaded areas must be filled in by scorekeeper.

Team

Coach

Date

☐ Home
 ☐ Away

TEAM FINAL SCORE

Scorekeeper

Opponent

Fouls		Player	SCORING					SUMMARY											
			1st Trial		2nd Trial		OT		2 FG		3 FG		FT		Steals	Reb.	Pts.		
			1st Trial	2nd Trial	OT	A	M	A	M	A	M								
1	2	3	4	5	Practice row to be filled in by student.														
1	2	3	4	5															
1	2	3	4	5															
1	2	3	4	5															
1	2	3	4	5															
1	2	3	4	5															
1	2	3	4	5															
1	2	3	4	5															
Team Fouls					Totals					TEAM TIME-OUTS									
1	2	3	4	5	6	7	8	9	10	Alternating Jump Ball Possessions		Home	Away	Home	Away	Home	Away	Home	Away
1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Coach's Signature

Scorekeeper's Signature

Running Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

PASE BASKETBALL LESSON PLAN 4

Resources: Lesson Focus

- ◆ Numbered colored pinnies—six per team (also used during application contest)
- ◆ Basketballs—three to six per team (also used during application contest)
- ◆ Hula hoops—one per team (used to organize team materials)
- ◆ Stopwatches—one per team
- ◆ Pencils

Resources: Application Contest

- ◆ PASE Application Contest 4
- ◆ PASE Application Contest Scorecard 4
- ◆ PASE Official's Pocket Reference
- ◆ Two to four cones
- ◆ Boundary markers
- ◆ One clipboard
- ◆ Pencils
- ◆ Whistles
- ◆ Officials' pinnies

Instructional Materials

- ◆ PASE IRL Rubric and Recording Sheet (appendix B)
- ◆ PASE Attendance Recording Sheet (appendix B)
- ◆ PASE Roles and Responsibilities Assignments and Recording Sheet (appendix B)
- ◆ PASE Student Coaching Plan 4
- ◆ PASE Activity Task Card 4
- ◆ PASE Fitness Activities Sheets (appendix B)
- ◆ PASE Personal or Team Fitness Recording Sheet (appendix B)
- ◆ PASE Individual or Team Activity Task Card Recording Sheet (appendix B)
- ◆ PASE Basketball Lesson Plan 5

Instructional Focus

Skill

- ◆ Speed dribble

Tactics


- ◆ Triple threat
- ◆ Bounce and chest pass

Objectives

- ◆ Develop speed dribble, bounce pass, and chest pass by progression through learning activities during team practice
- ◆ Utilize the triple-threat position prior to performing effective bounce pass, chest pass, and speed dribble in an application contest
- ◆ Demonstrate personal and social responsibility


Team Role Check

- ◆ Students enter gymnasium and immediately report to home court area.
- ◆ Check daily roles and associated duties from materials provided.

 *Begin team warm-up.*


Team Warm-Up

- ◆ Conduct the team warm-up simultaneously to coaches' meeting.
- ◆ Fitness trainer monitors team warm-up using the PASE Fitness Activities Sheets.
- ◆ Fitness trainer or individuals record performance on team warm-up using either the **Personal** or **Team Fitness Recording Sheet**.

 *Teams transition to daily review.*


Coaches' Meeting

- ◆ Conduct the coaches' meeting simultaneously to team warm-up.
- ◆ All team coaches report to designated meeting area.
- ◆ Teacher provides coaches with Student Coaching Plan 4 and Activity Task Card 4.
- ◆ Teacher outlines the day's events.

 *Coaches transition to home court area and join warm-up.*


Team Review

- ◆ Review progress of team goals from **lesson 3**. This would be found in the student/team recording sheet which the students have every lesson.
- ◆ Identify areas of need from **lesson 3**.
- ◆ Practice to improve areas of need.

 *Teams transition to designated instructional area for teacher instructions.*

Teacher Instruction

- ◆ Introduce daily lesson focus and review **lesson 3**.
- ◆ Provide anticipatory set:

 The purpose of today's lesson is to learn and develop how to effectively use the triple-threat position in performing speed dribbling and passing skills. After developing understanding and basic skill in speed dribbling, bounce pass, and chest pass we will be able to participate in a gamelike situation using the triple-threat position to obtain success.

- ◆ Provide information about skills and strategies.
- ◆ **Introduce** the following new skills and tactics for the day.
- ◆ Complete teacher or student demonstrations (or both) of these skills and tactics:

SPEED DRIBBLE

Critical features	Instructional cues
Relaxed hand control	Gentle push
Push ball with finger pads	Use of finger pads
Dribble midthigh to waist	Ball under control
Head up and eyes scanning	Eyes up
Push ball out in front and chase	Push and chase

BOUNCE PASS

Critical features	Instructional cues
Ball held in two hands at waist level	Use two hands
Step toward receiver	Step
Extend arms down and out, rotate palms outward	Push down and out
Bounce at 2/3 distance between passer and receiver	Bounces close to receiver
	Receive at waist level


CHEST PASS

Critical features	Instructional cues
Ball held in two hands at waist level	Use two hands
Step toward receiver	Step
Extend arms parallel to floor, rotate palms outward	Push out
Receiver moves to receive ball at chest level	Receive at chest

TRIPLE-THREAT POSITION


Critical features	Instructional cues
Square body to basket and defender	Square up
Head up and eyes scanning	Eyes up
Position ball for shooting, passing, and dribbling	Fake shot/pass/dribble
Use drive step to create option to shoot/pass/dribble	Jab step toward defender

- ◆ Provide information about official's signals and rules.
- ◆ **Introduce** today's signals and rules. Demonstrate and explain the following signals and rules:
 - ◆ Stop clock for a foul (5)
 - ◆ Traveling (8)
 - ◆ Double dribble (9)
 - ◆ Unsportsmanlike (17)
- ◆ Check for student understanding using questions, student demonstrations, or both.
 - ◆ Q1: "Who can tell me the five instructional cues for the speed dribble?"
 - ◆ Q2: "Who can demonstrate the critical features of the bounce pass?"
 - ◆ Q3: "What is the triple-threat position? Why is it used?"

 *Teams transition to home court area for daily team practice.*

Team Practice

- ◆ Team-directed practice begins (refer to **Activity Task Card 4** and **Individual or Team Activity Task Card Recording Sheet**).
- ◆ Teacher moves through home court area to facilitate team practice.
 - ◆ Manage learning environment.
 - ◆ Observe and assess individual and team performance.
 - ◆ Provide encouragement and instructional feedback.

 *Teams transition back to designated instructional area for application contest.*

Application Contest

- ♦ Teacher explains and demonstrates daily contest (refer to **Application Contest 4**).
- ♦ Identify tactical focus and related skills (refer to **Application Contest Scorecard 4**).
 - ♦ Identify contest goals.
 - ♦ Discuss procedures for scoring and refereeing:
- ♦ **Scoring:** Use nonshaded areas on **Application Contest Scorecard 4**.
- ♦ **Refereeing:** Refer to and use designated referee signals located on the Official's Pocket Reference.

 *Teams transition to designated contest areas to perform assigned duties.*

- ♦ Teacher actively monitors individual and team performance.

 *Teams transition to designated instructional area for closure.*

Closure


- ♦ Teacher reviews lesson focus.
- ♦ Teacher discusses assessment of individual and team performance.
- ♦ Check for student understanding using questions and demonstrations (refer back to questions and demonstrations from the introduction).
- ♦ Allow for student questions and preview **lesson 5**.

 *Teams transition to home court areas for individual and team assessment.*

Individual and Team Assessment

Assessment summary

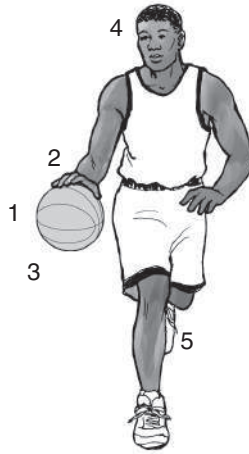
- ♦ Complete **PASE IRL Recording Sheet** (each person).
- ♦ Summarize/Complete **Application Contest Scorecard 4** (scorekeeper).
- ♦ Complete **PASE Attendance Recording Sheet** (coach).
- ♦ Complete **PASE Roles and Responsibilities Recording Sheet** (each person).
- ♦ Supervise assessment completion (coach).

 *Teams organize materials and exit class from home court areas.*

Speed Dribble

Critical Features

1. Relaxed hand control
2. Push ball with finger pads
3. Dribble midhigh to waist
4. Head up and eyes scanning
5. Push ball out in front and chase



Instructional Cues

1. Gentle push
2. Use of finger pads
3. Ball under control
4. Eyes up
5. Push and chase

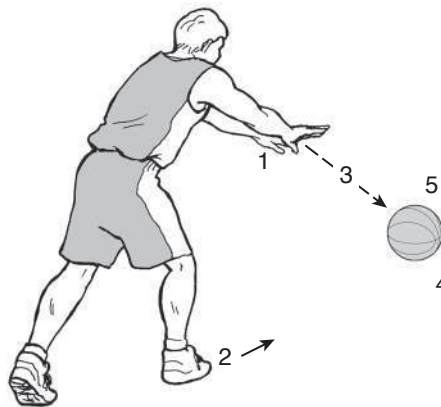
Description

The speed dribble is used to move the ball quickly. The offensive player uses this skill when he or she is not closely guarded and can move at a faster pace. A typical scenario is a fast-break opportunity when the offensive player dribbles the ball quickly down the court with less control than would be the case with a low control dribble.

Bounce Pass

Critical Features

1. Ball held in two hands at waist level
2. Step toward receiver
3. Extend arms down and out, rotate palms outward
4. Bounce at 2/3 distance between passer and receiver



Instructional Cues

1. Use two hands
2. Step
3. Push down and out
4. Bounce close to receiver
5. Receive at waist level

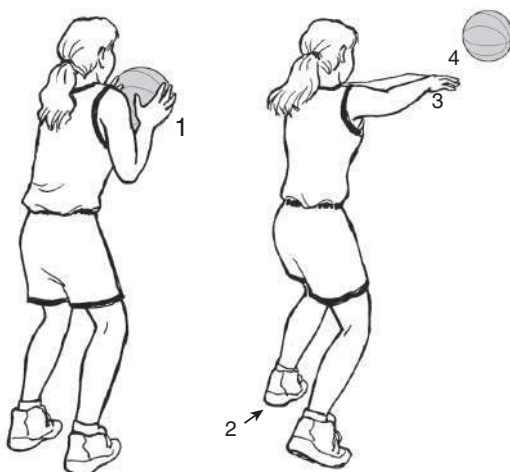
Description

A bounce pass is executed much like a chest pass with the exception that it bounces on its way to the receiver. This pass is used for short distances to go under the defender or into low post players. This pass is slower in delivery, so it should be used near the basket or when the receiver is going to dribble.

Chest Pass

Critical Features

1. Ball held in two hands at waist level
2. Step toward receiver
3. Extend arms parallel to floor, rotate palms outward
4. Receiver moves to receive ball at chest level



Instructional Cues

1. Use two hands
2. Step
3. Push out
4. Receive at chest

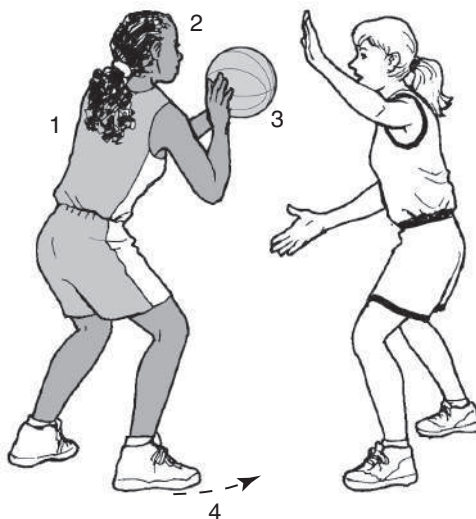
Description

Passing is a method of advancing the ball without having to dribble. Depending on the defensive position and your teammates' proximity, you may use different passes to accomplish your goal of moving the ball. The chest pass should be used whenever possible because it is the quickest way to advance the ball safely. It is most effective for distances of no more than 15 to 20 feet (4.5 to 6 meters).

Triple-Threat Position

Critical Features

1. Square body to basket and defender
2. Head up and eyes scanning
3. Position ball for shooting, passing, and dribbling
4. Use drive step to create option to shoot/pass/dribble



Instructional Cues

1. Square up
2. Eyes up
3. Fake shot/pass/dribble
4. Jab step toward defender

Description

The triple-threat position is used to confuse the defender and to possibly create enough space between you and the defense in efforts to initiate a play. After facing the basket, you have the option to shoot, pass, or dribble. Feinting one of these options and performing another leaves the offensive player with the ability to keep the defense puzzled.

PASE Basketball Student Coaching Plan 4



COACHING QUOTE



"The will to win is important, but the will to prepare is vital."

—Joe Paterno

Skills

- Speed dribble
- Chest pass
- Bounce pass

Tactic

- Triple threat

Coaching Cues

Speed dribble	Bounce pass	Chest pass	Triple threat
✓ Gentle push	✓ Use two hands	✓ Use two hands	✓ Square up
✓ Use finger pads	✓ Step	✓ Step	✓ Eyes up
✓ Ball under control	✓ Push down and out	✓ Push out	✓ Fake shoot/pass/dribble
✓ Eyes up	✓ Bounce close to receiver	✓ Receive at chest	✓ Jab step toward defender
✓ Push and chase			

Keys to Success

- Focus the team on the coaching cues for the new skills.
- Ask teammates to explain the purpose of the triple-threat position.
- Help teammates progress through the **Activity Task Card**.
- Provide encouragement, feedback, and demonstrations to teammates.

Rules and Official's Signals

- **Stop clock for a foul.** Discuss, demonstrate, and practice stop clock for a foul signal.
- **Traveling.** Review traveling violation signal.
- **Double dribble.** Resuming dribbling after stopping dribbling or dribbling with two hands. Discuss, demonstrate, and practice double-dribble violation signal.
- **Unsportsmanlike.** A personal foul in which a player does not directly attempt to play the ball within the spirit and intent of the rules.

Stop clock for a foul (5)	Traveling (8)	Double dribble (9)	Unsportsmanlike (17)
One fist up, one hand out	Rotate fists	Patting motion with hands	Hands above head, grasp wrist of closed hand

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Activity Task Card 4

Skills

- Speed dribble
- Chest pass

Tactic

- Triple threat

Learning tasks	Self	Peer	Coach
1. Under the direction of the coach, perform the cues for today's skills five times each.			<input type="checkbox"/>
2. Under the direction of the coach, perform the official's signals for today's lesson five times each.			<input type="checkbox"/>
Prior to doing tasks 3-9, fake a shot or pass from the triple-threat position and then:			
3. Dribble with preferred hand, jogging, while staying in control for 30 sec.	<input type="checkbox"/>		
4. Dribble with nonpreferred hand, jogging, while staying in control for 30 sec.	<input type="checkbox"/>		
5. Dribble alternating hands, jogging, while staying in control for 30 sec.	<input type="checkbox"/>		
6. Dribble with preferred hand, moving fast, while staying in control for 30 sec.	<input type="checkbox"/>		
7. Dribble with nonpreferred hand, moving fast, while staying in control for 30 sec.		<input type="checkbox"/>	
8. Dribble alternating hands, moving fast, while staying in control for 30 sec.	<input type="checkbox"/>		
9. Dribble using single or alternating hands, moving fast for 30 sec. How many times did you lose control? Remember your score. (Record score only if using Individual Activity Task Card Recording Sheet .)	#___		<input type="checkbox"/>
Prior to doing tasks 10-17, fake a shot or dribble from the triple-threat position and then:			
10. Successfully bounce pass to a stationary partner 10 times.		<input type="checkbox"/>	
11. Successfully bounce pass to a slow-moving partner who is performing V- or L-cuts eight times.	<input type="checkbox"/>		
12. Successfully bounce pass to a fast-moving partner who is performing V- or L-cuts six times.	<input type="checkbox"/>		
13. How many successful bounce passes can you complete to a partner who is V- or L-cutting in 30 sec? Remember your score. (Record score only if using Individual Activity Task Card Recording Sheet .)	#___		<input type="checkbox"/>
14. Successfully chest pass to a stationary partner 10 times.		<input type="checkbox"/>	
15. Successfully chest pass to a slow-moving partner who is performing V- or L-cuts eight times.	<input type="checkbox"/>		
16. Successfully chest pass to a fast-moving partner who is performing V- or L-cuts six times.	<input type="checkbox"/>		
17. How many successful chest passes can you complete to a partner who is V- or L-cutting in 30 sec? Remember your score. (Record score only if using Individual Activity Task Card Recording Sheet .)	#___		<input type="checkbox"/>
18. 2-on-1: In groups of three, partners A and B will play a game of keep-away from partner C. To keep the ball away, partners A and B must use chest and bounce passes and the speed dribble. Partners A and B cannot pass without faking from the triple-threat position. How many passes can you complete in 30 sec? Remember your score. (Record score only if using Individual Activity Task Card Recording Sheet .) Rotate positions and repeat game. Answer the following questions and discuss what you discovered with a teammate. <ul style="list-style-type: none"> • Is it easier to dribble with control while moving slow or fast? Why? • Which pass is easier to deliver from a triple-threat position? Why? Which pass is easier to deliver from a speed dribble? Why? • Is it harder for the defense to intercept the ball when you fake or don't fake? Why? 	#___		<input type="checkbox"/>

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest 4

Equipment

- Two cones
- Pencils
- Boundary markers
- Whistles
- Lesson 4 Scorecard
- Officials' pinnies
- One clipboard
- Colored pinnies (teams)

Objectives

- Demonstrate a speed dribble from the triple-threat position
- Demonstrate a bounce and chest pass from a triple-threat position
- Move without the ball to create an open passing lane
- Demonstrate a clear use of the triple-threat position

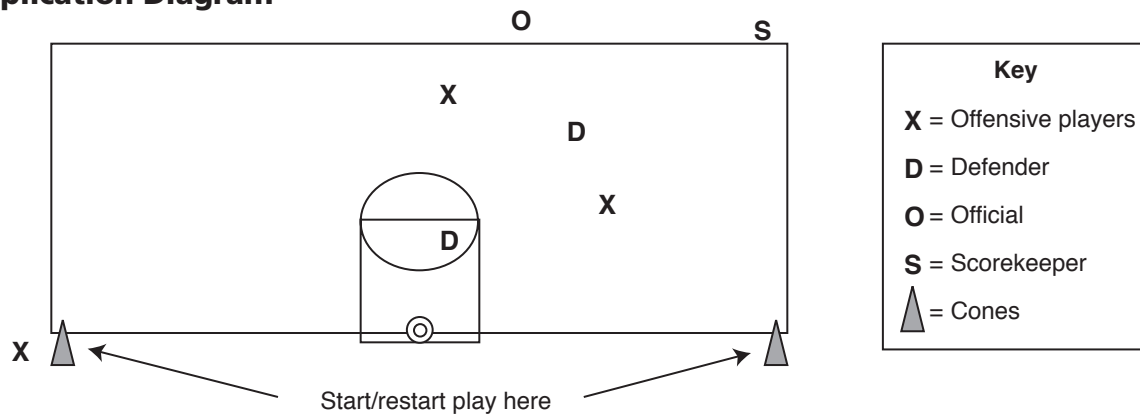
Goals

Achieve the maximum number of bounce or chest passes (or both) in two 30-second trials

Application Description

This is a 3 vs. 2 competition, with three offensive players and two defensive players. The offense must begin play from either cone by passing the ball to a teammate. After the ball is in play, the offense must attempt to pass (bounce or chest) the ball as many times as possible to another teammate. Prior to each pass, the offensive player must use a triple-threat fake for the pass to count toward the team score. If the defense intercepts or deflects the ball, the offense retains possession and must restart play at either cone. The competition will last for four 30-second trials, with possession of the ball changing on each new 30-second trial. Substitutions enter the game at the beginning of each new 30-second trial. Each team member must have participated during one of the two 30-second trials. Repeat until each team has been on offense two times. The teacher should have multiple games going at the same time based on space and equipment and use a single game clock for all games.

Application Diagram



Scorekeeper's Guidelines

Provide scorekeepers with an example to fill in on their scorecard.

- 1 point per successfully completed triple threat and completed pass sequence (passer receives point).
- Record scores for the offensive team after the official's signal indicating a successful fake and pass.
- Combine all team points for both offensive trials for a total team score.

Referee's Guidelines

- No points awarded if a triple-threat fake position is not clearly demonstrated.
- No points awarded if pass is incomplete.
- No points awarded if a pass other than a chest or bounce pass is used.
- Demonstrate appropriate signals for violations.
- Demonstrate appropriate signals related to scoring.
- Demonstrate appropriate clock-related signals.

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest Scorecard 4

Instructions: Nonshaded areas must be filled in by scorekeeper.

Coach

Date

1st Trial

2nd Trial

OT

TEAM SCORING BY HALF

TEAM FINAL SCORE

☐ Home
 ☐ Away

Scorekeeper

Opponent

Fouls		Player	SCORING			SUMMARY															
			1st Trial	2nd Trial	OT	2 FG		3 FG		FT		Steals	Reb.	Pts.							
						A	M	A	M	A	M										
1	2	3	4	5	Practice row to be filled in by student.																
1	2	3	4	5																	
1	2	3	4	5																	
1	2	3	4	5																	
1	2	3	4	5																	
1	2	3	4	5																	
1	2	3	4	5																	
1	2	3	4	5																	
Team Fouls					TEAM TIME-OUTS																
1	2	3	4	5	6	7	8	9	10	1		2		3		4		5			
Alternating Jump Ball Possessions										Home		Away		Home		Away		Home		Away	

Coach's Signature

Scorekeeper's Signature

PASE BASKETBALL LESSON PLAN 5

Resources: Lesson Focus

- ◆ Numbered colored pinnies—six per team (also used during application contest)
- ◆ Basketballs—three to six per team (also used during application contest)
- ◆ Hula hoops—one per team (used to organize team materials)
- ◆ Stopwatches—one per team
- ◆ Pencils

Resources: Application Contest

- ◆ PASE Application Contest 5
- ◆ PASE Application Contest Scorecard 5
- ◆ PASE Official's Pocket Reference
- ◆ Two to four cones
- ◆ Boundary markers
- ◆ One clipboard
- ◆ Pencils
- ◆ Whistles
- ◆ Officials' pinnies

Instructional Materials

- ◆ PASE IRL Rubric and Recording Sheet (appendix B)
- ◆ PASE Attendance Recording Sheet (appendix B)
- ◆ PASE Roles and Responsibilities Assignments and Recording Sheet (appendix B)
- ◆ PASE Student Coaching Plan 5
- ◆ PASE Activity Task Card 5
- ◆ PASE Fitness Activities Sheets (appendix B)
- ◆ PASE Personal or Team Fitness Recording Sheet (appendix B)
- ◆ PASE Individual or Team Activity Task Card Recording Sheet (appendix B)
- ◆ PASE Outside-of-Class Physical Activity Participation Log (appendix B)
- ◆ PASE Basketball Lesson Plan 6

Instructional Focus

Skills

- ◆ Overhand and sidearm pass
- ◆ Low control and speed dribble

Tactic


- ◆ Triple threat

Objectives

- ◆ Develop overhead and sidearm passing by progression through learning activities during team practice
- ◆ Review the triple-threat position prior to performing effective overhead pass, sidearm pass, and dribbling skills in an application contest
- ◆ Demonstrate personal and social responsibility

Team Role Check

- ◆ Students enter gymnasium and immediately report to home court area.
- ◆ Check daily roles and associated duties from materials provided.

 *Begin team warm-up.*


Team Warm-Up

- ◆ Conduct the team warm-up simultaneously to coaches' meeting.
- ◆ Fitness trainer monitors team warm-up using the PASE Fitness Activities Sheets.
- ◆ Fitness trainer or individuals record performance on team warm-up using either the **Personal** or **Team Fitness Recording Sheet**.

 *Teams transition to daily review.*

Coaches' Meeting

- ◆ Conduct the coaches' meeting simultaneously to team warm-up.
- ◆ All team coaches report to designated meeting area.
- ◆ Teacher provides coaches with Student Coaching Plan 5 and Activity Task Card 5.
- ◆ Teacher outlines the day's events.

 *Coaches transition to home court area and join warm-up.*


Team Review

- ◆ Review progress of team goals from **lesson 4**. This would be found in the student/team recording sheet which the students have every lesson.
- ◆ Identify areas of need from **lesson 4**.
- ◆ Practice to improve areas of need.

 *Teams transition to designated instructional area for teacher instructions.*

Teacher Instruction

- ◆ Introduce daily lesson focus and review **lesson 4**.
- ◆ Provide anticipatory set:

 The purpose of today's lesson is to introduce two types of passes that are used when you are being closely guarded on offense. Each of these passes is used in specific situations depending on where your teammate is in relationship to you. After learning the two types of passes introduced today, you will be able to better understand which passes and types of dribbling are used in specific game situations.

- ◆ Provide information about skills and strategies.
- ◆ **Review** these skills and tactics:

LOW CONTROL DRIBBLE

Critical features	Instructional cues
Relaxed hand control	Gentle push
Push ball with finger pads	Use of finger pads
Dribble knee to midhigh	Keep ball low
Head up and eyes scanning	Eyes up
Body between ball and defender	Protect ball

SPEED DRIBBLE

Critical features	Instructional cues
Relaxed hand control	Gentle push
Push ball with finger pads	Use of finger pads
Dribble midhigh to waist	Ball under control
Head up and eyes scanning	Eyes up
Push ball out in front and chase	Push and chase

TRIPLE-THREAT POSITION

Critical features	Instructional cues
Square body to basket and defender	Square up
Head up and eyes scanning	Eyes up
Position ball for shooting, passing, and dribbling	Fake shot/pass/dribble
Use drive step to create option to shoot/pass/dribble	Jab step toward defender

- ◆ **Introduce** the following new skills and tactics for the day.
- ◆ Complete teacher or student demonstrations of these skills and tactics:

OVERHEAD PASS


Critical features	Instructional cues
Ball held in two hands overhead	Use two hands
Move ball from in front of to slightly behind head	Big stretch back
Step toward receiver	Step
Bring ball forward, snap wrists down and out	Chop wood, fingers point to target
Receiver moves toward ball for pass reception	Move to ball (receiver)

SIDEARM PASS

Critical features	Instructional cues
Face opponent, ball held in two hands at waist level	Face defender, secure ball with two hands
Step laterally with nonpivot foot	Step sideways
Extend passing arm backward, parallel to floor with hand placed under ball	Cup ball, swing arm back
Bring ball forward and roll hand across ball to apply spin to ball	Roll hand over ball
Ball travels around defender	Pass around defender
Receiver moves toward ball for pass reception	Move to ball (receiver)


- ◆ Provide information about official's signals and rules.
- ◆ **Introduce** today's signals and rules. Demonstrate and explain the following signals and rules:
 - ◆ Traveling (8)
 - ◆ Double dribbling (9)
 - ◆ Carrying (10)

- ♦ Check for student understanding using questions, student demonstrations, or both.
 - ♦ Q1: “What are two common critical features between the overhead and the sidarm pass?”
 - ♦ Q2: “When would it be most appropriate to use the overhead pass?”
 - ♦ Q3: “When would it be most appropriate to use the sidarm pass?”

 *Teams transition to home court area for daily team practice.*

Team Practice

- ♦ Team-directed practice begins (refer to **Activity Task Card 5** and **Individual or Team Activity Task Card Recording Sheet**).
- ♦ Teacher moves through home court area to facilitate team practice.
 - ♦ Manage learning environment.
 - ♦ Observe and assess individual and team performance.
 - ♦ Provide encouragement and instructional feedback.

 *Teams transition back to designated instructional area for application contest.*

Application Contest

- ♦ Teacher explains and demonstrates daily contest (refer to **Application Contest 5**).
 - ♦ Identify tactical focus and related skills (refer to **Application Contest Scorecard 5**).
 - ♦ Identify contest goals.
 - ♦ Discuss procedures for scoring and refereeing.
- ♦ **Scoring:** Use nonshaded areas on **Application Contest Scorecard 5**.
- ♦ **Refereeing:** Refer to and use designated referee signals located on the Official’s Pocket Reference.


 *Teams transition to designated contest areas to perform assigned duties.*

- ♦ Teacher actively monitors individual and team performance.

 *Teams transition to designated instructional area for closure.*


Closure

- ♦ Teacher reviews lesson focus.
- ♦ Teacher discusses assessment of individual and team performance.
- ♦ Check for student understanding using questions and demonstrations (refer back to questions and demonstrations from the introduction).
- ♦ Allow for student questions and preview **lesson 6**.

 *Teams transition to home court areas for individual and team assessment.*

Individual and Team Assessment

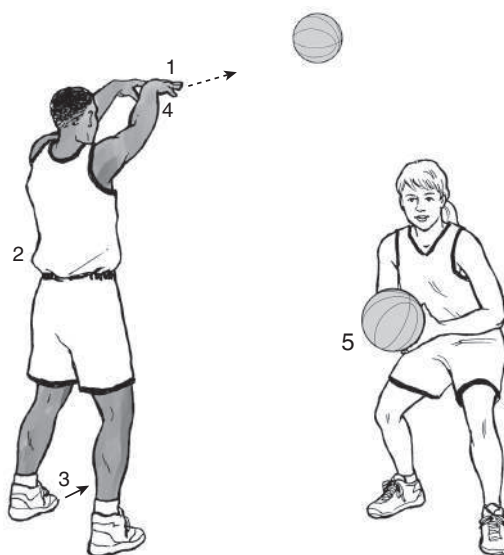
- ♦ Assessment summary
 - ♦ Complete **PASE IRL Recording Sheet** (each person).
 - ♦ Summarize/Complete **Application Contest Scorecard 5** (scorekeeper).
 - ♦ Complete **PASE Attendance Recording Sheet** (coach).
 - ♦ Complete **PASE Roles and Responsibilities Recording Sheet** (each person).
 - ♦ Supervise assessment completion (coach).
- ♦ Collect the following:
 - ♦ Completed PASE Outside-of-Class Physical Activity Participation Log (each person)

 *Teams organize materials and exit class from home court areas.*

Overhead Pass

Critical Features

1. Ball held in two hands overhead
2. Move ball from in front of to slightly behind head
3. Step toward receiver
4. Bring ball forward, snap wrists down and out
5. Receiver moves toward ball for pass reception



Instructional Cues

1. Use two hands
2. Big stretch back
3. Step
4. Chop wood, fingers point to target
5. Move to ball (receiver)

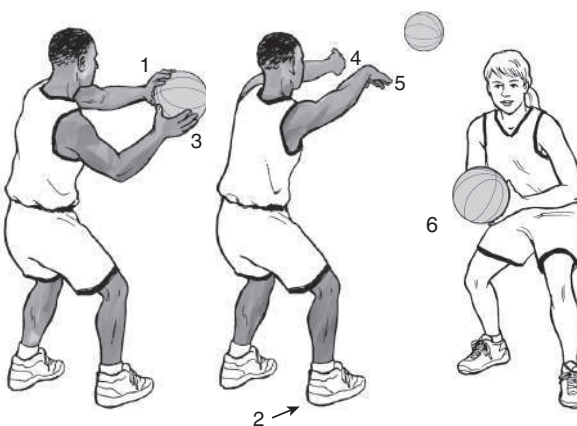
Description

In addition to its use for longer distances, the purpose of the overhead pass is to deliver the ball at a high level over the top of a defender. It can be effective for initiating a set offense, hitting pivot players, passing to cutting teammates, quickly returning a high pass just caught by an offensive player, or initiating a fast break opportunity.

Sidearm Pass

Critical Features

1. Face opponent, ball held in two hands at waist level
2. Step laterally with non-pivot foot
3. Extend passing arm backward, parallel to floor with hand placed under ball
4. Bring ball forward and roll hand across ball to apply spin to ball
5. Ball travels around defender
6. Receiver moves toward ball for pass reception



Instructional Cues

1. Face defender, secure ball with two hands
2. Step sideways
3. Cup ball, swing arm back
4. Roll hand over ball
5. Pass around defender
6. Move to ball (receiver)

Description

The sidearm pass is utilized when the defender is guarding the passer closely and the passer must deliver the ball around the defender's body. The sidearm pass allows the passer to distribute the ball to the side and away from the defender's reach.

PASE Basketball Student Coaching Plan 5



COACHING QUOTE



"You have to expect things of yourself before you can do them."

—Michael Jordan

Skills

- Overhead pass
- Sidearm pass
- Speed dribble

Tactic

- Triple threat

Coaching Cues

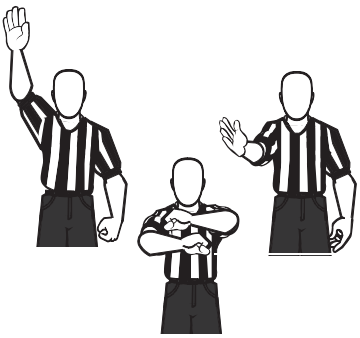
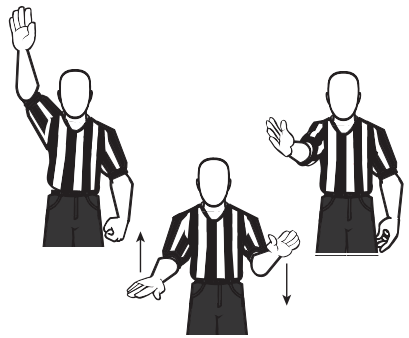
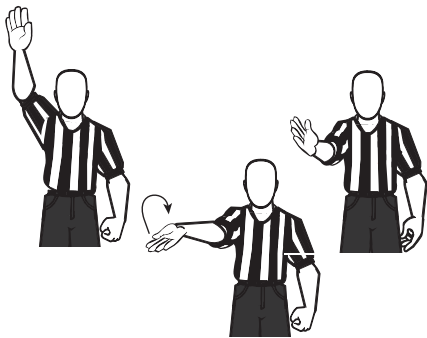
Speed dribble	Overhead pass	Sidearm pass	Triple threat
✓ Gentle push	✓ Use two hands	✓ Face defender, secure ball with two hands	✓ Square up
✓ Use finger pads	✓ Big stretch back	✓ Step sideways	✓ Eyes up
✓ Ball thigh high	✓ Step	✓ Cup ball, swing arm back	✓ Fake shot/pass/dribble
✓ Eyes up	✓ Chop wood, fingers point to target	✓ Roll hand over ball	✓ Jab step toward defender
✓ Push and chase	✓ Move to ball (receiver)	✓ Pass around defender	✓ Finish with shot, pass, or dribble
		✓ Move to ball (receiver)	

Keys to Success

- Focus the team on the coaching cues for the new skills.
- Check to see if teammates know when to use each pass (overhead, sidearm, bounce, chest).
- Help teammates progress through the **Activity Task Card**.
- Make sure team moves quickly between different lesson segments.

Rules and Official's Signals

- **Traveling.** Review traveling violation signal.
- **Double dribble.** Review double-dribble violation signal.
- **Carrying.** Improper dribbling technique in which the player is turning the wrist from palm up to palm down with prolonged contact.

Traveling (8)	Double dribble (9)	Carrying (10)
 <p>Rotate fists</p>	 <p>Patting motion with hands</p>	 <p>Half rotation in a forward direction</p>

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Activity Task Card 5

Skills

- Overhead and sidearm passes
- Dribble review

Tactic

- Triple-threat review

Learning tasks	Self	Peer	Coach
1. Under the direction of the coach, perform the cues for today's skills two times each.			<input type="checkbox"/>
2. Under the direction of the coach, perform the official's signals for today's lesson three times each.			<input type="checkbox"/>
Prior to doing tasks 3-10, fake a shot or dribble from the triple-threat position and then:			
3. Successfully overhead pass to a stationary partner 10 times.		<input type="checkbox"/>	
4. Successfully overhead pass to a slow-moving partner who is performing V- or L-cuts eight times.	<input type="checkbox"/>		
5. Successfully overhead pass to a fast-moving partner who is performing V- or L-cuts six times.	<input type="checkbox"/>		
6. How many successful overhead passes can you complete to a partner who is V- or L-cutting in 30 sec? Remember your score. (Record score only if using Individual Activity Task Card Recording Sheet .)	#___		<input type="checkbox"/>
7. Successfully sidearm pass to a stationary partner 10 times.		<input type="checkbox"/>	
8. Successfully sidearm pass to a slow-moving partner who is performing V- or L-cuts eight times.	<input type="checkbox"/>		
9. Successfully sidearm pass to a fast-moving partner who is performing V- or L-cuts six times.	<input type="checkbox"/>		
10. How many successful sidearm passes can you complete to a partner who is V- or L-cutting in 30 sec? Remember your score. (Record score only if using Individual Activity Task Card Recording Sheet .)	#___		<input type="checkbox"/>
Prior to doing tasks 11-14, fake a shot or pass from the triple-threat position and then:			
11. Dribble with preferred hand, moving fast, while staying in control for 30 sec.	<input type="checkbox"/>		
12. Dribble with nonpreferred hand, moving fast, while staying in control for 30 sec.	<input type="checkbox"/>		
13. Dribble alternating hands, moving fast, while staying in control for 30 sec.		<input type="checkbox"/>	
14. Dribble using single or alternating hands, moving fast for 30 sec. How many times did you lose control? Remember your score. (Record score only if using Individual Activity Task Card Recording Sheet .)	#___		<input type="checkbox"/>
15. 2-on-1: In groups of three, partners A and B will play a game of keep-away from partner C, who is playing passive defense. To keep the ball away, partners A and B must use overhead and sidearm passes and the speed dribble. Partners A and B cannot pass without first faking from the triple-threat position. How many passes can you complete in 30 sec? Remember your score. Rotate positions and repeat game. (Record score only if using Individual Activity Task Card Recording Sheet .)	#___		<input type="checkbox"/>
16. 2-on-1: In groups of three, partners A and B will play a game of keep-away from partner C, who is playing passive defense. To keep the ball away, partners A and B can use chest, bounce, overhead, or sidearm passes and the dribble. Partners A and B are encouraged to use appropriate fakes from the triple-threat position. How many passes can you complete in 40 sec? Remember your score. Rotate positions and repeat game. (Record score only if using Individual Activity Task Card Recording Sheet .) Answer the following questions and discuss what you discovered with a teammate. <ul style="list-style-type: none"> • What is the triple threat? • Why is it important for offensive ball movement? • Which pass is easier to deliver from a triple-threat position? Why? When should you use each pass? Why? • Which pass do you perform the best? Why? 	#___		<input type="checkbox"/>

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest 5

Equipment

- Two cones
- Pencils
- Boundary markers
- Whistles
- Lesson 5 Scorecard
- Officials' pinnies
- One clipboard
- Colored pinnies (teams)

Objectives

- Demonstrate a speed dribble from the triple-threat position
- Demonstrate overhead and sidearm passes from a triple-threat position
- Move without the ball to create open passing lanes
- Demonstrate a clear use of the triple-threat position

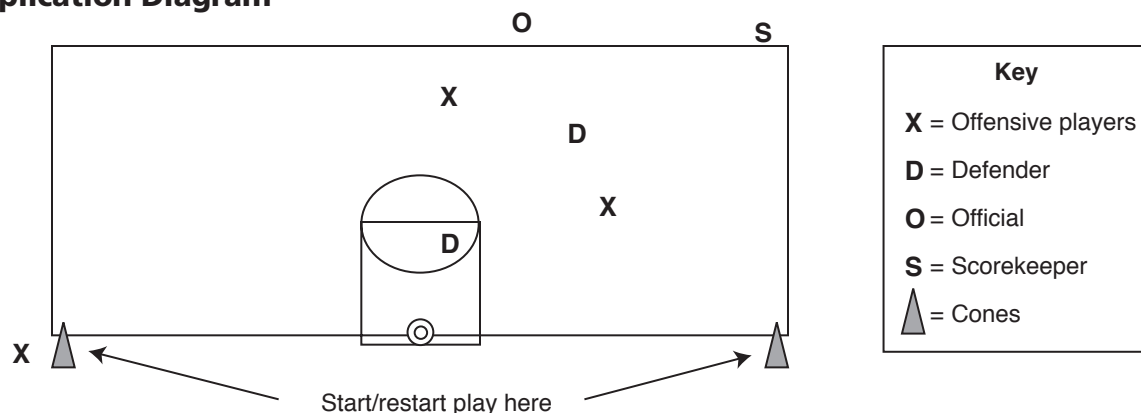
Goals

Achieve the maximum number of overhead or sidearm passes (or both) in two 30-second trials

Application Description

This is a 3 vs. 2 competition, with three offensive players and two defensive players. The offense must begin play from either cone by passing the ball to a teammate. After the ball is in play, the offense must attempt to pass (overhead or sidearm) the ball as many times as possible to another teammate. Prior to each pass, the offensive player must use a triple-threat fake for the pass to count toward the team score. If the defense intercepts or deflects the ball, the offense retains possession and must restart play at either cone. The competition will last for four 30-second trials, with possession of the ball changing on each new 30-second trial. Substitutions enter the game at the beginning of each new 30-second trial. Each team member must have participated during one of the two 30-second trials. Repeat until each team has been on offense two times. The teacher should have multiple games going at the same time based on space and equipment and use a single game clock for all games.

Application Diagram



Scorekeeper's Guidelines

Provide scorekeepers with an example to fill in on their scorecard.

- 1 point per successfully completed triple threat and completed pass sequence (passer receives point).
- Record scores for the offensive team after the official's signal indicating a successful fake and pass.
- Combine all team points for both offensive trials for a total team score.

Referee's Guidelines

- No points awarded if a triple-threat fake position is not clearly demonstrated.
- No points awarded if pass is incomplete.
- No points awarded if a pass other than an overhead or sidearm pass is used.
- Demonstrate appropriate signals for violations.
- Demonstrate appropriate signals related to scoring.
- Demonstrate appropriate clock-related signals.

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest Scorecard 5

Instructions: Nonshaded areas must be filled in by scorekeeper.

Coach

Date

1st Trial

2nd Trial

OT

TEAM SCORING BY HALF

TEAM FINAL SCORE

☐ Home
 ☐ Away

Scorekeeper

Opponent

Fouls		Player	SCORING			SUMMARY													
			1st Trial	2nd Trial	OT	2 FG		3 FG		FT		Steals	Reb.	Pts.					
1	2	3	4	5	Practice row to be filled in by student.														
1	2	3	4	5															
1	2	3	4	5															
1	2	3	4	5															
1	2	3	4	5															
1	2	3	4	5															
1	2	3	4	5															
1	2	3	4	5															
Team Fouls					TEAM TIME-OUTS														
1	2	3	4	5	6	7	8	9	10	1		2		3		4		5	
Alternating Jump Ball Possessions										Home	Away	Home	Away	Home	Away	Home	Away	Home	Away

Running Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

Coach's Signature

Scorekeeper's Signature

PASE BASKETBALL LESSON PLAN 6

Resources: Lesson Focus

- ◆ Numbered colored pinnies—six per team (also used during application contest)
- ◆ Basketballs—three to six per team (also used during application contest)
- ◆ Hula hoops—one per team (used to organize team materials)
- ◆ Stopwatches—one per team
- ◆ Pencils

Resources: Application Contest

- ◆ PASE Application Contest 6
- ◆ PASE Application Contest Scorecard 6
- ◆ PASE Official's Pocket Reference
- ◆ Two to four cones
- ◆ Boundary markers
- ◆ One clipboard
- ◆ Pencils
- ◆ Whistles
- ◆ Officials' pinnies

Instructional Materials

- ◆ PASE IRL Rubric and Recording Sheet (appendix B)
- ◆ PASE Attendance Recording Sheet (appendix B)
- ◆ PASE Roles and Responsibilities Assignments and Recording Sheet (appendix B)
- ◆ PASE Student Coaching Plans 3-5
- ◆ PASE Activity Task Cards 3-5
- ◆ PASE Fitness Activities Sheets (appendix B)
- ◆ PASE Personal or Team Fitness Recording Sheet (appendix B)
- ◆ PASE Individual or Team Activity Task Card Recording Sheet (appendix B)
- ◆ PASE Outside-of-Class Physical Activity Participation Log (appendix B)
- ◆ PASE Independent Learning Activity (appendix C)
- ◆ PASE Team Goal-Setting Sheet (appendix C)
- ◆ PASE Reflective Journal (appendix C)
- ◆ PASE Basketball Lesson Plan 7

Instructional Focus

Skills

- ◆ Review skills taught to date.

Tactics


- ◆ Review tactics taught to date.

Objectives

- ◆ Further develop basketball skills and tactics by progressing through learning activities from previous lessons not yet completed during team practice
- ◆ Demonstrate personal and social responsibility

Team Role Check

- ◆ Students enter gymnasium and immediately report to home court area.
- ◆ Check daily roles and associated duties from materials provided.

 *Begin team warm-up.*


Team Warm-Up

- ◆ Conduct the team warm-up simultaneously to coaches' meeting.
- ◆ Fitness trainer leads team through warm-up using the PASE Fitness Activities Sheets.
- ◆ Fitness trainer or individuals record performance on team warm-up using either the **Personal** or **Team Fitness Recording Sheet**.

 *Teams transition to daily review.*


Coaches' Meeting

- ◆ Conduct the coaches' meeting simultaneously to team warm-up.
- ◆ All team coaches report to designated meeting area.
- ◆ Teacher provides coaches with choice of Student Coaching Plans 3-5 and Activity Task Cards 3-5.
- ◆ Teacher outlines the day's events.

 *Coaches transition to home court area and join warm-up.*


Team Review

- ◆ Review progress of team goals from **lessons 3-5**. This would be found in the student/team recording sheet which the students have every lesson.
- ◆ Identify areas of need from **lessons 3-5**.
- ◆ Record goals on **Team Goal-Setting Sheet**.
- ◆ Prepare to practice in identified areas during team practice (utilize task cards and coaching plans from previous lessons).

 *Teams transition to designated instructional area for teacher instructions.*


Teacher Instruction

- ◆ Introduce daily lesson focus and review **lessons 3-5**.
- ◆ Provide anticipatory set:

 Today is the first of three review lessons. The purpose of today's lesson is to review the skills and tactics that we have learned and practiced so far. You will have the opportunity to select and practice skills and tactics that your team needs the most work on. Each of these skills and tactics is important and should be mastered by all of your team members in order to improve your chances of being successful in specific game situations.


- ◆ Check for student understanding of previously learned skills and tactics by using questions, student demonstrations, or both.
 - ◆ Q1: "What is a common method for moving the ball as an individual?"
 - ◆ Q2: "What are the four passes learned so far? When should each be used?"
 - ◆ Q3: "What are two ways that you can create space when you don't have the ball?"
 - ◆ Q4: "What three moves can you make from the triple-threat position?"
- ◆ Provide any additional important information about previously learned skills and tactics.
- ◆ Check for student understanding of previously learned official's signals by using questions, student demonstrations, gamelike scenarios, or a combination of these.
 - ◆ Unsportsmanlike conduct (17)
 - ◆ Carrying (10)
 - ◆ 1-point scoring (1)
 - ◆ Stop clock (4)
 - ◆ Traveling (8)

- ♦ Double dribble (9)
- ♦ Stop clock for a foul (5)

 *Teams transition to home court area for daily team practice.*

Team Practice

- ♦ Team-directed practice begins (refer to **Activity Task Cards 3-5** and **Individual or Team Activity Task Card Recording Sheet**).
- ♦ Teacher moves through home court area to facilitate team practice.
 - ♦ Manage learning environment.
 - ♦ Observe and assess individual and team performance.
 - ♦ Provide encouragement and instructional feedback.

 *Teams transition back to designated instructional area for application contest.*

Application Contest

- ♦ Teacher explains and demonstrates daily contest (refer to **Application Contest 6**).
 - ♦ Identify tactical focus and related skills (refer to **Application Contest Scorecard 6**).
 - ♦ Identify contest goals.
 - ♦ Discuss procedures for scoring and refereeing.
- ♦ **Scoring:** Use nonshaded areas on **Application Contest Scorecard 6**.
- ♦ **Refereeing:** Refer to and use designated referee signals located on the Official's Pocket Reference.


 *Teams transition to designated contest areas to perform assigned duties.*

- ♦ Teacher actively monitors individual and team performance.

 *Teams transition to designated instructional area for closure.*


Closure

- ♦ Teacher reviews lesson focus.
- ♦ Teacher discusses assessment of individual and team performance.
- ♦ Check for student understanding using questions and demonstrations (refer back to questions and demonstrations from the introduction).
- ♦ Allow for student questions and preview **lesson 7**.

 *Teams transition to home court areas for individual and team assessment.*

Individual and Team Assessment

- ♦ Assessment summary
 - ♦ Complete **PASE IRL Recording Sheet** (each person).
 - ♦ Summarize/Complete **Application Contest Scorecard 6** (scorekeeper).
 - ♦ Complete **PASE Attendance Recording Sheet** (coach).
 - ♦ Complete **PASE Roles and Responsibilities Recording Sheet** (each person).
 - ♦ Supervise assessment completion (coach).
- ♦ Distribute the following:
 - ♦ PASE Outside-of-Class Physical Activity Participation Log (each person)
 - ♦ PASE Reflective Journal (each person)
 - ♦ PASE Independent Learning Activity (each person)

 *Teams organize materials and exit class from home court areas.*

PASE Basketball Application Contest 6

Equipment

- Two cones
- Pencils
- Boundary markers
- Whistles
- Lesson 6 Scorecard
- Officials' pinnies
- One clipboard
- Colored pinnies (teams)

Objectives

- Demonstrate a speed dribble from the triple-threat position
- Demonstrate overhead and sidearm passes from a triple-threat position
- Move without the ball to create open passing lanes
- Demonstrate a clear use of the triple-threat position

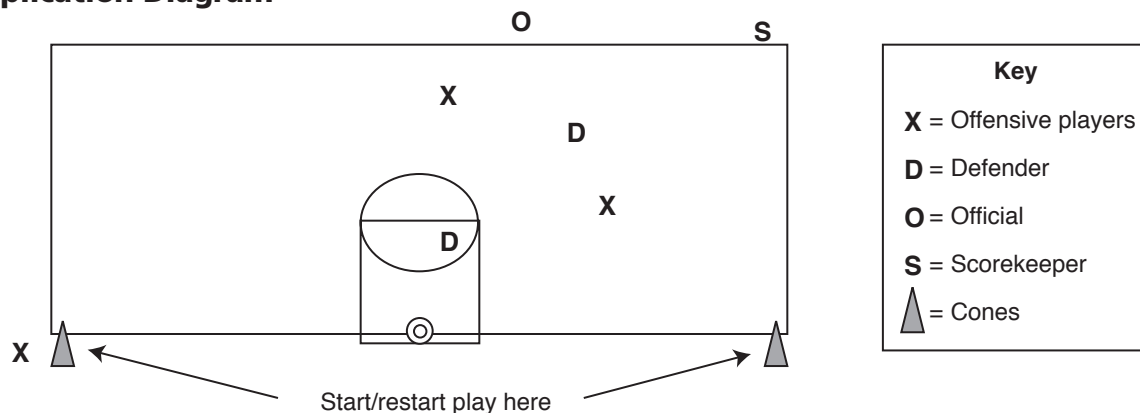
Goals

Achieve the maximum number of chest, bounce, overhead, and/or sidearm passes in two 30-second trials

Application Description

This is a 3 vs. 2 competition, with three offensive players and two defensive players. The offense must begin play from either cone by passing the ball to a teammate. After the ball is in play, the offense must attempt to pass the ball as many times as possible to another teammate. Prior to each pass, the offensive player must use a triple-threat fake for the pass to count toward the team score. If the defense intercepts or deflects the ball, the offense retains possession and must restart play at either cone. The competition will last for four 30-second trials, with possession of the ball changing on each new 30-second trial. Substitutions enter the game at the beginning of each new 30-second trial. Each team member must have participated during one of the two 30-second trials. Repeat until each team has been on offense two times. The teacher should have multiple games going at the same time based on space and equipment and use a single game clock for all games.

Application Diagram



Scorekeeper's Guidelines

Provide scorekeepers with an example to fill in on their scorecard.

- 1 point per successfully completed triple threat and completed pass sequence (passer receives point).
- Record scores for the offensive team after the official's signal indicating a successful fake and pass.
- Combine all team points for both offensive trials for a total team score.

Referee's Guidelines

- No points awarded if a triple-threat fake position is not clearly demonstrated.
- No points awarded if pass is incomplete.
- No points awarded if a pass other than a chest, bounce, overhead, or sidearm pass is used.
- Demonstrate appropriate signals for violations.
- Demonstrate appropriate signals related to scoring.
- Demonstrate appropriate clock-related signals.

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest Scorecard 6

Instructions: Nonshaded areas must be filled in by scorekeeper.

Coach

Date

1st Trial

2nd Trial

OT

TEAM SCORING BY HALF

TEAM FINAL SCORE

☐ Home
 ☐ Away

Scorekeeper

Opponent

Fouls		Player	SCORING			SUMMARY													
			1st Trial	2nd Trial	OT	2 FG		3 FG		FT		Steals	Reb.	Pts.					
1	2	3	4	5	Practice row to be filled in by student.														
1	2	3	4	5															
1	2	3	4	5															
1	2	3	4	5															
1	2	3	4	5															
1	2	3	4	5															
1	2	3	4	5															
1	2	3	4	5															
Team Fouls					TEAM TIME-OUTS														
1	2	3	4	5	6	7	8	9	10	1		2		3		4		5	
Totals										Away		Home		Away		Home		Away	

Running Score		Alternating Jump Ball Possessions																						
		1	2	3	4	5	6	7	8	9	10													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

Coach's Signature

Scorekeeper's Signature

PASE BASKETBALL LESSON PLAN 7

Resources: Lesson Focus

- ◆ Numbered colored pinnies—six per team (also used during application contest)
- ◆ Basketballs—three to six per team (also used during application contest)
- ◆ Hula hoops—one per team (used to organize team materials)
- ◆ Stopwatches—one per team
- ◆ Pencils

Resources: Application Contest

- ◆ PASE Application Contest 7
- ◆ PASE Application Contest Scorecard 7
- ◆ PASE Official's Pocket Reference
- ◆ Two to four cones
- ◆ Boundary markers
- ◆ One clipboard
- ◆ Pencils
- ◆ Whistles
- ◆ Officials' pinnies

Instructional Materials

- ◆ PASE Attendance Recording Sheet (appendix B)
- ◆ PASE Roles and Responsibilities Assignments and Recording Sheet (appendix B)
- ◆ PASE Student Coaching Plan 7
- ◆ PASE Activity Task Card 7
- ◆ PASE Fitness Activities Sheets (appendix B)
- ◆ PASE Personal or Team Fitness Recording Sheet (appendix B)
- ◆ PASE Individual or Team Activity Task Card Recording Sheet (appendix B)
- ◆ PASE Basketball Lesson Plan 8

Instructional Focus

Skills

- ◆ Set shot
- ◆ Jump shot
- ◆ Defensive footwork

Tactic


- ◆ Defense on and off the ball

Objectives

- ◆ Develop set and jump shots and defensive footwork by progression through learning activities during team practice
- ◆ Utilize set and jump shots and defensive footwork and demonstrate defense on and off the ball in an application contest
- ◆ Demonstrate personal and social responsibility

Team Role Check

- ◆ Students enter gymnasium and immediately report to home court area.
- ◆ Check daily roles and associated duties from materials provided.

 *Begin team warm-up.*


Team Warm-Up

- ◆ Conduct the team warm-up simultaneously to coaches' meeting.
- ◆ Fitness trainer monitors team warm-up using the PASE Fitness Activities Sheets.
- ◆ Fitness trainer or individuals record performance on team warm-up using either the **Personal** or **Team Fitness Recording Sheet**.

 *Teams transition to daily review.*

Coaches' Meeting

- ◆ Conduct the coaches' meeting simultaneously to team warm-up.
- ◆ All team coaches report to designated meeting area.
- ◆ Teacher provides coaches with **Student Coaching Plan 7** and **Activity Task Card 7**.
- ◆ Teacher outlines the day's events.

 *Coaches transition to home court area and join warm-up.*


Team Review

- ◆ Review progress of team goals from **lesson 6**. This would be found in the student/team recording sheet which the students have every lesson.
- ◆ Identify areas of need from **lesson 6**.
- ◆ Practice to improve areas of need.

 *Teams transition to designated instructional area for teacher instructions.*

Teacher Instruction

- ◆ Introduce daily lesson focus and review **lesson 6**.
- ◆ Provide anticipatory set:

 The reason we are learning to use the set and jump shots is that they are the main methods used to score points in the game of basketball. You will also learn to defend against these shots and dribbling by practicing defensive movements against players with and without the ball.

- ◆ Provide information about skills and strategies.
- ◆ **Introduce** the following new skills and tactics for the day.
- ◆ Complete teacher or student demonstrations (or both) of these skills and tactics:

SET SHOT

Critical features	Instructional cues
Wide base, feet at shoulder-width	Balanced position
Move ball upward with two hands	Take up with two hands
Maintain floor-to-feet contact	Feet to floor
Arms extend fully, wrists and fingers snap toward basket	Straighten arm, wave good-bye to ball

JUMP SHOT

Critical features	Instructional cues
Wide base, feet at shoulder-width	Balanced position
Move ball upward with two hands	Take up with two hands
Jump straight up off of two feet	Jump straight up
Arms extend fully, wrists and fingers snap toward basket	Straighten arm, wave good-bye to ball
Ball released at height of jump	High release

DEFENSIVE FOOTWORK

Critical features	Instructional cues
Sitting position, feet at shoulder-width	Defensive position
Hands up and out, arms flexed	Ready hands
Short, quick, choppy steps keeping feet apart	Quick feet, scoot
Maintain low center of gravity while moving	Low hips

DEFENSE ON THE BALL


Critical features	Instructional cues
Sitting position, feet at shoulder-width	Defensive position
Short, quick, choppy steps keeping feet apart	Quick feet, scoot
Focus on dribbler's midsection	Watch waist
Force dribbler to change directions	Force misdirection
Apply pressure when opponent picks up dribble	Chest to chest

DEFENSE OFF THE BALL

Critical features	Instructional cues
Sitting position, feet at shoulder-width	Defensive position
Short, quick, choppy steps keeping feet apart	Quick feet, scoot
Use peripheral vision to view ball and offensive assignment	Split vision
Apply increasing pressure as opponent nears ball or basket	"Close to" equals more pressure
Deny ball and prevent the back-door cut	Front, no overplay


- ◆ Provide information about official's signals and rules.
- ◆ **Introduce** today's signals and rules. Demonstrate and explain the following signals and rules:
 - ◆ Illegal use of hands (13)
 - ◆ Jump ball (12)
 - ◆ 2-point scoring (2)
- ◆ Check for student understanding using questions, student demonstrations, or both.
 - ◆ Q1: "Who can name/demonstrate the critical features for set/jump shot?"
 - ◆ Q2: "Who can name/demonstrate the critical features for defensive footwork?"

- ♦ Q3: “What is the purpose of learning these different shots and defensive movements?”

 *Teams transition to home court area for daily team practice.*

Team Practice

- ♦ Team-directed practice begins (refer to **Activity Task Card 7** and **Individual or Team Activity Task Card Recording Sheet**).
- ♦ Teacher moves through home court area to facilitate team practice.
 - ♦ Manage learning environment.
 - ♦ Observe and assess individual and team performance.
 - ♦ Provide encouragement and instructional feedback.

 *Teams transition back to designated instructional area for application contest.*

Application Contest

- ♦ Teacher explains and demonstrates daily contest (refer to **Application Contest 7**).
 - ♦ Identify tactical focus and related skills (refer to **Application Contest Scorecard 7**).
 - ♦ Identify contest goals.
 - ♦ Discuss procedures for scoring and refereeing.
- ♦ **Scoring:** Use nonshaded areas on **Application Contest Scorecard 7**.
- ♦ **Refereeing:** Refer to and use designated referee signals located on the Official’s Pocket Reference.

 *Teams transition to designated contest areas to perform assigned duties.*

- ♦ Teacher actively monitors individual and team performance.

 *Teams transition to designated instructional area for closure.*

Closure


- ♦ Teacher reviews lesson focus.
- ♦ Teacher discusses assessment of individual and team performance.
- ♦ Check for student understanding using questions and demonstrations (refer back to questions and demonstrations from the introduction).
- ♦ Allow for student questions and preview **lesson 8**.

 *Teams transition to home court areas for individual and team assessment.*

Individual and Team Assessment

Assessment summary

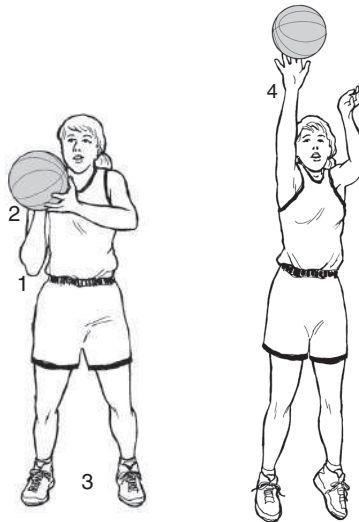
- ♦ Summarize/Complete **Application Contest Scorecard 7** (scorekeeper).
- ♦ Complete **PASE Attendance Recording Sheet** (coach).
- ♦ Complete **PASE Roles and Responsibilities Recording Sheet** (each person).
- ♦ Supervise assessment completion (coach).

 *Teams organize materials and exit class from home court areas.*

Set Shot

Critical Features

1. Wide base, feet at shoulder-width
2. Move ball upward with two hands
3. Maintain floor-to-feet contact
4. Arms extend fully, wrists and fingers snap toward basket



Instructional Cues

1. Balanced position
2. Take up with two hands
3. Feet to floor
4. Straighten arm, wave good-bye to ball

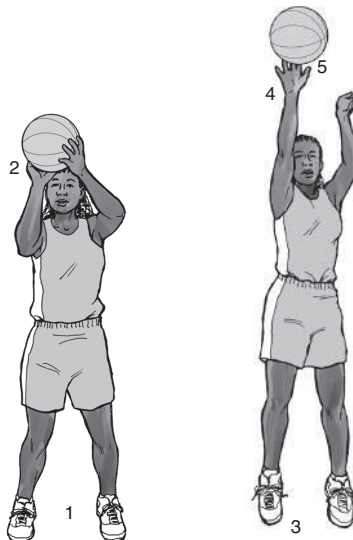
Description

The set shot is a method of scoring that requires the offensive player to be stationary. The typical example of such a shot is the foul shot, in which the player's feet do not leave the ground. A set shot is not usually seen in offensive sets because uncontested shots, with the offensive player not needing to elevate, are uncommon.

Jump Shot

Critical Features

1. Wide base, feet at shoulder-width
2. Move ball upward with two hands
3. Jump straight up off of two feet
4. Arm extends fully, wrists and fingers snap toward basket
5. Ball released at height of jump



Instructional Cues

1. Balanced position
2. Take up with two hands
3. Jump straight up
4. Straighten arm, wave good-bye to ball
5. High release

Description

The purpose of the jump shot is to enable the offensive player to elevate, allowing him or her to shoot over the top of defenders. This skill has become the most common and the primary shot used in a game of basketball. The evolution of the game and abilities of players have led to the fast-paced style that exists. This shot is effective in the open court as well as when a player is closely guarded.

Defensive Footwork

Critical Features

1. Sitting position, feet at shoulder-width
2. Hands up and out, arms flexed
3. Short, quick, choppy steps keeping feet apart
4. Maintain low center of gravity while moving



Instructional Cues

1. Defensive position
2. Ready hands
3. Quick feet, scoot
4. Low hips

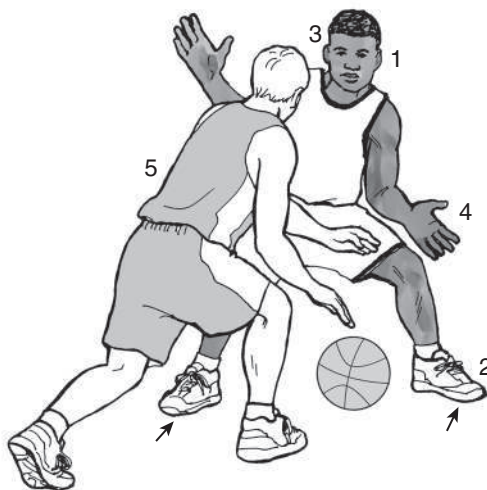
Description

Defensive footwork refers to the skills of moving without the ball when on defense. Efficient movement, whether in a zone or player-to-player defense, is critical to stopping offensive scoring. Movements such as the defensive scoot and position are examples of defensive footwork.

Defense on the Ball

Critical Features

1. Sitting position, feet at shoulder-width
2. Short, quick, choppy steps keeping feet apart
3. Focus on dribbler's mid-section
4. Force dribbler to change directions
5. Apply pressure when opponent picks up dribble



Instructional Cues

1. Defensive position
2. Quick feet, scoot
3. Watch waist
4. Force misdirection
5. Chest to chest

Description

This strategy requires the skills of slide stepping, drop stepping, and attack and retreat maneuvers. A player executes the strategy most effectively by remaining between the ball and the basket when the offense has possession.

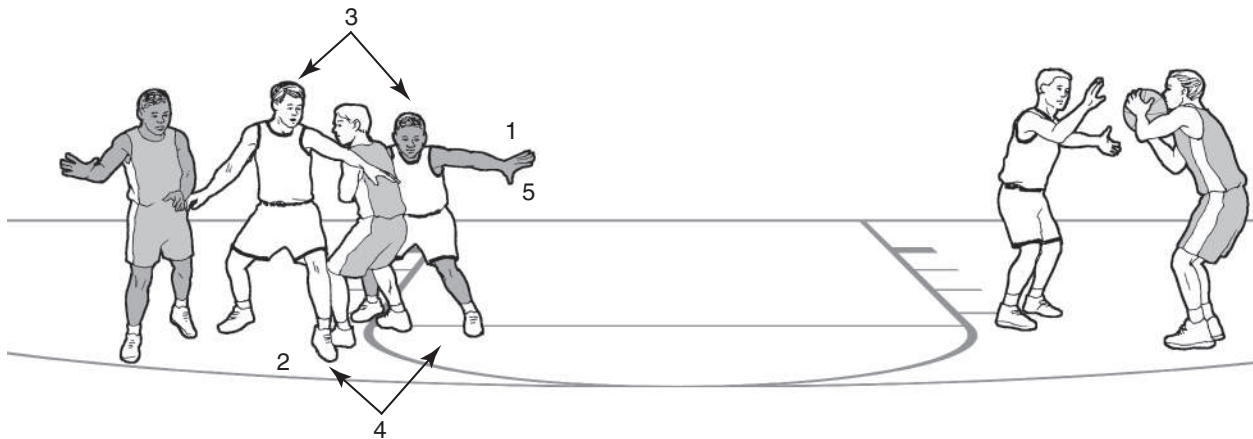
Defense off the Ball

Critical Features

1. Sitting position, feet at shoulder-width
2. Short, quick, choppy steps keeping feet apart
3. Use peripheral vision to view ball and offensive assignment
4. Apply increasing pressure as opponent nears ball or basket
5. Deny ball and prevent back-door cut

Instructional Cues

1. Defensive position
2. Quick feet, scoot
3. Split vision
4. "Close to" equals more pressure
5. Front, no overplay



Description

When an offensive player does not have the ball, he or she is usually moving around the court attempting to get into position to receive a pass. Although your offensive assignment does not have the ball, if you are a good defender you will work hard to deny access to a pass. The closer to the basket the offensive person gets, the closer the defender should play the person. The farther from the basket the offensive player is, the more relaxed the defense can become.

PASE Basketball Student Coaching Plan 7



COACHING QUOTE



"If you don't have time to do it right, when will you have time to do it over?"

—John Wooden

Skills

- Set and jump shots
- Defensive footwork

Tactics

- Defense on and off the ball

Coaching Cues

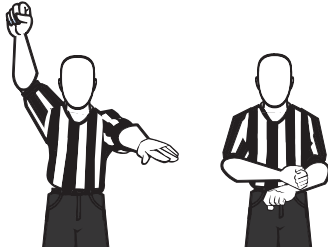
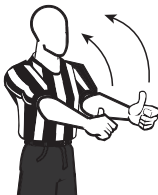
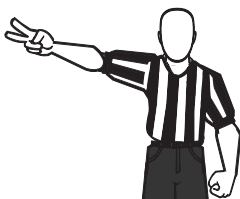
Set/Jump shot	Defensive footwork	Defense on the ball	Defense off the ball
✓ Balanced position	✓ Defensive position	✓ Defensive position	✓ Defensive position
✓ Take up with two hands	✓ Ready hands	✓ Quick feet, scoot	✓ Quick feet, scoot
✓ Set: feet to floor	✓ Quick feet, scoot	✓ Watch waist	✓ Split vision
✓ Jump: jump straight up	✓ Low hips	✓ Force misdirection	✓ "Close to" equals more pressure
✓ Straighten arm, wave good-bye to ball		✓ Chest to chest	✓ Front, no overplay
✓ Jump: high release			

Keys to Success

- Focus the team on the coaching cues for the new skills.
- Check to see if teammates know when to use each skill (set and jump shots, defense on and off).
- Help teammates progress through the **Activity Task Card**.
- Make sure team moves quickly between different lesson segments.

Rules and Official's Signals

- **Illegal use of hands.** Using your hands to gain an advantage or restrict freedom of an opponent. Discuss, demonstrate, and practice illegal use of hands signal.
- **Jump ball.** Occurs at the start of the game or overtime, and results when a violation is committed simultaneously by both teams or possession cannot be determined. Discuss, demonstrate, and practice jump ball signal.
- **2-point scoring.** Discuss, demonstrate, and practice the 2-point scoring signal.

Illegal use of hands (13)	Jump ball (12)	2-point scoring (2)
 <p>Strike wrist of open hand with wrist of closed hand</p>	 <p>Thumbs up</p>	 <p>Two-finger "flag" from wrist</p>

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Activity Task Card 7

Skills

- Set and jump shots
- Defensive footwork

Tactics

- Defense on and off the ball

Learning tasks	Self	Peer	Coach
1. Under the direction of the coach, perform the cues for today's skills five times each.			<input type="checkbox"/>
2. Under the direction of the coach, perform the official's signals for today's lesson five times each.			<input type="checkbox"/>
3. Perform the set shot in the air without a basket 15 times.	<input type="checkbox"/>		
4. Perform the set shot to a mark on the wall about basket height 15 times.	<input type="checkbox"/>		
5. With a partner, 10 feet (3 meters) apart, perform the set shot back and forth 15 times.	<input type="checkbox"/>		
6. Perform the set shot from directly in front of a basket 15 feet (4.5 meters) away seven times.		<input type="checkbox"/>	
7. Repeat #6, but this time count and remember the number of shots you make from a total of 10. (Record score only if using Individual Activity Task Card Recording Sheet.)	#___		<input type="checkbox"/>
8. Perform the jump shot into the air without a ball or basket 15 times.	<input type="checkbox"/>		
9. Perform the jump shot into the air with a ball but no basket 15 times.	<input type="checkbox"/>		
10. Perform the jump shot to a mark on the wall about basket height five times.	<input type="checkbox"/>		
11. With a partner, 10 feet apart, perform the jump shot back and forth 15 times.		<input type="checkbox"/>	
12. Perform the jump shot from facing the basket 10 feet away eight times.		<input type="checkbox"/>	
13. Perform the jump shot from the baseline angle to the basket 10 feet away eight times.	<input type="checkbox"/>		
14. Perform the jump shot from a 45-degree angle to the basket 10 feet away eight times.	<input type="checkbox"/>		
15. Repeat #14, but this time count and remember the number of times you make a jump shot in 40 sec. (Record score only if using Individual Activity Task Card Recording Sheet.)	#___		<input type="checkbox"/>
16. Repeat #14, but this time dribble and transition to a jump shot 10 times without stopping.		<input type="checkbox"/>	
17. Moving without the ball, make L- and V-cuts while being guarded by a defender for 45 sec.		<input type="checkbox"/>	
18. Using dribbling skills without shooting, move while being guarded by a defender for 45 sec.		<input type="checkbox"/>	
19. Using dribbling skills, move to make a jump shot while being guarded by a defender for 45 sec.		<input type="checkbox"/>	
20. 2-on-2: In partners, moving through general space, partner A will dribble with either hand while partner B attempts to create passing lanes using offensive movements. Partner A should dribble close to/far from basket, at a variety of levels and speeds, while looking to make a jump shot. Partners C and D will play defense, alternating defense on and off the ball depending on the situation. Switch roles after 40 sec. Answer the following questions and discuss what you discovered about maintaining ball possession and control with a teammate. <ul style="list-style-type: none"> • Is it easier to make a jump shot from near the basket or far from the basket? Why? • Is it harder for the defense to take the ball if you are constantly moving? Why? • How can you use your teammate to help maintain possession of the ball and to score? 			<input type="checkbox"/>
21. Repeat #20. This time, defense earns a point for every steal, knock-away, or missed shot. The partners dribbling and shooting will receive 1 point if they can maintain control for 30 sec or make a successful jump shot. Record scores. Repeat.	#___		<input type="checkbox"/>

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest 7

Equipment

- Two cones
- Pencils
- Boundary markers
- Whistles
- Lesson 7 Scorecard
- Officials' pinnies
- One clipboard
- Colored pinnies (teams)

Objectives

- Demonstrate a jump shot from the triple-threat position
- Demonstrate defensive movements (position, on the ball, and off the ball)
- Move without the ball to create open passing lanes
- Demonstrate a clear use of the triple-threat position

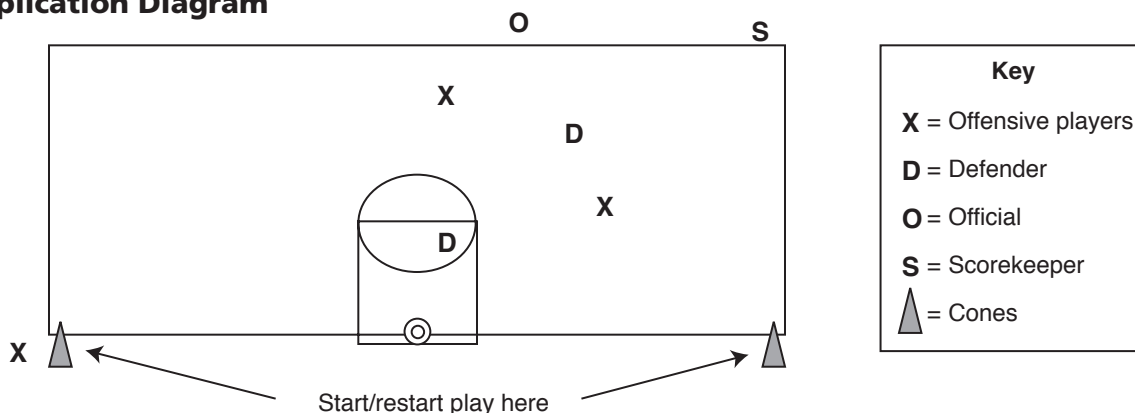
Goals

Achieve the maximum number of successful jump shots in four 1-minute trials

Application Description

This is a 3 vs. 2 competition, with three offensive players and two defensive players. The offense must begin play from either cone by passing the ball to a teammate. After the ball is in play, the offense must attempt to move the ball via dribbling and passing in an attempt to create successful jump shots. If the defense intercepts or deflects the ball, the offense retains possession and must restart play at either cone. Play also restarts at either cone when a shot is made or missed. The competition will last for four 1-minute trials, with possession of the ball changing on each new 1-minute trial. Substitutions enter the game at the beginning of each new 1-minute trial. Each team member must have participated during two of the four 1-minute trials. Repeat until each team has been on offense two times. The teacher should have multiple games going at the same time based on space and equipment and use a single game clock for all games.

Application Diagram



Scorekeeper's Guidelines

Provide scorekeepers with an example to fill in on their scorecard.

- 1 point per jump shot that is unsuccessful but contacts the rim.
- 2 points per jump shot that is successful.
- Record scores for the offensive team after the official's signal indicating a successful shot or pass sequence.
- Combine all team points for both offensive trials for a total team score.

Referee's Guidelines

- No points awarded if shot is performed from the lane area.
- No points awarded if a shot is performed from the 3-point area.
- No points if same player shoots two consecutive times.
- Demonstrate appropriate signals for violations.
- Demonstrate appropriate signals related to scoring.
- Demonstrate appropriate clock-related signals.

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest Scorecard 7

Instructions: Nonshaded areas must be filled in by scorekeeper.										<input type="checkbox"/> Home		<input type="checkbox"/> Away											
Team		Coach		Date		TEAM SCORING BY HALF				TEAM FINAL SCORE													
						1st Trial		2nd Trial		OT													
Scorekeeper		Opponent																					
						SCORING				SUMMARY													
Fouls		Player				1st Trial		2nd Trial		OT		2 FG		3 FG		FT		Steals		Reb.		Pts.	
												A		M		A		M					
1		2		3		4		5		Practice row to be filled in by student.													
1		2		3		4		5															
1		2		3		4		5															
1		2		3		4		5															
1		2		3		4		5															
1		2		3		4		5															
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1		2		3		4		5															
1		2		3		4		5															

Running Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

Coach's Signature: _____

Scorekeeper's Signature: _____

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE BASKETBALL LESSON PLAN 8

Resources: Lesson Focus

- ◆ Numbered colored pinnies—six per team (also used during application contest)
- ◆ Basketballs—three to six per team (also used during application contest)
- ◆ Hula hoops—one per team (used to organize team materials)
- ◆ Stopwatches—one per team
- ◆ Pencils

Resources: Application Contest

- ◆ PASE Application Contest 8
- ◆ PASE Application Contest Scorecard 8
- ◆ PASE Official's Pocket Reference
- ◆ Two to four cones
- ◆ Boundary markers
- ◆ One clipboard
- ◆ Pencils
- ◆ Whistles
- ◆ Officials' pinnies

Instructional Materials

- ◆ PASE Attendance Recording Sheet (appendix B)
- ◆ PASE Roles and Responsibilities Assignments and Recording Sheet (appendix B)
- ◆ PASE Student Coaching Plan 8
- ◆ PASE Activity Task Card 8
- ◆ PASE Fitness Activities Sheets (appendix B)
- ◆ PASE Personal or Team Fitness Recording Sheet (appendix B)
- ◆ PASE Individual or Team Activity Task Card Recording Sheet (appendix B)
- ◆ PASE Basketball Lesson Plan 9

Instructional Focus

Skills

- ◆ Layup
- ◆ Offensive footwork

Tactic


- ◆ Give and go

Objectives

- ◆ Develop layups and offensive footwork by progression through learning activities during team practice
- ◆ Review the triple-threat position prior to performing effective layup, overhead pass, sidearm pass, jump shot, and dribbling skills in an application contest
- ◆ Demonstrate personal and social responsibility

Team Role Check

- ◆ Students enter gymnasium and immediately report to home court area.
- ◆ Check daily roles and associated duties from materials provided.

 *Begin team warm-up.*


Team Warm-Up

- ◆ Conduct the team warm-up simultaneously to coaches' meeting.
- ◆ Fitness trainer monitors team warm-up using the PASE Fitness Activities Sheets.
- ◆ Fitness trainer or individuals record performance on team warm-up using either the **Personal** or **Team Fitness Recording Sheet**.

 *Teams transition to daily review.*

Coaches' Meeting

- ◆ Conduct the coaches' meeting simultaneously to team warm-up.
- ◆ All team coaches report to designated meeting area.
- ◆ Teacher provides coaches with Student Coaching Plan 8 and Activity Task Card 8.
- ◆ Teacher outlines the day's events.

 *Coaches transition to home court area and join warm-up.*


Team Review

- ◆ Review progress of team goals from **lesson 7**. This would be found in the student/team recording sheet which the students have every lesson.
- ◆ Identify areas of need from **lesson 7**.
- ◆ Practice to improve areas of need.

 *Teams transition to designated instructional area for teacher instructions.*

Teacher Instruction

- ◆ Introduce daily lesson focus and review **lesson 7**.
- ◆ Provide anticipatory set:

 The reason we are learning to use the layup shot is that in addition to the jump and set shots, layups are the main methods used to score points in the game of basketball. You will also learn a specific strategy for creating a passing lane and getting a teammate the ball utilizing previously learned offensive footwork.

- ◆ Provide information about skills and strategies.
- ◆ **Introduce** the following new skills and tactics for the day.
- ◆ Complete teacher or student demonstrations (or both) of the following skills and tactics:

LAYUP

Critical features	Instructional cues
Drive powerfully to basket	Power drive
Take ball up with two hands	Up with two hands
Take off on nonshooting foot	Left hand–right foot, right hand–left foot
Release ball at peak of jump with one hand	One-hand gentle release
Use backboard when possible	Bank ball


OFFENSIVE FOOTWORK (L-CUT AND V-CUT)
(REFER TO LESSON 3 MATERIALS FOR GRAPHICS AND CUES CARD)

Critical features	Instructional cues
Keep moving to create passing lanes	Move away from passer
Feint, plant foot to change direction quickly	Quick cut (V or L)
Move toward ball to receive pass	Move toward passer
Assume position with hands set to catch pass	Provide target with hands
Keep moving to create passing lanes	Move away from passer

GIVE AND GO


Critical features	Instructional cues
Assume triple-threat position	Triple threat
Execute drive step	Jab step
Pass ball to teammate	Give
Feint away and cut toward basket	Go
Prepare to receive ball	Ready hands

- ♦ Provide information about official's signals and rules.
- ♦ **Introduce** today's signals and rules. Demonstrate and explain the following signals and rules:
 - ♦ Charging with the ball (16)
 - ♦ Blocking (14)
 - ♦ 3-point scoring (3)
- ♦ Check for student understanding using questions, student demonstrations, or both.
 - ♦ Q1: "When would it be most appropriate to use the layup shot?"
 - ♦ Q2: "When would it be most appropriate to use the give and go?"
 - ♦ Q3: "Why would you want to use the give and go?"

 *Teams transition to home court area for daily team practice.*

Team Practice

- ♦ Team-directed practice begins (refer to **Activity Task Card 8** and **Individual or Team Activity Task Card Recording Sheet**).
- ♦ Teacher moves through home court area to facilitate team practice.
 - ♦ Manage learning environment.
 - ♦ Observe and assess individual and team performance.
 - ♦ Provide encouragement and instructional feedback.

 *Teams transition back to designated instructional area for application contest.*

Application Contest

- ♦ Teacher explains and demonstrates daily contest (refer to **Application Contest 8**).
 - ♦ Identify tactical focus and related skills (refer to **Application Contest Scorecard 8**).
 - ♦ Identify contest goals.
 - ♦ Discuss procedures for scoring and refereeing.
- ♦ **Scoring:** Use nonshaded areas on **Application Contest Scorecard 8**.
- ♦ **Refereeing:** Refer to and use designated referee signals located on the Official's Pocket Reference.

 *Teams transition to designated contest areas to perform assigned duties.*

- ♦ Teacher actively monitors individual and team performance.

 *Teams transition to designated instructional area for closure.*

Closure

- ♦ Teacher reviews lesson focus.
- ♦ Teacher discusses assessment of individual and team performance.
- ♦ Check for student understanding using questions and demonstrations (refer back to questions and demonstrations from the introduction).
- ♦ Allow for student questions and preview **lesson 9**.

 *Teams transition to home court areas for individual and team assessment.*

Individual and Team Assessment

Assessment summary

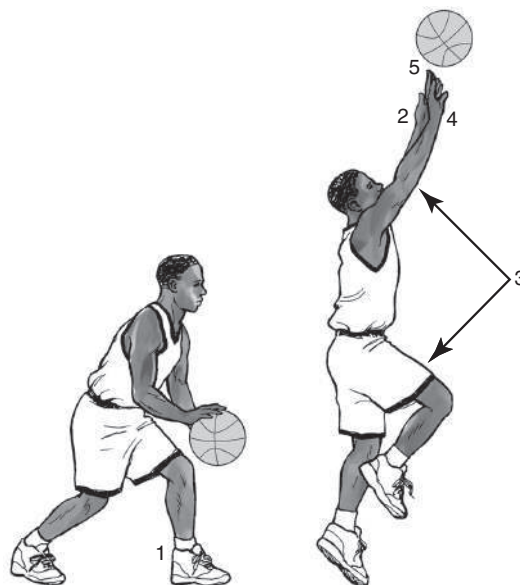
- ♦ Summarize/Complete **Application Contest Scorecard 8** (scorekeeper).
- ♦ Complete **PASE Attendance Recording Sheet** (coach).
- ♦ Complete **PASE Roles and Responsibilities Recording Sheet** (each person).
- ♦ Supervise assessment completion (coach).

 *Teams organize materials and exit class from home court areas.*

Layup

Critical Features

1. Drive powerfully to basket
2. Take ball up with two hands
3. Take off on nonshooting foot
4. Release ball at peak of jump with one hand
5. Use backboard when possible



Instructional Cues

1. Power drive
2. Up with two hands
3. Left hand–right foot, right hand–left foot
4. One-hand gentle release
5. Bank ball

Description

The layup is intended to be utilized when you are close to the basket in an effort to get an uncontested shot off.

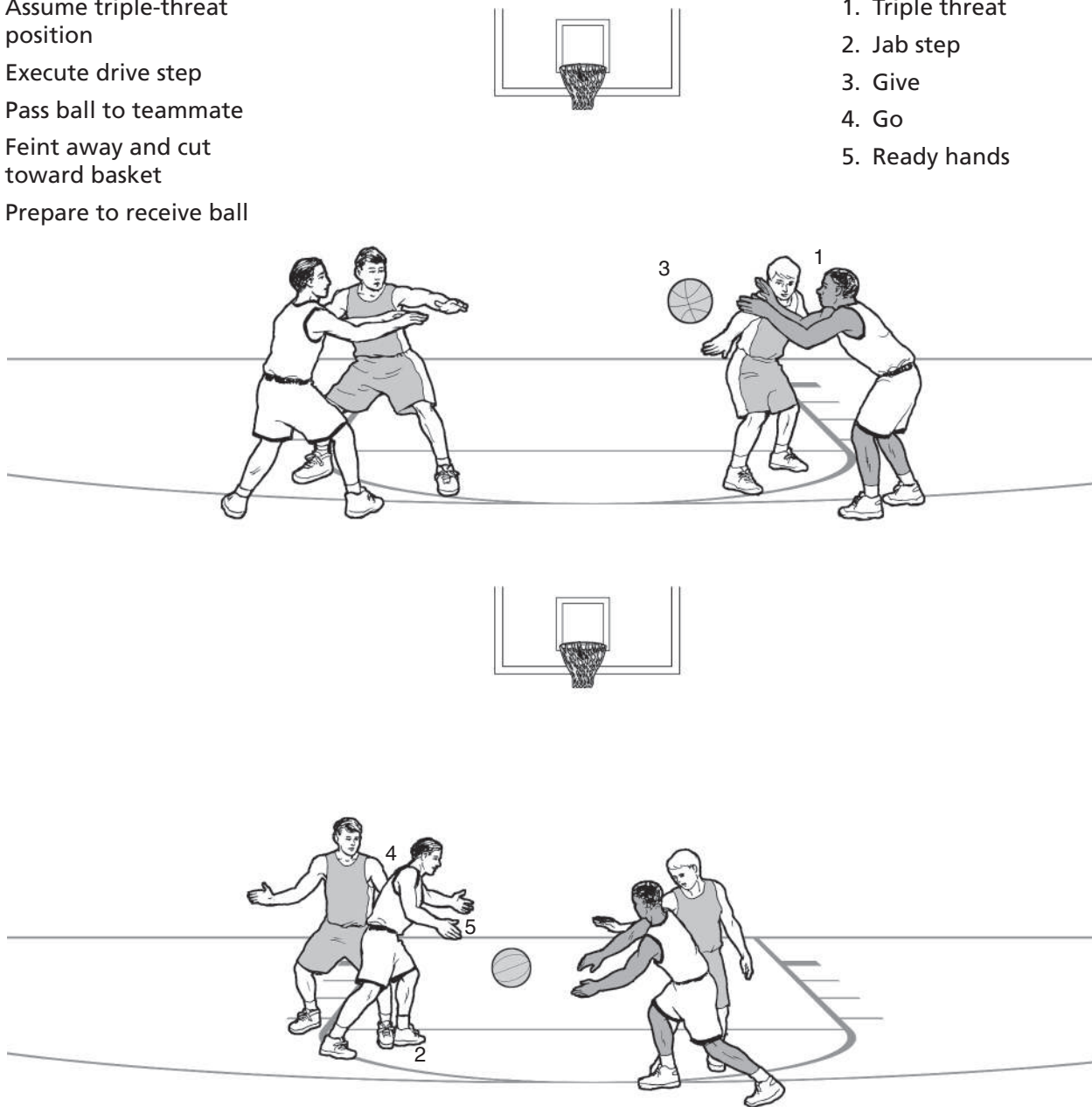
Give and Go

Critical Features

1. Assume triple-threat position
2. Execute drive step
3. Pass ball to teammate
4. Feint away and cut toward basket
5. Prepare to receive ball

Instructional Cues

1. Triple threat
2. Jab step
3. Give
4. Go
5. Ready hands



Description

The give and go is one of the most basic strategies in basketball. Its name is very descriptive of its function. An offensive player gives (passes) the ball to a teammate and simultaneously cuts to the basket looking for a layup or close-quarters shot.

PASE Basketball Student Coaching Plan 8



COACHING QUOTE



"Great teamwork is the only way we create the breakthroughs that define our careers."

—Pat Riley

Skills

- Layup
- Offensive footwork (L-cut and V-cut)

Tactic

- Give and go

Coaching Cues

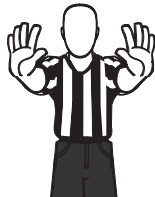
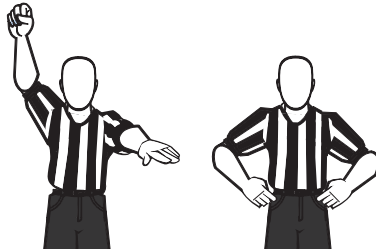
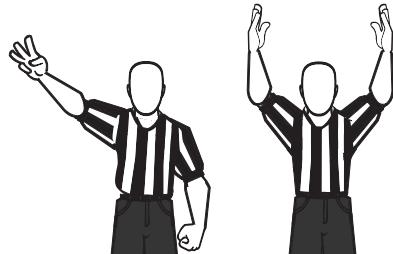
Layup	Offensive footwork	Give and go
✓ Power drive	✓ Move away from passer	✓ Triple threat
✓ Up with two hands	✓ Quick cut (V or L)	✓ Jab step
✓ Left hand–right foot or right hand–left foot	✓ Move toward passer	✓ Give
✓ One-hand gentle release	✓ Provide target with hands	✓ Go
✓ Bank ball	✓ Move away from passer	✓ Ready hands

Keys to Success

- Focus the team on the coaching cues for the new skills.
- Check to see if teammates know how to use each cut (L-cut and V-cut).
- Help teammates progress through the **Activity Task Card**.
- Make sure team moves quickly between different lesson segments.

Rules and Official's Signals

- **Charging with the ball.** Personal contact with the ball by pushing or moving into an opposing player's torso. Discuss, demonstrate, and practice charging signal.
- **Blocking.** Illegal personal contact that impedes the progress of an opposing player with or without the ball. Discuss, demonstrate, and practice blocking signal.
- **3-point scoring.** Introduce 3-point scoring signal.

Charging with the ball (16)	Blocking (14)	3-point scoring (3)
 <p>Both arms out in front of body in a pushing forward motion</p>	 <p>Both hands on hips</p>	 <p>Three-finger "flag" from wrist</p>

PASE Basketball Activity Task Card 8

Skills

- Layup
- Offensive footwork (L-cut and V-cut)

Tactic

- Give and go

Learning tasks	Self	Peer	Coach
1. Under the direction of the coach, perform the cues for today's skills two times each.			<input type="checkbox"/>
2. Under the direction of the coach, perform the official's signals for today's lesson three times each.			<input type="checkbox"/>
3. From a two-step walk, perform the layup shot in the air without a basket or ball 15 times.	<input type="checkbox"/>		
4. Based on critical features, how many successful layups can you complete in the air without a basket or ball in 30 sec? (Record score only if using Individual Activity Task Card Recording Sheet.)	#___		<input type="checkbox"/>
5. From a walk, perform the layup shot at the basket without a ball five times from both sides.	<input type="checkbox"/>		
6. From a walk, perform the layup shot at the basket with a ball five times from both sides.		<input type="checkbox"/>	
7. From a jog, perform the layup shot at the basket without a ball eight times from both sides.	<input type="checkbox"/>		
8. From a jog, perform the layup shot at the basket with a ball eight times from both sides.	<input type="checkbox"/>		
9. Without a ball or defenders, perform the give and go five times.		<input type="checkbox"/>	
10. With a ball and no defenders, perform the give and go five times.		<input type="checkbox"/>	
11. With a ball and passive defenders, perform the give and go five times.		<input type="checkbox"/>	
Tasks 12-14 should be initiated with a give-and-go maneuver.			
12. Without a defender, cut toward the basket, finishing with a layup five times from both sides.		<input type="checkbox"/>	
13. Repeat #12 adding in a passive defender.		<input type="checkbox"/>	
14. With a defender, how many successful give and go to layups can you make in 30 sec? (Record score only if using Individual Activity Task Card Recording Sheet.)	#___		<input type="checkbox"/>
15. 2-on-1: In groups of three, partners A and B will play a game of give and go with partner C, who is playing passive defense. In order for partners A and B to score, they must use all previously learned skills in combination with the give and go. The only scoring method that can be used is a layup, which must be preceded by a give-and-go maneuver. How many layups can you complete in 40 sec? Record your score. Rotate positions and repeat game. Answer the following questions and discuss what you discovered about the give and go and proximity of shooting. <ul style="list-style-type: none"> • What is the give and go? Why is it important for offensive ball movement? • Which shot is most likely to result from a give and go? Why? When should you use each shot? Why? • Which shot do you perform the best? Why? 	#___		<input type="checkbox"/>
16. Repeat #15. This time the defender earns a point for every steal, knock-away, or missed shot. The partners on offense will receive 1 point if they can maintain control for 30 sec or make a successful give-and-go maneuver finishing in a layup. Record scores. Repeat.	#___		<input type="checkbox"/>

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest 8

Equipment

- Two cones
- Pencils
- Boundary markers
- Whistles
- Lesson 8 Scorecard
- Officials' pinnies
- One clipboard
- Colored pinnies (teams)

Objectives

- Demonstrate a layup
- Demonstrate a give and go
- Dribble to reposition and L- and V-cuts to create open passing lanes

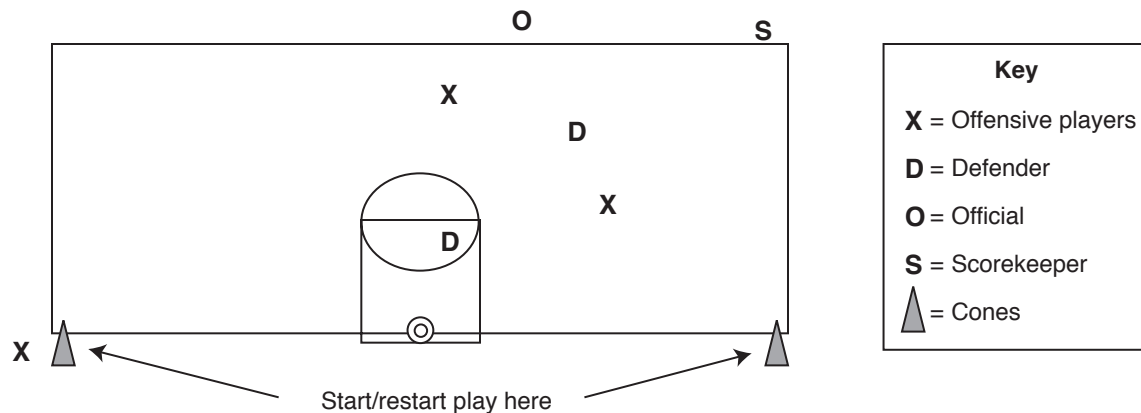
Goals

Achieve the maximum number of successful jump shots or layups (or both) in two 1-minute trials

Application Description

This is a 3 vs. 2 competition, with three offensive players and two defensive players. The offense must begin play from either cone by passing the ball to a teammate. After the ball is in play, the offense must attempt to move the ball via dribbling and passing in an attempt to create successful jump shots or layups. If the defense intercepts or deflects the ball, the offense retains possession and must restart play at either cone. Play also restarts at either cone when a shot is made or missed. The competition will last for four 1-minute trials, with possession of the ball changing on each new 1-minute trial. Substitutions enter the game at the beginning of each new 1-minute trial. Each team member must have participated during two of the four 1-minute trials. Repeat until each team has been on offense two times. The teacher should have multiple games going at the same time based on space and equipment and use a single game clock for all games.

Application Diagram



Scorekeeper's Guidelines

Provide scorekeepers with an example to fill in on their scorecard.

- 1 point per jump shot that is successful.
- 3 points per layup that is successful.
- Record scores for the offensive team after the official's signal indicating a successful shot.
- Combine all team points for both offensive trials for a total team score.

Referee's Guidelines

- No points awarded if a jump shot is performed from the lane area.
- No points awarded if a jump shot is performed from the 3-point area.
- No points if same player shoots two consecutive times.
- Demonstrate appropriate signals for violations.
- Demonstrate appropriate signals related to scoring.
- Demonstrate appropriate clock-related signals.

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest Scorecard 8

Instructions: Nonshaded areas must be filled in by scorekeeper.															<input type="checkbox"/> Home		<input type="checkbox"/> Away						
Team		Coach		Date		TEAM SCORING BY HALF					TEAM FINAL SCORE												
						1st Trial		2nd Trial		OT													
Scorekeeper		Opponent																					
						SCORING					SUMMARY												
						1st Trial		2nd Trial		OT		2 FG		3 FG		FT		Steals		Reb.		Pts.	
												A		M		A		M					

PASE BASKETBALL LESSON PLAN 9

Resources: Lesson Focus

- ◆ Numbered colored pinnies—six per team (also used during application contest)
- ◆ Basketballs—three to six per team (also used during application contest)
- ◆ Hula hoops—one per team (used to organize team materials)
- ◆ Stopwatches—one per team
- ◆ Pencils

Resources: Application Contest

- ◆ PASE Application Contest 9
- ◆ PASE Application Contest Scorecard 9
- ◆ PASE Official's Pocket Reference
- ◆ Two to four cones
- ◆ Boundary markers
- ◆ One clipboard
- ◆ Pencils
- ◆ Whistles
- ◆ Officials' pinnies

Instructional Materials

- ◆ PASE Attendance Recording Sheet (appendix B)
- ◆ PASE Roles and Responsibilities Assignments and Recording Sheet (appendix B)
- ◆ PASE Student Coaching Plan 9
- ◆ PASE Activity Task Card 9
- ◆ PASE Fitness Activities Sheets (appendix B)
- ◆ PASE Personal or Team Fitness Recording Sheet (appendix B)
- ◆ PASE Individual or Team Activity Task Card Recording Sheet (appendix B)
- ◆ PASE Basketball Lesson Plan 10

Instructional Focus

Skills

- ◆ Shooting review
- ◆ Footwork review

Tactics

- ◆ Screening on and off the ball
- ◆ Pick and roll

Objectives

- ◆ Develop screening and pick-and-roll skills by progression through learning activities during team practice
- ◆ Review jump shot, layup, and footwork
- ◆ Demonstrate personal and social responsibility

Team Role Check

- ◆ Students enter gymnasium and immediately report to home court area.
- ◆ Check daily roles and associated duties from materials provided.



Begin team warm-up.

Team Warm-Up

- ◆ Conduct the team warm-up simultaneously to coaches' meeting.
- ◆ Fitness trainer monitors team warm-up using the PASE Fitness Activities Sheets.
- ◆ Fitness trainer or individuals record performance on team warm-up using either the **Personal** or **Team Fitness Recording Sheet**.



Teams transition to daily review.

Coaches' Meeting

- ◆ Conduct the coaches' meeting simultaneously to team warm-up.
- ◆ All team coaches report to designated meeting area.
- ◆ Teacher provides coaches with Student Coaching Plan 9 and Activity Task Card 9.
- ◆ Teacher outlines the day's events.



Coaches transition to home court area and join warm-up.

Team Review

- ◆ Review progress of team goals from **lesson 8**. This would be found in the student/team recording sheet which the students have every lesson.
- ◆ Identify areas of need from **lesson 8**.
- ◆ Practice to improve areas of need (use task cards and coaching plans from previous lessons).



Teams transition to designated instructional area for teacher instructions.

Teacher Instruction

- ◆ Introduce daily lesson focus and review **lesson 8**.
- ◆ Provide anticipatory set:



The purpose of today's lesson is to introduce you to two offensive tactics: screening and the pick and roll. The pick and roll is used to create scoring opportunities. Prior to scoring it is important that the offense is using screens on and off the ball to create passing lanes, which set up pick-and-roll opportunities. After learning the two tactics introduced today, you will be able to better understand how and when to perform these tactics during game situations.

- ◆ Provide information about skills and strategies.
- ◆ **Review** these skills and tactics:

SET AND JUMP SHOTS

Critical features	Instructional cues
Wide base, feet at shoulder-width	Balanced position
Move ball upward with two hands	Take up with two hands
Jump: jump straight up off of two feet	Jump: jump straight up
Set: maintain floor-to-foot contact	Set: feet to floor
Arm extends fully, wrists and fingers snap toward basket	Straighten arm, wave good-bye to ball
Jump: ball released at height of jump	Jump: high release

LAYUP

Critical features	Instructional cues
Drive powerfully to basket	Power drive
Take ball up with two hands	Up with two hands
Take off on nonshooting foot	Opposition
Release ball at peak of jump with one hand	One-hand release
Use backboard when possible	Bank it

OFFENSIVE FOOTWORK (L-CUT AND V-CUT)

Critical features	Instructional cues
Keep moving to create passing lanes	Move away from passer
Feint, plant foot to change direction quickly	Quick cut (V or L)
Move toward ball to receive pass	Move toward passer
Assume position with hands set to catch pass	Provide target with hands

DEFENSIVE FOOTWORK

Critical features	Instructional cues
Sitting position, feet at shoulder-width	Defensive position
Hands up and out, arms flexed	Ready hands
Short, quick, choppy steps keeping feet apart	Quick feet, scoot
Maintain low center of gravity while moving	Low hips

- ◆ **Introduce** the following new skills and tactics for the day.
- ◆ Complete teacher or student demonstrations (or both) of these skills and tactics:

SCREENING ON AND OFF OF BALL


Critical features	Instructional cues
Set screen on side of defender	Side screen
Defensive position with arms crossed low	Screen ready position
Remain stationary when within one step of defender	Hold position
Prepare for contact	Brace body
Prepare to move toward basket or to the ball	Roll quickly off of screen

PICK AND ROLL

Critical features	Instructional cues
Set screen for dribbler	Pick
Dribbler moves close to and by the screen to elude defender	Dribble by shoulder to shoulder
Screener rolls out of screening position toward basket	Roll
If defenders do not switch, dribbler maintains possession of ball	No switch equals keep
If defenders switch, dribbler passes ball to rolling screener	Switch equals pass


- ◆ Provide information about official's signals and rules.
- ◆ **Introduce** today's signals and rules. Demonstrate and explain the following signals and rules:
 - ◆ Pushing without the ball (15)
 - ◆ Blocking (14)
 - ◆ Unsportsmanlike (17)
- ◆ Check for student understanding using questions, student demonstrations, or both.
 - ◆ Q1: "When shooting a right-hand layup, which foot do you take off of and which hand do you use?"

- ♦ Q2: “At what angles are the L- and V-cuts made?”
- ♦ Q3: “What should you do after setting a screen or pick? Why?”

 *Teams transition to home court area for daily team practice.*

Team Practice

- ♦ Team-directed practice begins (refer to **Activity Task Card 9**).
- ♦ Teacher moves through home court area to facilitate team practice.
 - ♦ Manage learning environment.
 - ♦ Observe and assess individual and team performance.
 - ♦ Provide encouragement and instructional feedback.

 *Teams transition back to designated instructional area for application contest.*

Application Contest

- ♦ Teacher explains and demonstrates daily contest (refer to **Application Contest 9** and **Individual or Team Activity Task Card Recording Sheet**).
 - ♦ Identify tactical focus and related skills (refer to **Application Contest Scorecard 9**).
 - ♦ Identify contest goals.
 - ♦ Discuss procedures for scoring and refereeing.
- ♦ **Scoring:** Use nonshaded areas on **Application Contest Scorecard 9**.
- ♦ **Refereeing:** Refer to and use designated referee signals located on the Official’s Pocket Reference.


 *Teams transition to designated contest areas to perform assigned duties.*

- ♦ Teacher actively monitors individual and team performance.

 *Teams transition to designated instructional area for closure.*

Closure


- ♦ Teacher reviews lesson focus.
- ♦ Teacher discusses assessment of individual and team performance.
- ♦ Check for student understanding using questions and demonstrations (can refer back to questions and demonstrations from the introduction).
- ♦ Allow for student questions and preview **lesson 10**.

 *Teams transition to home court areas for individual and team assessment.*

Individual and Team Assessment

Assessment summary

- ♦ Summarize/Complete **Application Contest Scorecard 9** (scorekeeper).
- ♦ Complete **PASE Attendance Recording Sheet** (coach).
- ♦ Complete **PASE Roles and Responsibilities Recording Sheet** (each person).
- ♦ Supervise assessment completion (coach).

 *Teams organize materials and exit class from home court areas.*

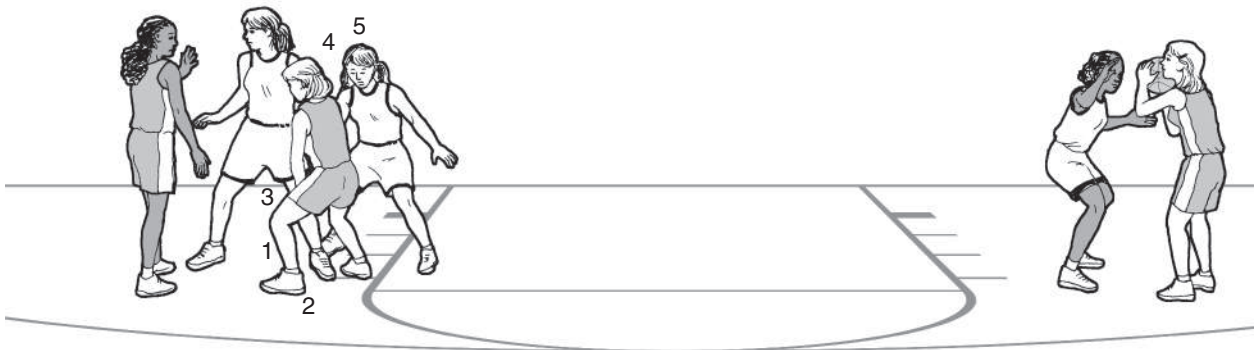
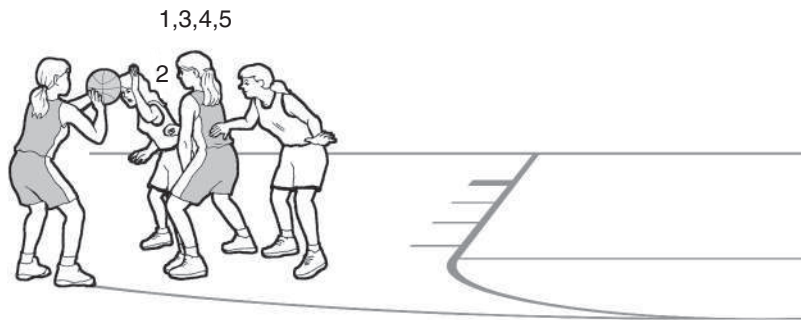
Screening on and off the Ball

Critical Features

1. Set screen on side of defender
2. Defensive position with arms crossed low
3. Remain stationary when within one step of defender
4. Prepare for contact
5. Prepare to move toward basket or to the ball

Instructional Cues

1. Side screen
2. Screen ready position
3. Hold position
4. Brace body
5. Roll quickly off of screen



Description

The purpose of screening is to block a defensive player near or away from the ball in order to free up an offensive player to create more scoring opportunities. An offensive player moves toward a defensive player and attempts to set a "pick" or to block his or her movement in a given direction, allowing an offensive player to get open. The offensive player screening or setting the "pick" must be stationary.

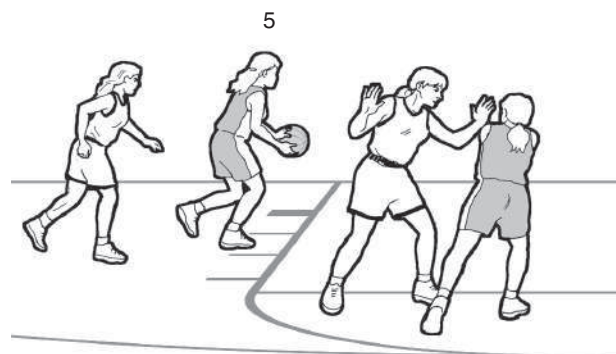
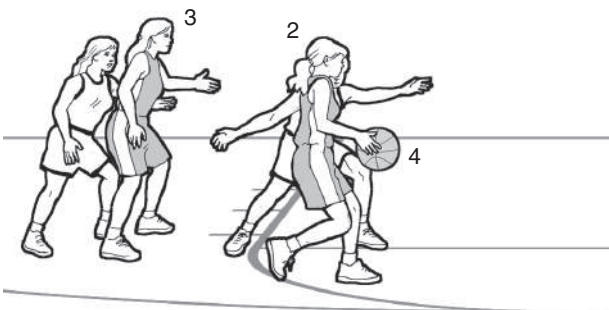
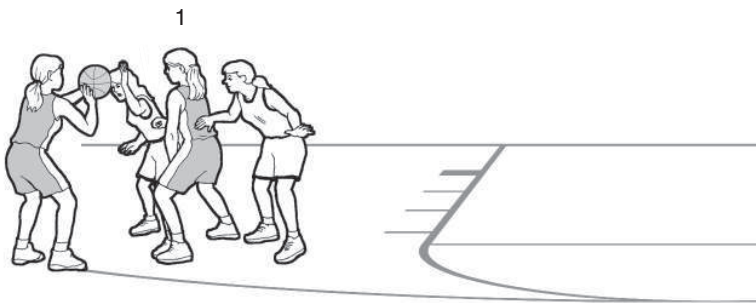
Pick and Roll

Critical Features

1. Set screen for dribbler
2. Dribbler moves close to and by the screen to elude defender
3. Screener rolls out of screening position toward basket
4. If defenders do not switch, dribbler maintains possession of ball
5. If defenders switch, dribbler passes ball to rolling screener

Instructional Cues

1. Pick
2. Dribble by shoulder to shoulder
3. Roll
4. No switch equals keep
5. Switch equals pass



Description

With this skill, an offensive player sets a pick and then rolls away from the defensive player in order to get open and receive a pass. This skill enables the offensive player to set up a scoring opportunity.

PASE Basketball Student Coaching Plan 9



COACHING QUOTE



"Anyone who has never made a mistake has never tried anything new."

—Albert Einstein

Skills

- Set and jump shot and layup review
- Offensive and defensive footwork review

Tactic

- Screening on and off the ball

Coaching Cues

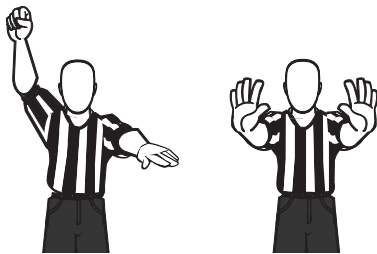
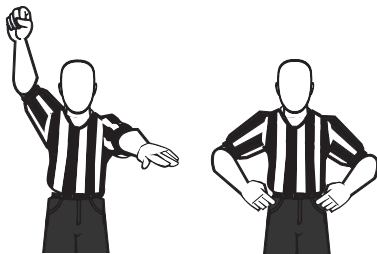

Set/Jump shots	Layup	Screening on/off ball	Pick and roll
✓ Balanced position	✓ Power drive	✓ Side screen	✓ Pick
✓ Take up with two hands	✓ Up with two hands	✓ Screen ready position	✓ Dribble by shoulder to shoulder
✓ Set: feet to floor	✓ Left hand–right foot or right hand–left foot	✓ Hold position	✓ Roll
✓ Jump: jump straight up	✓ One-hand gentle release	✓ Brace body	✓ No switch equals keep
✓ Straighten arm, wave good-bye to ball	✓ Bank ball	✓ Roll quickly off of screen	✓ Switch equals pass
✓ High release			

Keys to Success

- Focus the team on the coaching cues for the new skills.
- Check to see if teammates know when to use a pick and roll.
- Help teammates progress through the **Activity Task Card**.
- Make sure team moves quickly between different lesson segments.

Rules and Official's Signals

- **Pushing without the ball.** Making contact with an opponent using your hands in a horizontal manner that may inhibit opponent's performance. Discuss, demonstrate, and practice pushing signal.
- **Blocking.** Review blocking signal.
- **Unsportsmanlike.** Review unsportsmanlike signal.

Pushing without ball (15)	Blocking (14)	Unsportsmanlike (17)
 <p>Imitate push</p>	 <p>Both hands on hips</p>	 <p>Hands above head, grasp wrist of closed hand</p>

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Activity Task Card 9

Skills

- Set and jump shot and layup review
- Offensive footwork review

Tactics

- Screening on and off the ball
- Pick and roll

Learning tasks	Self	Peer	Coach
1. Under the direction of the coach, perform the cues for today's new skills two times each.			<input type="checkbox"/>
2. Under the direction of the coach, perform the official's signals for today's lesson three times each.			<input type="checkbox"/>
3. Set a screen on a defender who is walking five times.	<input type="checkbox"/>		
4. Set a screen on a defender who is jogging five times.	<input type="checkbox"/>		
5. Set a screen on a defender who is walking, and after screening, roll to the basket five times.			<input type="checkbox"/>
6. Set a screen on a defender who is jogging, and after screening, roll to the basket five times.		<input type="checkbox"/>	
7. Set a screen on a defender who is walking, and after screening, roll to the basket and receive a pass from the dribbler five times.		<input type="checkbox"/>	
8. Set a screen on a defender who is jogging, and after screening, roll to the basket and receive a pass from the dribbler five times.		<input type="checkbox"/>	
9. How many pick and rolls can you successfully execute in 30 sec? (Record score only if using Individual Activity Task Card Recording Sheet .)	#___		<input type="checkbox"/>
10. 3-on-3: In groups of six, play a game of keep-away from the defense for 30 sec. After the 30 sec is completed, switch offensive and defensive positions. To score, you must create open passing lanes by using screens. Each successful pass is a point for the offense. Repeat this game until each player has had an opportunity to play on offense twice. (Record score only if using Individual Activity Task Card Recording Sheet .)	#___		<input type="checkbox"/>
11. Using the following questions, determine the skills and tactics your team needs to review. Locate the appropriate task cards and begin the review. Identify which task you last completed, using the Individual Activity Task Card Recording Sheet located in the coach's folder. Answer the following questions and discuss what you discovered with a teammate. <ul style="list-style-type: none"> • In which application contests so far has your team performed well? • In which application contests so far has your team not performed so well? • Which skills and tactics should you practice to improve your future performance? (Record score only if using Individual Activity Task Card Recording Sheet.) 	#___		<input type="checkbox"/>

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest 9

Equipment

- Two cones
- Pencils
- Boundary markers
- Whistles
- Lesson 9 Scorecard
- Officials' pinnies
- One clipboard
- Colored pinnies (teams)

Objectives

- Demonstrate a screen on and off the ball
- Demonstrate a pick and roll
- Dribble to reposition and L- and V-cuts to create open passing lanes

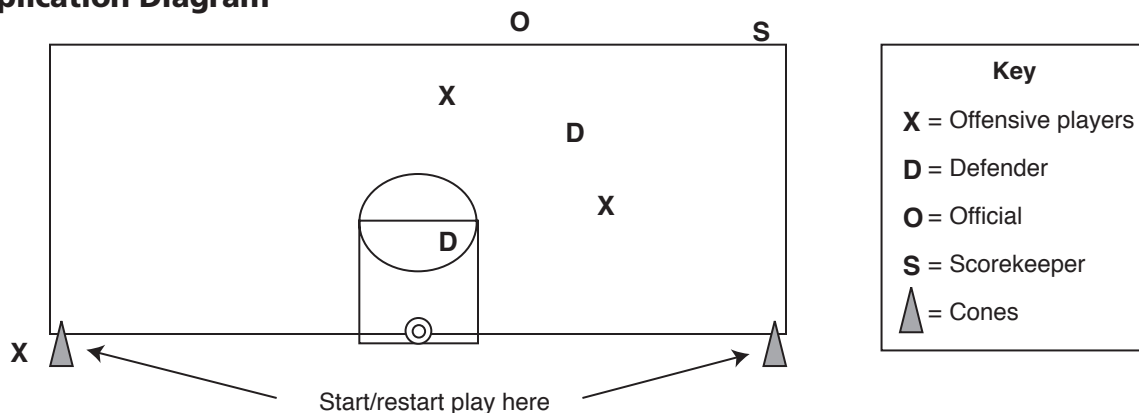
Goals

Achieve the maximum number of successful jump shots or layups (or both) as a result of a pick and roll in two 2-minute trials

Application Description

This is a 3 vs. 2 competition, with three offensive players and two defensive players. The offense must begin play from either cone by passing the ball to a teammate. After the ball is in play, the offense must attempt to move the ball via dribbling, passing, and screening in an attempt to create successful jump shots and layups. For a basket to be scored, it must be preceded by a pick and roll. If the defense intercepts or deflects the ball, the offense retains possession and must restart play at either cone. Play also restarts at either cone when a shot is made or missed. The competition will last for four 2-minute trials, with possession of the ball changing on each new 2-minute trial. Substitutions enter the game at the beginning of each new 2-minute trial. Each team member must have participated during two of the four 2-minute trials. Repeat until each team has been on offense two times. The teacher should have multiple games going at the same time based on space and equipment and use a single game clock for all games.

Application Diagram



Scorekeeper's Guidelines

Provide scorekeepers with an example to fill in on their scorecard.

- 2 points per jump shot that is successful if preceded by a pick and roll.
- 2 points per layup that is successful if preceded by a pick and roll.
- Record scores for the offensive team after the official's signal indicating a successful shot.
- Combine all team points for both offensive trials for a total team score.

Referee's Guidelines

- No points awarded if a jump shot is performed from the 3-point area.
- No points if same player shoots two consecutive times.
- No points if shot is not initiated with a pick and roll.
- Demonstrate appropriate signals for violations.
- Demonstrate appropriate signals related to scoring.
- Demonstrate appropriate clock-related signals.

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest Scorecard 9

[illegible]

PASE BASKETBALL LESSON PLAN 10

Resources: Lesson Focus

- ◆ Numbered colored pinnies—six per team (also used during application contest)
- ◆ Basketballs—three to six per team (also used during application contest)
- ◆ Hula hoops—one per team (used to organize team materials)
- ◆ Stopwatches—one per team
- ◆ Pencils

Resources: Application Contest

- ◆ PASE Application Contest 10
- ◆ PASE Application Contest Scorecard 10
- ◆ PASE Official's Pocket Reference
- ◆ Two to four cones
- ◆ Boundary markers
- ◆ One clipboard
- ◆ Pencils
- ◆ Whistles
- ◆ Officials' pinnies

Instructional Materials

- ◆ PASE IRL Rubric and Recording Sheet (appendix B)
- ◆ PASE Attendance Recording Sheet (appendix B)
- ◆ PASE Roles and Responsibilities Assignments and Recording Sheet (appendix B)
- ◆ PASE Student Coaching Plans 3-5, 7-9
- ◆ PASE Activity Task Cards 3-5, 7-9
- ◆ PASE Fitness Activities Sheets (appendix B)
- ◆ PASE Personal or Team Fitness Recording Sheet (appendix B)
- ◆ PASE Individual or Team Activity Task Card Recording Sheet (appendix B)
- ◆ PASE Basketball Lesson Plan 11
- ◆ PASE Knowledge Quiz 1
- ◆ PASE Team Goal-Setting Sheet (appendix C)

Instructional Focus

Skills

- ◆ Review skills taught to date.

Tactics


- ◆ Review tactics taught to date.

Objectives

- ◆ Further develop basketball skills and tactics by progressing through learning activities from previous lessons not yet completed during team practice
- ◆ Demonstrate personal and social responsibility


Team Role Check

- ◆ Students enter gymnasium and immediately report to home court area.
- ◆ Check daily roles and associated duties from materials provided.

 *Begin team warm-up.*

Team Warm-Up

- ◆ Conduct the team warm-up simultaneously to coaches' meeting.
- ◆ Fitness trainer leads team through warm-up using the PASE Fitness Activities Sheets.
- ◆ Fitness trainer or individuals record performance on team warm-up using either the **Personal** or **Team Fitness Recording Sheet**.

 *Teams transition to daily review.*

Coaches' Meeting

- ◆ Conduct the coaches' meeting simultaneously to team warm-up.
- ◆ All team coaches report to designated meeting area.
- ◆ Teacher provides coaches with choice of Student Coaching Plans 3-5 and 7-9 and Activity Task Cards 3-5 and 7-9.
- ◆ Teacher outlines the day's events.



Coaches transition to home court area and join warm-up.

Team Review

- ◆ Review progress of team goals from **lessons 3-9**.
- ◆ Identify areas of need from **lessons 3-9**.
- ◆ Record goals on **Team Goal-Setting Sheet**.
- ◆ Prepare to practice in identified areas during team practice (use task cards and coaching plans from previous lessons).



Teams transition to designated instructional area for teacher instructions.

Teacher Instruction


- ◆ Introduce daily lesson focus and review **lessons 3-9**.
- ◆ Provide anticipatory set:



Today is the second of three review lessons. The purpose of today's lesson is to review the skills and tactics that we have learned and practiced so far. You will have the opportunity to select and practice skills and tactics that your team needs the most work on. Each of these skills and tactics is important and should be mastered by all of your team members in order to improve your chances of being successful in specific game situations.

- ◆ Check for student understanding of previously learned skills and tactics by using questions, student demonstrations, or both.
 - ◆ Q1: "What is a common method for moving the ball as an individual?"
 - ◆ Q2: "What are the four passes learned so far? When should each be used?"
 - ◆ Q3: "What are two ways that you can create space when you don't have the ball?"
 - ◆ Q4: "What three moves can you make from the triple-threat position?"
 - ◆ Q5: "What are three types of shots that we have learned?"
 - ◆ Q6: "What is the difference between defense on and off the ball?"
 - ◆ Q7: "What are two offensive tactics used for scoring with a layup?"
- ◆ Provide any additional important information about previously learned skills and tactics.
- ◆ Check for student understanding of previously learned official's signals by using questions, student demonstrations, gamelike scenarios, or a combination of these.
 - ◆ 1-, 2-, and 3-point scoring (1, 2, 3)
 - ◆ Charging with the ball (16)
 - ◆ Stop clock (4)
 - ◆ Blocking (14)
 - ◆ Unsportsmanlike (17)
 - ◆ Traveling (8)
 - ◆ Pushing without the ball (15)
 - ◆ Double dribble (9)
 - ◆ Illegal use of hands (13)
 - ◆ Carrying (10)

- ♦ Stop clock for a foul (5)
- ♦ Jump ball (12)

 *Teams transition to home court area for daily team practice.*

Team Practice

- ♦ Complete **Knowledge Quiz 1** (refer to **Knowledge Quiz 1**; be sure to cover the answer key before making copies for students).
- ♦ Team-directed practice begins (refer to **Activity Task Cards 3-5** and **7-9** and **Individual or Team Activity Task Card Recording Sheet**).
- ♦ Teacher moves through home court area to facilitate team practice.
 - ♦ Manage learning environment.
 - ♦ Observe and assess individual and team performance.
 - ♦ Provide encouragement and instructional feedback.

 *Teams transition back to designated instructional area for application contest.*

Application Contest

- ♦ Teacher explains and demonstrates daily contest (refer to **Application Contest 10**).
 - ♦ Identify tactical focus and related skills (refer to **Application Contest Scorecard 10**).
 - ♦ Identify contest goals.
 - ♦ Discuss procedures for scoring and refereeing:
- ♦ **Scoring:** Use nonshaded areas on **Application Contest Scorecard 10**.
- ♦ **Refereeing:** Refer to and use designated referee signals located on the Official's Pocket Reference.


 *Teams transition to designated contest areas to perform assigned duties.*

- ♦ Teacher actively monitors individual and team performance.

 *Teams transition to designated instructional area for closure.*

Closure

- ♦ Teacher reviews lesson focus.
- ♦ Teacher discusses assessment of individual and team performance.
- ♦ Check for student understanding using questions and demonstrations (refer back to questions and demonstrations from the introduction).
- ♦ Allow for student questions and preview **lesson 11**.

 *Teams transition to home court areas for individual and team assessment.*

Individual and Team Assessment

Assessment summary

- ♦ Complete **PASE IRL Recording Sheet** (each person).
- ♦ Summarize/Complete **Application Contest Scorecard 10** (scorekeeper).
- ♦ Complete **PASE Attendance Recording Sheet** (coach).
- ♦ Complete **PASE Roles and Responsibilities Recording Sheet** (each person).
- ♦ Supervise assessment completion (coach).
- ♦ Collect the following:
 - ♦ **PASE Outside-of-Class Physical Activity Participation Log** (each person)

 *Teams organize materials and exit class from home court areas.*

PASE Basketball Application Contest 10

Equipment

- Two cones
- Pencils
- Boundary markers
- Whistles
- Lesson 10 Scorecard
- Officials' pinnies
- One clipboard
- Colored pinnies (teams)

Objectives

- Demonstrate a screen on and off the ball
- Demonstrate a pick and roll
- Dribble to reposition and L- and V-cuts to create open passing lanes

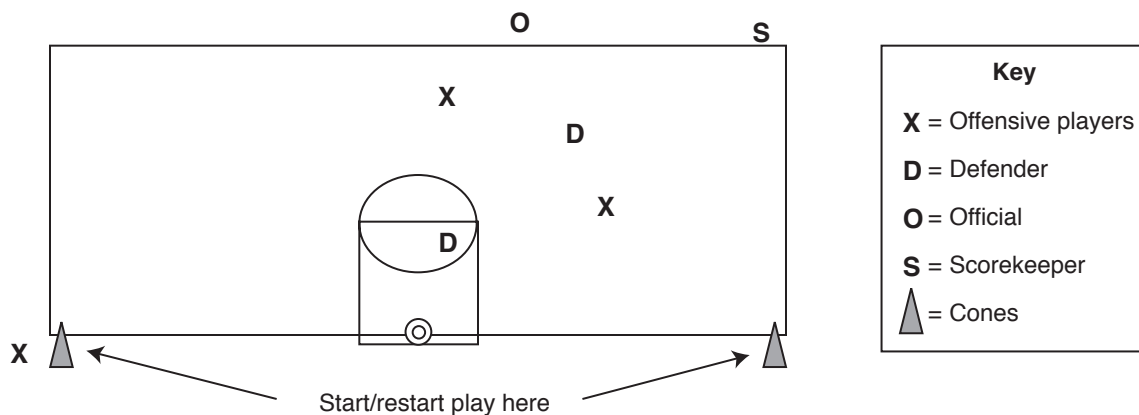
Goals

Achieve the maximum number of successful jump shots or layups (or both) in two 2-minute trials

Application Description

This is a 3 vs. 2 competition, with three offensive players and two defensive players. The offense must begin play from either cone by passing the ball to a teammate. After the ball is in play, the offense must attempt to move the ball via dribbling, passing, and screening in an attempt to create successful jump shots and layups. If the defense intercepts or deflects the ball, the offense retains possession and must restart play at either cone. Play also restarts at either cone when a shot is made or missed. The competition will last for four 2-minute trials, with possession of the ball changing on each new 2-minute trial. Substitutions enter the game at the beginning of each new 2-minute trial. Each team member must have participated during two of the four 2-minute trials. Repeat until each team has been on offense two times. The teacher should have multiple games going at the same time based on space and equipment and use a single game clock for all games.

Application Diagram



Scorekeeper's Guidelines

Provide scorekeepers with an example to fill in on their scorecard.

- 2 points per jump shot that is successful.
- 2 points per layup that is successful.
- Record scores for the offensive team after the official's signal indicating a successful shot.
- Combine all team points for both offensive trials for a total team score.

Referee's Guidelines

- No points awarded if a jump shot is performed from the 3-point area.
- No points if same player shoots two consecutive times.
- Demonstrate appropriate signals for violations.
- Demonstrate appropriate signals related to scoring.
- Demonstrate appropriate clock-related signals.

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest Scorecard 10

Instructions: Nonshaded areas must be filled in by scorekeeper.										<input type="checkbox"/> Home		<input type="checkbox"/> Away									
Team		Coach		Date		TEAM SCORING BY HALF				TEAM FINAL SCORE											
						1st Trial		2nd Trial		OT											
Scorekeeper		Opponent																			
						SCORING				SUMMARY											
Fouls		Player		1st Trial		2nd Trial		OT		2 FG		3 FG		FT		Steals	Reb.	Pts.			
										A	M	A	M	A	M						
1	2	3	4	5	Practice row to be filled in by student.																
1	2	3	4	5																	
1	2	3	4	5																	
1	2	3	4	5																	
1	2	3	4	5																	
1	2	3	4	5																	
1	2	3	4	5																	
1	2	3	4	5																	
1	2	3	4	5																	
1	2	3	4	5																	
Team Fouls				Totals								TEAM TIME-OUTS									
1	2	3	4	5	6	7	8	9	10	Alternating Jump Ball Possessions				Home	Away	Home	Away	Home	Away		

Running Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

Coach's Signature _____

Scorekeeper's Signature _____

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Knowledge Quiz 1

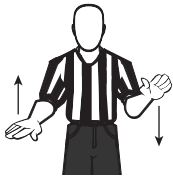
Name_____ Date_____

Instructions: Please answer the following multiple-choice questions by placing your answers in the blank to the left of the question.

- ___ 1. Which movement would be most efficient when shooting a layup from the right side of the basket?
 - a. stand on both feet, shoot with right hand
 - b. take off from the right foot, shoot with left hand
 - c. take off from left foot, shoot with both hands
 - d. take off from the left foot, shoot with right hand
- ___ 2. Which body part is essential to keep in line with the basket when shooting a jump shot?
 - a. legs
 - b. shoulders
 - c. hips
 - d. arms
- ___ 3. How many steps can a player take without traveling?
 - a. 1
 - b. 2
 - c. 3
 - d. 0
- ___ 4. What is the most significant factor to stress when performing a pass?
 - a. stepping into the pass
 - b. keeping the elbows in
 - c. handling the ball with the fingers
 - d. using a wrist snap upon release
- ___ 5. Where should a player's eyes be focused during dribbling?
 - a. downward in order to control the ball
 - b. downward in order to see the feet of a defensive player
 - c. forward in order to pass to a teammate
 - d. forward in order to alternate hands quickly
- ___ 6. Player A is cutting for the basket and runs into player B, who had an established guarding position. What is the official's decision?
 - a. blocking on player A
 - b. charging on player A
 - c. blocking on player B
 - d. charging on player B
- ___ 7. What is the action of the player without the ball who moves into an open area to receive a pass?
 - a. cutting
 - b. feinting
 - c. driving
 - d. faking

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

- ___ 8. What should you do after you set a pick?
- a. keep the defensive player from moving
 - b. wait to receive the pass
 - c. roll toward the goal, keeping the defensive player at your back
 - d. roll away from the goal, keeping the defensive player at your back
- ___ 9. Which statement best describes a give and go?
- a. setting a screen against a teammate's guard and roll
 - b. moving into an open space hoping to receive the ball
 - c. passing to a teammate followed by a cut and return pass
 - d. moving in one direction followed by a quick move in another direction
- ___ 10. The following official's signal represents what?



- a. charging
- b. illegal use of hands
- c. blocking
- d. double dribble

PASE BASKETBALL KNOWLEDGE QUIZ 1 KEY

- | | |
|------|-------|
| 1. d | 6. b |
| 2. b | 7. a |
| 3. b | 8. c |
| 4. d | 9. c |
| 5. c | 10. d |

PASE BASKETBALL LESSON PLAN 11

Resources: Lesson Focus

- ◆ Numbered colored pinnies—six per team (also used during application contest)
- ◆ Basketballs—three to six per team (also used during application contest)
- ◆ Hula hoops—one per team (used to organize team materials)
- ◆ Stopwatches—one per team
- ◆ Pencils

Resources: Application Contest

- ◆ PASE Application Contest 11
- ◆ PASE Application Contest Scorecard 11
- ◆ PASE Official's Pocket Reference
- ◆ Two to four cones
- ◆ Boundary markers
- ◆ One clipboard
- ◆ Pencils
- ◆ Whistles
- ◆ Officials' pinnies

Instructional Materials

- ◆ PASE Attendance Recording Sheet (appendix B)
- ◆ PASE Roles and Responsibilities Assignments and Recording Sheet (appendix B)
- ◆ PASE Student Coaching Plan 11
- ◆ PASE Activity Task Card 11
- ◆ PASE Fitness Activities Sheets (appendix B)
- ◆ PASE Personal or Team Fitness Recording Sheet (appendix B)
- ◆ PASE Individual or Team Activity Task Card Recording Sheet (appendix B)
- ◆ PASE Outside-of-Class Physical Activity Participation Log (appendix B)
- ◆ PASE Basketball Lesson Plan 12

Instructional Focus

Skills

- ◆ Offensive rebounding
- ◆ Defensive rebounding

Tactic


None

Objectives

- ◆ Develop rebounding skills by progression through learning activities during team practice
- ◆ Utilize previously learned tactics in an application contest
- ◆ Demonstrate personal and social responsibility

Team Role Check

- ◆ Students enter gymnasium and immediately report to home court area.
- ◆ Check daily roles and associated duties from materials provided.

 *Begin team warm-up.*


Team Warm-Up

- ◆ Conduct the team warm-up simultaneously to coaches' meeting.
- ◆ Fitness trainer leads team through warm-up using the PASE Fitness Activities Sheets.
- ◆ Fitness trainer or individuals record performance on team warm-up using either the **Personal** or **Team Fitness Recording Sheet**.

 *Teams transition to daily review.*

Coaches' Meeting

- ◆ Conduct the coaches' meeting simultaneously to team warm-up.
- ◆ All team coaches report to designated meeting area.
- ◆ Teacher provides coaches with Student Coaching Plan 11 and Activity Task Card 11.
- ◆ Teacher outlines the day's events.

 *Coaches transition to home court area and join warm-up.*


Team Review

- ◆ Review progress of team goals from **lesson 10**. This would be found in the student/team recording sheet which the students have every lesson.
- ◆ Identify areas of need from **lesson 10**.
- ◆ Practice to improve areas of need.

 *Teams transition to designated instructional area for teacher instructions.*

Teacher Instruction

- ◆ Introduce daily lesson focus and review **lesson 10**.
- ◆ Provide anticipatory set:

 The purpose of today's lesson is to introduce two types of rebounding that are used following a shot. Each of these rebounding techniques is used in specific situations depending on whether you're on offense or defense. The importance of these techniques is that they can help you gain or retain possession of the ball. After learning the two types of rebounding techniques introduced today, you will be able to better understand and execute rebounds in game situations.

- ◆ Provide information about skills and strategies.
- ◆ **Introduce** the following new skills for the day.
- ◆ Complete teacher and student demonstrations (or both) of these skills and tactics:


OFFENSIVE REBOUNDING

Critical features	Instructional cues
Anticipate angle of rebounding shot	React to shot
Feint direction to confuse defensive rebounder	Fake direction
Roll off of defensive contact in opposite direction of feint	Roll off
Jump for ball with raised arms	Jump and reach
Bring ball to chest with elbows out	Protect ball

DEFENSIVE REBOUNDING


Critical features	Instructional cues
Anticipate angle of rebounding shot	React to shot
Position body between basket or ball and offensive rebounder	Locate position
Maintain contact with offensive player	Keep contact
Jump for ball with raised arms	Jump and reach
Prepare to make outlet pass to teammate	Look to pass

- ◆ Provide information about official's signals and rules.
- ◆ **Introduce** today's signals and rules. Demonstrate and explain the following signals and rules:
 - ◆ Pushing without the ball (15)
 - ◆ Unsportsmanlike (17)
 - ◆ 3 seconds (11)
- ◆ Check for student understanding using questions, student demonstrations, or both.
 - ◆ Q1: "What is the advantage of offensive rebounding?"
 - ◆ Q2: "When preparing to rebound the ball, what is the first thing you should do?"
 - ◆ Q3: "After rebounding the ball what should you do? Why?"

 *Teams transition to home court area for daily team practice.*

Team Practice

- ◆ Team-directed practice begins (refer to **Activity Task Card 11** and **Individual or Team Activity Task Card Recording Sheet**).
- ◆ Teacher moves through home court area to facilitate team practice.
 - ◆ Manage learning environment.
 - ◆ Observe and assess individual and team performance.
 - ◆ Provide encouragement and instructional feedback.

 *Teams transition back to designated instructional area for application contest.*

Application Contest

- ◆ Teacher explains and demonstrates daily contest (refer to **Application Contest 11**).
 - ◆ Identify tactical focus and related skills (refer to **Application Contest Scorecard 11**).
 - ◆ Identify contest goals.
 - ◆ Discuss procedures for scoring and refereeing.
- ◆ **Scoring:** Use nonshaded areas on **Application Contest Scorecard 11**.
- ◆ **Refereeing:** Refer to and use designated referee signals located on the Official's Pocket Reference.

 *Teams transition to designated contest areas to perform assigned duties.*

- ◆ Teacher actively monitors individual and team performance.

 *Teams transition to designated instructional area for closure.*

Closure


- ◆ Teacher reviews lesson focus.
- ◆ Teacher discusses assessment of individual and team performance.

- ♦ Check for student understanding using questions and demonstrations (refer back to questions and demonstrations from the introduction).
- ♦ Allow for student questions and preview **lesson 12**.

 *Teams transition to home court areas for individual and team assessment.*

Individual and Team Assessment

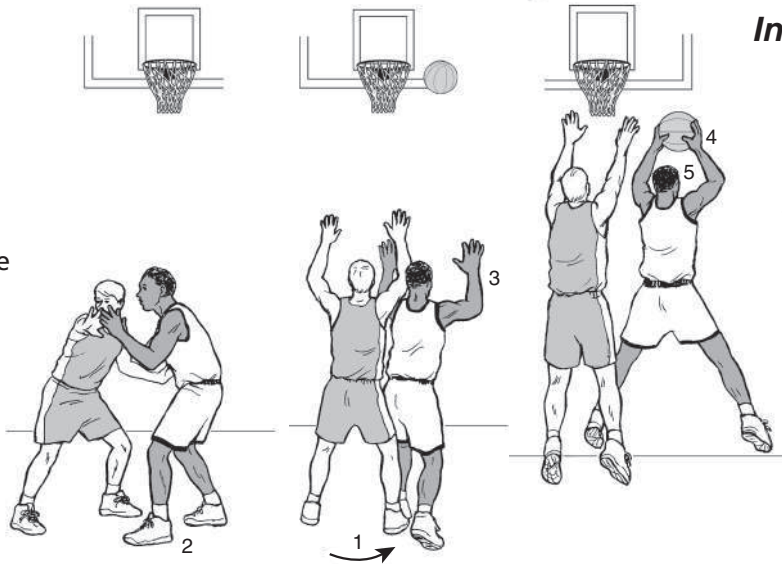
- ♦ Assessment summary
 - ♦ Summarize/Complete **Application Contest Scorecard 11** (scorekeeper).
 - ♦ Complete **PASE Attendance Recording Sheet** (coach).
 - ♦ Complete **PASE Roles and Responsibilities Recording Sheet** (each person).
 - ♦ Supervise assessment completion (coach).
- ♦ Distribute the following:
 - ♦ **PASE Outside-of-Class Physical Activity Participation Log** (each person)

 *Teams organize materials and exit class from home court areas.*

Offensive Rebounding

Critical Features

1. Anticipate angle of rebounding shot
2. Feint direction to confuse defensive rebounder
3. Roll off of defensive contact in opposite direction of feint
4. Jump for ball with raised arms
5. Bring ball to chest with elbows out



Instructional Cues

1. React to shot
2. Fake direction
3. Roll off
4. Jump and reach
5. Protect ball

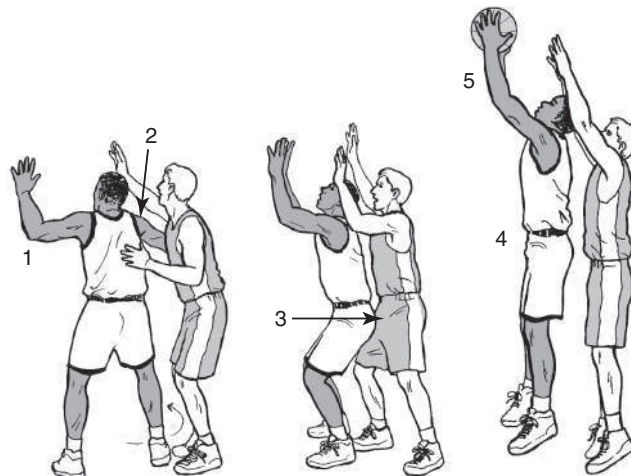
Description

The offensive rebounding skill is the act of gaining possession of the ball by the offensive team following a missed field goal attempt by a player on the same team. The offensive player is typically behind the defensive player at the start of the sequence, so constant movement must be a characteristic of an offensive rebounder.

Defensive Rebounding

Critical Features

1. Anticipate angle of rebounding shot
2. Position body between basket or ball and offensive rebounder
3. Maintain contact with offensive player
4. Jump for ball with raised arms
5. Prepare to make outlet pass to teammate



Instructional Cues

1. React to shot
2. Locate position
3. Keep contact
4. Jump and reach
5. Look to pass

Description

Defensive rebounding is the act of gaining possession of the ball by the defensive team after the offensive team has attempted and missed a field goal. Because more shots are missed than made in a basketball game, this skill takes on importance. Gaining possession prevents the opponent from scoring points and often translates into one team's controlling the game tempo.

PASE Basketball Student Coaching Plan 11



"Failure to prepare is preparing for failure."

—John Wooden

Skills

- Offensive rebounding
- Defensive rebounding

Tactics

- Review all.

Coaching Cues

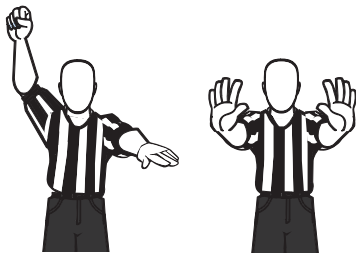

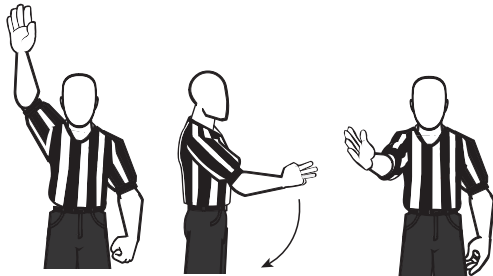
Offensive rebounding	Defensive rebounding
✓ React to shot	✓ React to shot
✓ Fake direction	✓ Locate position
✓ Roll off	✓ Keep contact
✓ Jump and reach	✓ Jump and reach
✓ Protect ball	✓ Look to pass

Keys to Success

- Focus the team on the coaching cues for the new skills.
- Check to see if teammates know how to rebound without fouling their opponent.
- Help teammates progress through the **Activity Task Card**.
- Make sure team moves quickly between different lesson segments.

Rules and Official's Signals

- **Pushing without ball.** Review pushing signal.
- **Unsportsmanlike.** Review unsportsmanlike signal.
- **3 seconds.** An offensive player remains in the 3-second lane longer than 3 seconds while the ball is in play. Discuss, demonstrate, and practice 3-second signal.

Pushing without ball (15)	Unsportsmanlike (17)	3 seconds (11)
 <p>Imitate push</p>	 <p>Hands above head, grasp wrist of closed hand</p>	 <p>Arm extended, show three fingers</p>

PASE Basketball Activity Task Card 11

Skills

- Offensive rebounding
- Defensive rebounding

Tactics

- Review all.

Learning tasks	Self	Peer	Coach
1. Under the direction of the coach, perform the cues for today's skills two times each.			<input type="checkbox"/>
2. Under the direction of the coach, perform the official's signals for today's lesson three times each.			<input type="checkbox"/>
3. In pairs, around the basket without a ball, pretend to secure a defensive rebound on the coach's signal five times. Switch roles so each partner attempts the defensive rebound five times. (Offensive player is passive.)		<input type="checkbox"/>	
4. In pairs, around the basket without a ball, pretend to secure an offensive rebound on the coach's signal five times. Switch roles so each partner attempts the offensive rebound five times. (Defensive player is passive.)		<input type="checkbox"/>	
5. In pairs, around the basket with a ball, secure a defensive rebound from a shot taken by the coach from the foul line five times. Switch roles so each partner attempts the defensive rebound five times. (Offensive player is passive.)		<input type="checkbox"/>	
6. In pairs, around the basket with a ball, secure an offensive rebound from a shot taken by the coach from the foul line five times. Switch roles so each partner attempts the offensive rebound five times. (Defensive player is passive.)		<input type="checkbox"/>	
7. In pairs, around the basket with a ball, secure a defensive rebound from a shot taken by the coach from a 45-degree angle to the right five times. Switch roles so each partner attempts the defensive rebound five times. (Offensive player is passive.)		<input type="checkbox"/>	
8. In pairs, around the basket with a ball, secure an offensive rebound from a shot taken by the coach from a 45-degree angle to the left five times. Switch roles so each partner attempts the offensive rebound five times. (Defensive player is passive.)		<input type="checkbox"/>	
9. In pairs, around the basket with a ball, secure a rebound from a shot taken by the coach from either the right, left, or straight ahead five times. Switch roles so each partner is on defense five times. (Both players are active.) Answer the following questions and discuss what you discovered about rebounding against an opponent. (Record score only if using Individual Activity Task Card Recording Sheet .)	# ____		<input type="checkbox"/>
<ul style="list-style-type: none"> • Is it easier to secure an offensive or defensive rebound? Why? • What should you do to be able to secure an offensive rebound? Why? • How can you use your body to help rebound the ball? 			
10. Repeat #9. This time, defense earns a point for every rebound and outlet pass sequence. Remember scores. (Record score only if using Individual Activity Task Card Recording Sheet .)	# ____		<input type="checkbox"/>

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest 11

Equipment

- Two cones
- Pencils
- Boundary markers
- Whistles
- Lesson 11 Scorecard
- Officials' pinnies
- One clipboard
- Colored pinnies (teams)

Objectives

Demonstrate offensive and defensive rebounding

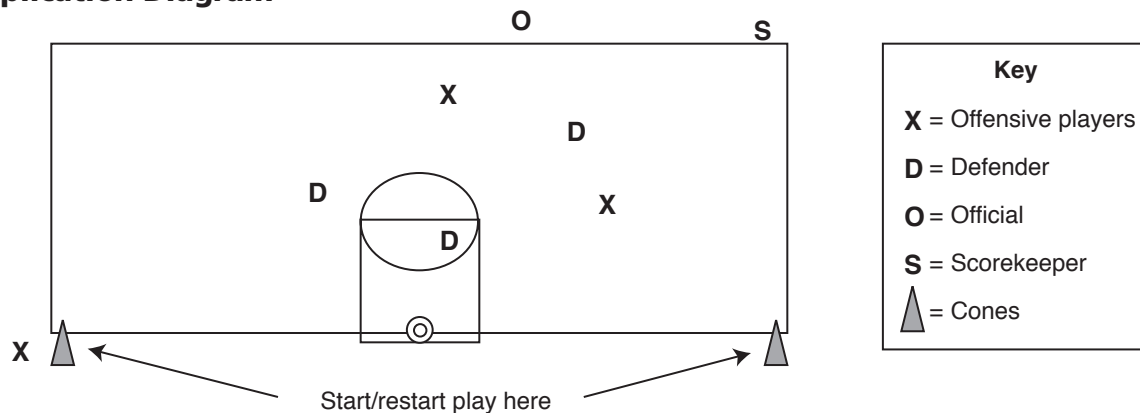
Goals

Achieve the maximum number of successful jump shots or layups (or both) and offensive or defensive rebounds in two 2-minute trials

Application Description

This is a 3 vs. 3 competition, with three offensive players and three defensive players. The offense must begin play from either cone by passing the ball to a teammate. After the ball is in play, the offense must attempt to move the ball via dribbling, passing, and screening in an attempt to create successful jump shots and layups. Following a missed shot, players attempt to secure a rebound. Once a rebound has been secured, play restarts at the cones. If the defense intercepts or deflects the ball, the offense retains possession and must restart play at either cone. The competition will last for four 2-minute trials, with possession of the ball changing on each new 2-minute trial. Substitutions enter the game at the beginning of each new 2-minute trial. Each team member must have participated during two of the four 2-minute trials. Repeat until each team has been on offense two times. The teacher should have multiple games going at the same time based on space and equipment and use a single game clock for all games.

Application Diagram



Scorekeeper's Guidelines

Provide scorekeepers with an example to fill in on their scorecard.

- 2 points per jump shot or layup that is successful.
- 2 points per offensive rebound that is successfully secured.
- 2 points per defensive rebound that is successfully secured and followed by a successful outlet pass.
- Record scores for the offensive team after the official's signal indicating a successful shot or rebound.
- Combine all team points for a total team score.

Referee's Guidelines

- No points awarded if a jump shot is performed from the 3-point area.
- No points if same player shoots two consecutive times.
- Demonstrate appropriate signals for violations.
- Demonstrate appropriate signals related to scoring.
- Demonstrate appropriate clock-related signals.

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest Scorecard 11

Instructions: Nonshaded areas must be filled in by scorekeeper.															<input type="checkbox"/> Home		<input type="checkbox"/> Away									
Team		Coach		Site		TEAM SCORING BY PERIODS							FINAL SCORE													
						1st	2nd	3rd	4th	OT																
Timer		Scorekeeper		Date																						
Fouls		Player		SCORING							SUMMARY															
				1st trial	2nd trial	3rd trial	4th trial	OT	2 FG A	2 FG M	3 FG A	3 FG M	FT A	FT M	Steals	Reb.	Pts.									
1	2	3	4	5	Practice row to be filled in by student.																					
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
Totals		Team fouls										Totals														
		Alternating jump ball possessions										Alternating jump ball possessions														
1	2	3	4	5	6	7	8	9	10	Home		Away		Home		Away		Home		Away		Home				
Running Score		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
		26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
		51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
		76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
Coach's Signature										Scorekeeper's Signature																

PASE BASKETBALL LESSON PLAN 12

Resources: Lesson Focus

- ◆ Numbered colored pinnies—six per team (also used during application contest)
- ◆ Basketballs—three to six per team (also used during application contest)
- ◆ Hula hoops—one per team (used to organize team materials)
- ◆ Stopwatches—one per team
- ◆ Pencils

Resources: Application Contest

- ◆ PASE Application Contest 12
- ◆ PASE Application Contest Scorecard 12
- ◆ PASE Official's Pocket Reference
- ◆ Two to four cones
- ◆ Boundary markers
- ◆ One clipboard
- ◆ Pencils
- ◆ Whistles
- ◆ Officials' pinnies

Instructional Materials

- ◆ PASE Attendance Recording Sheet (appendix B)
- ◆ PASE Roles and Responsibilities Assignments and Recording Sheet (appendix B)
- ◆ PASE Student Coaching Plan 12
- ◆ PASE Activity Task Card 12
- ◆ PASE Fitness Activities Sheets (appendix B)
- ◆ PASE Personal or Team Fitness Recording Sheet (appendix B)
- ◆ PASE Individual or Team Activity Task Card Recording Sheet (appendix B)
- ◆ PASE Basketball Lesson Plan 13

Instructional Focus


Skills	Tactics
◆ All	◆ Offensive post play
	◆ Defensive post play

Objectives

- ◆ Develop post play skills by progression through learning activities during team practice
- ◆ Utilize previously learned tactics in an application contest
- ◆ Demonstrate personal and social responsibility

Team Role Check

- ◆ Students enter gymnasium and immediately report to home court area.
- ◆ Check daily roles and associated duties from materials provided.

 *Begin team warm-up.*

Team Warm-Up

- ◆ Conduct the team warm-up simultaneously to coaches' meeting.
- ◆ Fitness trainer leads team through warm-up using the PASE Fitness Activities Sheets.
- ◆ Fitness trainer or individuals record performance on team warm-up using either the



Personal or Team Fitness Recording Sheet.

Teams transition to daily review.

Coaches' Meeting

- ◆ Conduct the coaches' meeting simultaneously to team warm-up.
- ◆ All team coaches report to designated meeting area.



Teacher provides coaches with Student Coaching Plan 12 and Activity Task Card 12.

Teacher outlines the day's events.

Coaches transition to home court area and join warm-up.

Team Review

- ◆ Review progress of team goals from **lesson 11**. This would be found in the student/team recording sheet which the students have every lesson.



Identify areas of need from **lesson 11**.

Practice to improve areas of need.

Teams transition to designated instructional area for teacher instructions.

Teacher Instruction

- ◆ Introduce daily lesson focus and review **lesson 11**.



Provide anticipatory set:

The purpose of today's lesson is to introduce offensive and defensive post play. The offensive player is considered to be in post play position when located on the edge of the lane with his or her back to the basket. The low post position is on the lane close to the basket, and the high post position is on the lane near the foul line. During effective post play the offensive post players have the responsibility of positioning themselves in front of the defensive player (low or high) in order to receive a pass and make an offensive play. During the offensive post play set, the defense must be able to deny the pass to the post player by either splitting or fronting the offensive post player. Once an offensive post player receives the ball, the defender must be positioned in such a way as to deny a shot or pass.

- ◆ Provide information about skills and strategies.
- ◆ **Introduce** the following new skills and tactics for the day.
- ◆ Complete teacher or student demonstrations (or both) of these skills and tactics:


OFFENSIVE POST PLAY

Critical features	Instructional cues
Keep defender to one side using upper body on that side	Deny front position
Defender fronting: push defender toward foul line and cut back to basket	Push high and cut
Defender splitting: feint away and cut to opposite side of the defender toward ball	Fake and roll
Continually move to maintain position, keeping feet in front of defenders	Move feet
Avoid standing in lane area for more than 3 seconds at a time	3-second rule

DEFENSIVE POST PLAY


Critical features	Instructional cues
Keep hand and foot nearest ball between offense and ball, and place opposite hand and foot between opponent and basket	Split defender
Below foul line: deny the ball by playing behind the opponent between the opponent and basket	Baseline side
Above foul line: deny ball by placing body slightly behind the opponent to ball side	Watch back-door cut
Keep moving to maintain balance and position	Keep moving
If post player goes outside, remain in lane to provide help to teammates	Look to help

- ◆ Provide information about official's signals and rules.
- ◆ **Introduce** today's signals and rules. Demonstrate and explain the following signals and rules:
 - ◆ Charging with the ball (16)
 - ◆ Carrying (10)
 - ◆ 3 seconds (11)
- ◆ Complete teacher or student demonstrations (or both).
- ◆ Check for student understanding using questions, student demonstrations, or both.
 - ◆ Q1: "Where should you be located to be considered a high/low post player?"
 - ◆ Q2: "What type of passes would you use to get the ball to a player in the low/high post?"
 - ◆ Q3: "When should you split/front your opponent?"
 - ◆ Q4: "How can you get your teammates open in the high/low post?"

 *Teams transition to home court area for daily team practice.*

Team Practice

- ◆ Team-directed practice begins (refer to **Activity Task Card 12** and **Individual or Team Activity Task Card Recording Sheet**).
- ◆ Teacher moves through home court area to facilitate team practice.
 - ◆ Manage learning environment.
 - ◆ Observe and assess individual and team performance.
 - ◆ Provide encouragement and instructional feedback.

 *Teams transition back to designated instructional area for application contest.*

Application Contest

- ◆ Teacher explains and demonstrates daily contest (refer to **Application Contest 12**).
 - ◆ Identify tactical focus and related skills (refer to **Application Contest Scorecard 12**).
 - ◆ Identify contest goals.
 - ◆ Discuss procedures for scoring and refereeing.
- ◆ **Scoring:** Use nonshaded areas on **Application Contest Scorecard 12**.
- ◆ **Refereeing:** Refer to and use designated referee signals located on the Official's Pocket Reference.

 *Teams transition to designated contest areas to perform assigned duties.*

- ♦ Teacher actively monitors individual and team performance.

 *Teams transition to designated instructional area for closure.*

Closure


- ♦ Teacher reviews lesson focus.
- ♦ Teacher discusses assessment of individual and team performance.
- ♦ Check for student understanding using questions and demonstrations (refer back to questions and demonstrations from the introduction).
- ♦ Allow for student questions and preview **lesson 13**.

 *Teams transition to home court areas for individual and team assessment.*

Individual and Team Assessment

Assessment summary

- ♦ Summarize/Complete **Application Contest Scorecard 12** (scorekeeper).
- ♦ Complete **PASE Attendance Recording Sheet** (coach).
- ♦ Complete **PASE Roles and Responsibilities Recording Sheet** (each person).
- ♦ Supervise assessment completion (coach).

 *Teams organize materials and exit class from home court areas.*

Offensive Post Play

Critical Features

1. Keep defender to one side using upper body on that side.
2. Defender fronting: push defender high toward foul line and cut back to basket.
3. Defender splitting: feint away and cut to opposite side of the defender toward ball.
4. Continually move to maintain position, keeping feet in front of defenders.
5. Avoid standing in lane area for more than 3 seconds at a time.



Instructional Cues

1. Deny front position
2. Push high and cut
3. Fake and roll
4. Move feet
5. 3-second rule

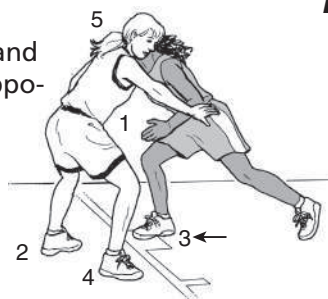
Description

The offensive player is considered to be in post play position when located on the edge of the lane with his or her back to the basket. The low post position is on the lane close to the basket, and the high post position is on the lane near the foul line. During effective post play the offensive post players have the responsibility of positioning themselves in front of the defensive player (low or high) in order to receive a pass and make an offensive play.

Defensive Post Play

Critical Features

1. Keep hand and foot nearest ball between offense and ball, and place opposite hand and foot between opponent and basket
2. Below foul line: deny the ball by playing behind opponent between the opponent and basket
3. Above foul line: deny ball by placing body slightly behind the opponent to ball side
4. Keep moving to maintain balance and position
5. If post player goes outside, remain in lane to provide help to teammates



Instructional Cues

1. Split defender
2. Baseline side
3. Watch back-door cut
4. Keep moving
5. Look to help

Description

During the offensive post play set, the defense must be able to deny the pass to the post player by either splitting or fronting the offensive post player. Once an offensive post player receives the ball, the defender must position him- or herself in such a way as to deny a shot or pass.

PASE Basketball Student Coaching Plan 12



COACHING QUOTE



"It's not necessarily the time you put in at practice; it's what you put into practice."

—Eric Lindross

Skills

- Offensive post play
- Defensive post play

Tactic

- Attacking the goal

Coaching Cues

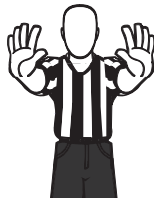
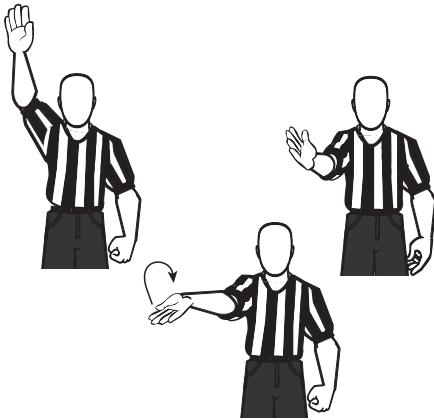
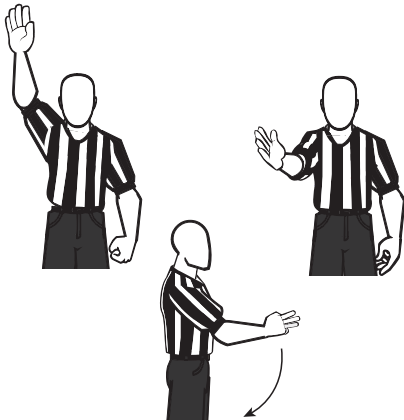
Offensive post play		Defensive post play	
✓ Deny front position	✓ Move feet	✓ Split defender	✓ Keep moving
✓ Push high and cut	✓ 3-second rule	✓ Baseline side	✓ Look to help
✓ Fake and roll		✓ Watch back-door cut	

Keys to Success

- Focus the team on the coaching cues for the new skills.
- Check to see if teammates know when to post at the block or the elbow.
- Help teammates progress through the **Activity Task Card**.
- Make sure team moves quickly between different lesson segments.

Rules and Official's Signals

- **Charging with ball.** Review charging with the ball signal.
- **Carrying.** Review carrying signal.
- **3 seconds.** Review 3-second signal.

Charging with ball (16)	Carrying (10)	3 seconds (11)
 <p>Both arms out in front of body in a pushing forward motion</p>	 <p>Half rotation in a forward direction</p>	 <p>Arm extended, show three fingers</p>

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Activity Task Card 12

Skills

- Offensive post play
- Defensive post play

Tactic

- Attacking the basket

Learning tasks	Self	Peer	Coach
1. Under the direction of the coach, perform the cues for today's skills two times each.			<input type="checkbox"/>
2. Under the direction of the coach, perform the official's signals for today's lesson three times each.			<input type="checkbox"/>
3. In pairs, without a ball, attempt to set up in the low post area and pretend to receive a pass, drop step, and shoot a layup on the coach's signal five times. Switch roles so each partner attempts the low post play five times. (Defensive player is passive and in a splitting position.) Repeat from the opposite side of the lane.		<input type="checkbox"/>	
4. In pairs, without a ball, attempt to set up in the low post area and pretend to receive a pass, drop step, and shoot a layup on the coach's signal five times. Switch roles so each partner attempts the low post play five times. (Defensive player is active and in a fronting position.) Repeat from the opposite side of the lane.		<input type="checkbox"/>	
5. In pairs, without a ball, attempt to set up in the high post area and pretend to receive a pass, front turn, and shoot a jump shot on the coach's signal five times. Switch roles so each partner attempts the high post play five times. (Defensive player is passive and in a splitting position.) Repeat from the opposite side of the lane.		<input type="checkbox"/>	
6. In groups of three, with a ball, attempt to set up in the low post area and receive a pass, drop step, and shoot a layup on the coach's signal five times. Switch roles so each partner attempts the low post play five times. (Defensive player is passive and in a splitting position.) Repeat from the opposite side of the lane.		<input type="checkbox"/>	
7. In groups of three, with a ball, attempt to set up in the low post area and receive a pass, drop step, and shoot a layup on the coach's signal five times. Switch roles so each partner attempts the low post play five times. (Defensive player is passive and in a fronting position.) Repeat from the opposite side of the lane.		<input type="checkbox"/>	
8. In groups of three, with a ball, attempt to set up in the high post area and receive a pass, front turn, and shoot a jump shot on the coach's signal five times. Switch roles so each partner attempts the high post play five times. (Defensive player is passive and in a splitting position.) Repeat from the opposite side of the lane.		<input type="checkbox"/>	
9. In groups of three, with a ball, attempt to set up in the high or low post area and receive a pass, drop step or front turn, and shoot a layup or jump shot on the coach's signal five times. Switch roles so each partner attempts the high post play five times. (Defensive player is active and in a splitting or fronting position.) Repeat from the opposite side of the lane. Answer the following questions and discuss what you discovered about offensive and defensive post play. (Record score only if using Individual Activity Task Card Recording Sheet .)	#___		<input type="checkbox"/>
<ul style="list-style-type: none"> • When should you play defense in fronting or splitting position? Why? • What should you do after receiving a pass in the low and high posts? Why? • What happens if you are on offense and you stay in the lane for more than 3 sec? • Can you create any plays that use screens/picks in the low and high post to get the offensive post player open to receive a pass? 			
10. Repeat #9. This time the defense earns a point for every steal. The offense earns a point for every basket scored from the low or high post position. Remember scores. (Record score only if using Individual Activity Task Card Recording Sheet .)	#___		<input type="checkbox"/>

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest 12

Equipment

- Two cones
- Pencils
- Boundary markers
- Whistles
- Lesson 12 Scorecard
- Officials' pinnies
- One clipboard
- Colored pinnies (teams)

Objectives

Demonstrate low and high post offensive and defensive positioning

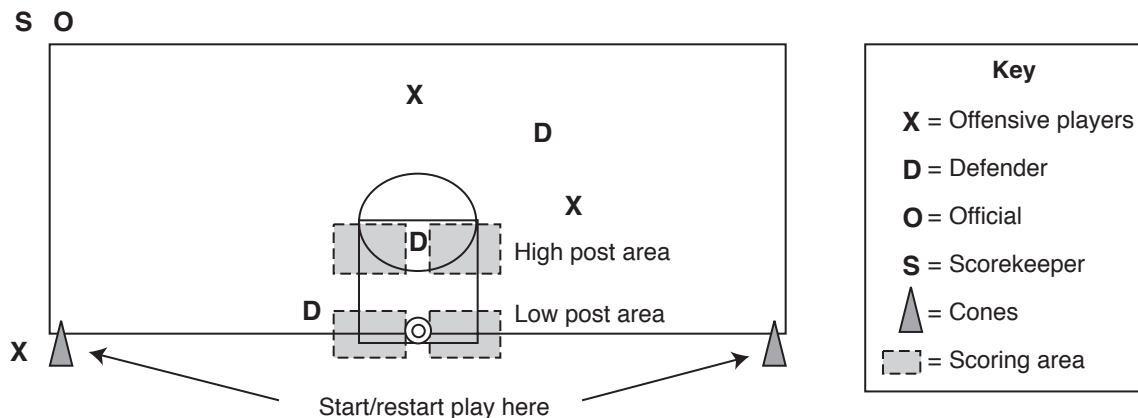
Goals

Achieve the maximum number of successful jump shots or layups (or both) from the low or high post area in two 2-minute trials

Application Description

This is a 3 vs. 3 competition, with three offensive players and three defensive players. The offense must begin play from either cone by passing the ball to a teammate. After the ball is in play, the offense must attempt to move the ball via dribbling, passing, and screening in an attempt to create successful jump shots and layups from the low or high post areas. Following a missed shot, players attempt to secure a rebound. Once a rebound has been secured, play restarts at the cones. If the defense intercepts or deflects the ball, the offense retains possession and must restart play at either cone. The competition will last for four 2-minute trials, with possession of the ball changing on each new 2-minute trial. Substitutions enter the game at the beginning of each new 2-minute trial. Each team member must have participated during two of the four 2-minute trials. Repeat until each team has been on offense two times. The teacher should have multiple games going at the same time based on space and equipment and use a single game clock for all games.

Application Diagram



Scorekeeper's Guidelines

Provide scorekeepers with an example to fill in on their scorecard.

- 2 points per layup or jump shot that is successful from the low or high post only.
- Record scores for the offensive team after the official's signal indicating a successful layup or shot.
- Combine all team points for a total team score.

Referee's Guidelines

- No points awarded if a layup or jump shot is performed from an area other than the low or high post.
- No points if same player shoots two consecutive times.
- Demonstrate appropriate signals for violations.
- Demonstrate appropriate signals related to scoring.
- Demonstrate appropriate clock-related signals.

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest Scorecard 12

Instructions: Nonshaded areas must be filled in by scorekeeper.

Team

Coach

Site

☐ Home
 ☐ Away

FINAL SCORE

Timer

Scorekeeper

Date

Fouls		Player	SCORING										TEAM SCORING BY PERIODS										SUMMARY									
			1st trial		2nd trial		3rd trial		4th trial		OT		2 FG		3 FG		FT		Steals		Reb.		Pts.									
1	2	3	4	5	Practice row to be filled in by student.																											
1	2	3	4	5																												
1	2	3	4	5																												
1	2	3	4	5																												
1	2	3	4	5																												
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1	2	3	4	5																												
1	2	3	4	5																												
1	2	3	4	5																												
Team fouls					Totals										TEAM TIME-OUTS																	
1	2	3	4	5	6	7	8	9	10	Alternating jump ball possessions					Home	Away	Home	Away	Home	Away	Home	Away	Home	Away	Home	Away						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25								

Coach's Signature

Scorekeeper's Signature

PASE BASKETBALL LESSON PLAN 13

Resources: Lesson Focus

- ◆ Numbered colored pinnies—six per team (also used during application contest)
- ◆ Basketballs—three to six per team (also used during application contest)
- ◆ Hula hoops—one per team (used to organize team materials)
- ◆ Stopwatches—one per team
- ◆ Pencils

Resources: Application Contest

- ◆ PASE Application Contest 13
- ◆ PASE Application Contest Scorecard 13
- ◆ PASE Official's Pocket Reference
- ◆ Two to four cones
- ◆ Boundary markers
- ◆ One clipboard
- ◆ Pencils
- ◆ Whistles
- ◆ Officials' pinnies

Instructional Materials

- ◆ PASE Attendance Recording Sheet (appendix B)
- ◆ PASE Roles and Responsibilities Assignments and Recording Sheet (appendix B)
- ◆ PASE Student Coaching Plan 13
- ◆ PASE Activity Task Card 13
- ◆ PASE Fitness Activities Sheets (appendix B)
- ◆ PASE Personal or Team Fitness Recording Sheet (appendix B)
- ◆ PASE Individual or Team Activity Task Card Recording Sheet (appendix B)
- ◆ PASE Basketball Lesson Plan 14

Instructional Focus


Skills	Tactic
◆ All	◆ Player-to-player defense

Objectives

- ◆ Develop player-to-player defense by progression through learning activities during team practice
- ◆ Review defensive footwork
- ◆ Demonstrate personal and social responsibility

Team Role Check

- ◆ Students enter gymnasium and immediately report to home court area.
- ◆ Check daily roles and associated duties from materials provided.

 *Begin team warm-up.*


Team Warm-Up

- ◆ Conduct the team warm-up simultaneously to coaches' meeting.
- ◆ Fitness trainer leads team through warm-up using the PASE Fitness Activities Sheets.
- ◆ Fitness trainer or individuals record performance on team warm-up using either the **Personal** or **Team Fitness Recording Sheet**.

 *Teams transition to daily review.*

Coaches' Meeting

- ◆ Conduct the coaches' meeting simultaneously to team warm-up.
- ◆ All team coaches report to designated meeting area.
- ◆ Teacher provides coaches with Student Coaching Plan 13 and Activity Task Card 13.
- ◆ Teacher outlines the day's events.

 *Coaches transition to home court area and join warm-up.*


Team Review

- ◆ Review progress of team goals from **lesson 12**. This would be found in the student/team recording sheet which the students have every lesson.
- ◆ Identify areas of need from **lesson 12**.
- ◆ Practice to improve areas of need.
- ◆ Review defensive footwork skill utilizing critical features and instructional cues from **lesson 7**.

 *Teams transition to designated instructional area for teacher instructions.*

Teacher Instruction

- ◆ Introduce daily lesson focus and review **lesson 12**.
- ◆ Provide anticipatory set:


 The purpose of today's lesson is to introduce player-to-player defense. Player-to-player defense is used to match players of similar abilities and sizes. This is a team concept, so it will be important for all members to understand their individual roles when performing this type of defensive tactic. You have already learned the main individual components of player-to-player defense, which are defensive footwork and defense on and off the ball. After learning this type of team defense, you will be better able to keep your opponents from scoring in specific game situations.

- ◆ Provide information about skills and strategies:
 - ◆ **Introduce** the following new skills and tactics for the day.
 - ◆ Review defensive footwork skill utilizing critical features and instructional cues from **lesson 7**.
 - ◆ Complete teacher or student demonstrations (or both) of this tactic:

PLAYER-TO-PLAYER DEFENSE


Critical features	Instructional cues
Determine matchup assignments	Even matchup
Pick up assignment/Apply defensive pressure according to team strategy	Pick up
Apply pressure to make offensive player uncomfortable	Apply pressure
Defender is positioned between player (ball) and basket	Stay between
Deny passes to post area	Deny entry pass

- ♦ Provide information about official's signals and rules.
- ♦ **Introduce** today's signals and rules. Demonstrate and explain the following signals and rules:
 - ♦ Double dribble (9)
 - ♦ Blocking (14)
 - ♦ Jump ball (12)
- ♦ Check for student understanding using questions, student demonstrations, or both.
 - ♦ Q1: "Why is it important to match yourself with someone with similar ability and size?"
 - ♦ Q2: "What might be the result if you did not stay with your assigned opponent?"
 - ♦ Q3: "What is the difference in defensive pressure when playing defense on and off the ball?"

 *Teams transition to home court area for daily team practice.*

Team Practice

- ♦ Team-directed practice begins (refer to **Activity Task Card 13** and **Individual or Team Activity Task Card Recording Sheet**).
- ♦ Teacher moves through home court area to facilitate team practice.
 - ♦ Manage learning environment.
 - ♦ Observe and assess individual and team performance.
 - ♦ Provide encouragement and instructional feedback.

 *Teams transition back to designated instructional area for application contest.*

Application Contest

- ♦ Teacher explains and demonstrates daily contest (refer to **Application Contest 13**).
 - ♦ Identify tactical focus and related skills (refer to **Application Contest Scorecard 13**).
 - ♦ Identify contest goals.
 - ♦ Discuss procedures for scoring and refereeing.
- ♦ **Scoring:** Use nonshaded areas on **Application Contest Scorecard 13**.
- ♦ **Refereeing:** Refer to and use designated referee signals located on the Official's Pocket Reference.


 *Teams transition to designated contest areas to perform assigned duties.*

- ♦ Teacher actively monitors individual and team performance.

 *Teams transition to designated instructional area for closure.*


Closure

- ♦ Teacher reviews lesson focus.
- ♦ Teacher discusses assessment of individual and team performance.
- ♦ Check for student understanding using questions and demonstrations (refer back to questions and demonstrations from the introduction).
- ♦ Allow for student questions and preview **lesson 14**.

 *Teams transition to home court areas for individual and team assessment.*

Individual and Team Assessment

- ♦ Assessment summary
 - ♦ Summarize/Complete **Application Contest Scorecard 13** (scorekeeper).
 - ♦ Complete **PASE Attendance Recording Sheet** (coach).
 - ♦ Complete **PASE Roles and Responsibilities Recording Sheet** (each person).
 - ♦ Supervise assessment completion (coach).
- ♦ Collect the following:
 - ♦ **PASE Reflective Journal** (each person)

 *Teams organize materials and exit class from home court areas.*

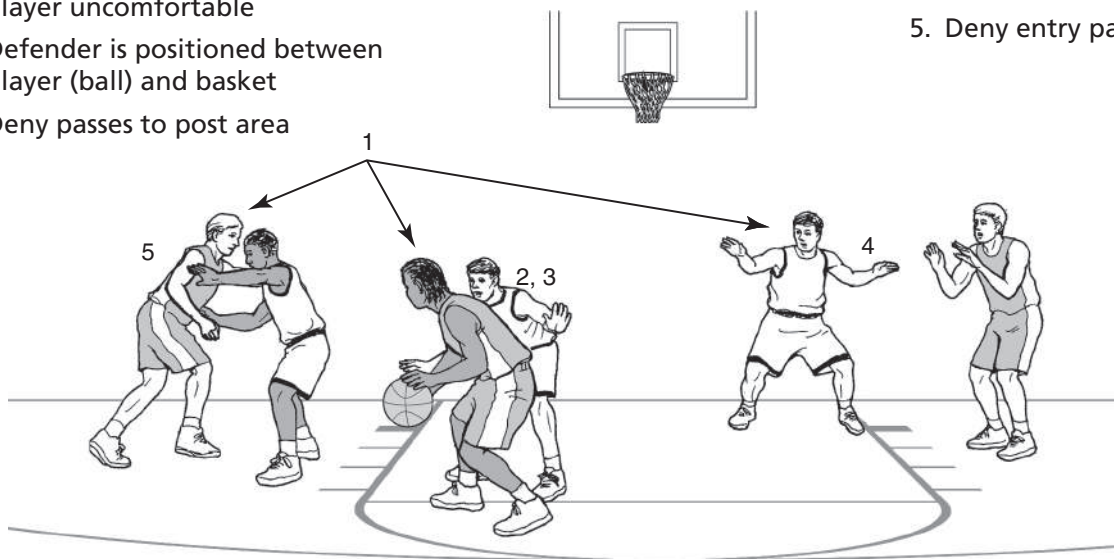
Player-to-Player Defense

Critical Features

1. Determine matchup assignments
2. Pick up assignment/Apply defensive pressure according to team strategy
3. Apply pressure to make offensive player uncomfortable
4. Defender is positioned between player (ball) and basket
5. Deny passes to post area

Instructional Cues

1. Even matchup
2. Pick up
3. Apply pressure
4. Stay between
5. Deny entry pass



Description

Depending on the abilities of a team, a strategy for defending an offense is to match up one of your players with one of the other team's players. It is each defender's responsibility to follow and guard his or her assigned player with and without the ball.

PASE Basketball Student Coaching Plan 13



"If you chase two rabbits, both will escape."

—Unknown

Skills

- Review all.

Tactic

- Player-to-player defense

Coaching Cues

Player-to-player defense

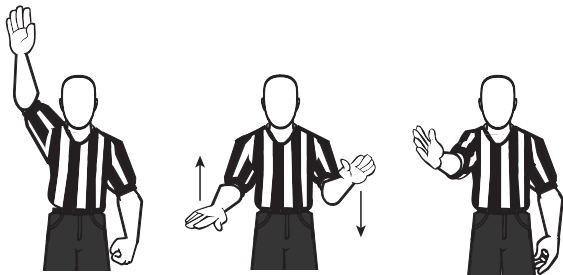
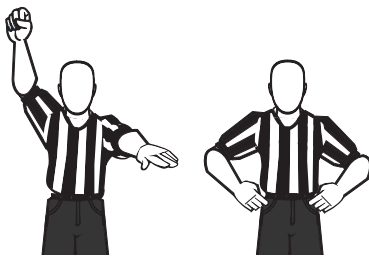
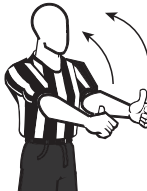
- ✓ Even matchup
- ✓ Pick up
- ✓ Apply pressure
- ✓ Deny entry pass
- ✓ Stay between

Keys to Success

- Focus the team on the coaching cues for the new skills.
- Check to see if teammates know how much pressure to apply when guarding their opponent.
- Help teammates progress through the **Activity Task Card**.
- Make sure team moves quickly between different lesson segments.

Rules and Official's Signals

- **Double dribble.** Review double-dribble signal.
- **Blocking.** Review blocking signal.
- **Jump ball.** Review jump ball signal.

Double dribble (9)	Blocking (14)	Jump ball (12)
 <p>Patting motion with hands</p>	 <p>Both hands on hips</p>	 <p>Thumbs up</p>

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Activity Task Card 13

Skill

- Defensive footwork

Tactic

- Player-to-player defense

Learning tasks	Self	Peer	Coach
1. Under the direction of the coach, perform the cues for today's skills five times each.			<input type="checkbox"/>
2. Under the direction of the coach, perform the official's signals for today's lesson five times each.			<input type="checkbox"/>
3. Following the coach's signal, slide, alternating directions to the left, right, forward, and backward for 1 min.			<input type="checkbox"/>
4. Mirror a partner by sliding, alternating directions to the left, right, forward, and backward for 1 min.		<input type="checkbox"/>	
5. 1-on-1: One partner will dribble the ball while the defensive partner plays defense on the ball for 30 sec. Switch roles and repeat.		<input type="checkbox"/>	
6. Repeat #5. This time 1 point is awarded to the offensive player if the defensive player commits an illegal use of hands foul. If the defense steals the ball without fouling, they earn 1 point. (Record score only if using Individual Activity Task Card Recording Sheet .)	#___		<input type="checkbox"/>
7. 2-on-2: Two offensive players will play keep-away using all the previously learned passes, cuts, and dribbling skills while the other two players engage in player-to-player defense on and off the ball. Any remaining players will officiate the game and call illegal-use-of-hands fouls. Any foul results in 1 point for the offense, and a steal results in 1 point for the defense. Play for 1 min and rotate roles among offense, defense, and officials. (Record score only if using Individual Activity Task Card Recording Sheet .) <ul style="list-style-type: none"> • What type of pressure should you apply close to the basket? Why? • What type of pressure should you apply far from the basket? Why? • What is the first thing your team should do when preparing to use player-to-player defense? 	#___		<input type="checkbox"/>

120

PASE Basketball Application Contest Scorecard 13

Instructions: Nonshaded areas must be filled in by scorekeeper.

Team

Coach

Site

☐ Home
 ☐ Away

FINAL SCORE

Timer

Scorekeeper

Date

Fouls		Player	SCORING										TEAM SCORING BY PERIODS										SUMMARY									
			1st trial		2nd trial		3rd trial		4th trial		OT		2 FG		3 FG		FT		Steals		Reb.		Pts.									
1	2	3	4	5	Practice row to be filled in by student.																											
1	2	3	4	5																												
1	2	3	4	5																												
1	2	3	4	5																												
1	2	3	4	5																												
1	2	3	4	5																												
1	2	3	4	5																												
1	2	3	4	5																												
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1	2	3	4	5																												
1	2	3	4	5																												
1	2	3	4	5																												
1	2	3	4	5																												
Team fouls					Totals										TEAM TIME-OUTS																	
1	2	3	4	5	Alternating jump ball possessions										Home		Away		Home		Away		Home		Away		Home		Away			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25								
Running Score																																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25								
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50								
51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75								
76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100								

Coach's Signature _____

Scorekeeper's Signature _____

PASE BASKETBALL LESSON PLAN 14

Resources: Lesson Focus

- ◆ Numbered colored pinnies—six per team (also used during application contest)
- ◆ Basketballs—three to six per team (also used during application contest)
- ◆ Hula hoops—one per team (used to organize team materials)
- ◆ Stopwatches—one per team
- ◆ Pencils

Resources: Application Contest

- ◆ PASE Application Contest 14
- ◆ PASE Application Contest Scorecard 14
- ◆ PASE Official's Pocket Reference
- ◆ Two to four cones
- ◆ Boundary markers
- ◆ One clipboard
- ◆ Pencils
- ◆ Whistles
- ◆ Officials' pinnies

Instructional Materials

- ◆ PASE Attendance Recording Sheet (appendix B)
- ◆ PASE Roles and Responsibilities Assignments and Recording Sheet (appendix B)
- ◆ PASE Student Coaching Plan 14
- ◆ PASE Activity Task Card 14
- ◆ PASE Fitness Activities Sheets (appendix B)
- ◆ PASE Personal or Team Fitness Recording Sheet (appendix B)
- ◆ PASE Individual or Team Activity Task Card Recording Sheet (appendix B)
- ◆ PASE Basketball Lesson Plan 15

Instructional Focus

Skills

- ◆ Review all

Tactic


- ◆ Zone defense

Objectives

- ◆ Develop team zone defense by progression through learning activities during team practice
- ◆ Utilize previously learned skills and tactics during an application contest
- ◆ Demonstrate personal and social responsibility


Team Role Check

- ◆ Students enter gymnasium and immediately report to home court area.
- ◆ Check daily roles and associated duties from materials provided.

 *Begin team warm-up.*


Team Warm-Up

- ◆ Conduct the team warm-up simultaneously to coaches' meeting.
- ◆ Fitness trainer leads team through warm-up using the PASE Fitness Activities Sheets.
- ◆ Fitness trainer or individuals record performance on team warm-up using either the **Personal** or **Team Fitness Recording Sheet**.

 *Teams transition to daily review.*

Coaches' Meeting

- ◆ Conduct the coaches' meeting simultaneously to team warm-up.
- ◆ All team coaches report to designated meeting area.
- ◆ Teacher provides coaches with Student Coaching Plan 14 and Activity Task Card 14.
- ◆ Teacher outlines the day's events.

 *Coaches transition to home court area and join warm-up.*


Team Review

- ◆ Review progress of team goals from **lesson 13**. This would be found in the student/team recording sheet which the students have every lesson.
- ◆ Identify areas of need from **lesson 13**.
- ◆ Practice to improve areas of need.

 *Teams transition to designated instructional area for teacher instructions.*

Teacher Instruction

- ◆ Introduce daily lesson focus and review **lesson 13**.
- ◆ Provide anticipatory set:

 The purpose of today's lesson is to introduce the tactic of team zone defense. In zone defenses you defend a space or area of the court and guard any offensive player who enters that area. The following list represents some of the strengths of good team zone defenses: limits inside shots, protects the basket, creates better rebounding position, and increases opportunities for quick transition from defense to offense. However, zone defense is not easy to master, and lots of practice is required in order to counter the effects of poor zone defense. The offense can gain the following advantages when poor zone defense is played: unchallenged outside shots, easy penetration in the lane, good offensive rebounding position. After learning the team zone defenses introduced today, you will be able to better defend against your opponents in specific game situations.


- ◆ Provide information about skills and strategies.
- ◆ **Introduce** the following new tactic for the day.
- ◆ Complete teacher or student demonstrations (or both) of this tactic:

ZONE DEFENSE

Critical features	Instructional cues
Determine space assignments	Know your zone
Defend an area rather than a player	Defend your space
Defender shifts zone placement to guard passing lanes	Shadow ball, cut off passing lanes
Keep hands up and feet moving at all times	Hands up, move
When zone is empty, move to assist teammate in adjacent zone	Help


- ◆ Provide information about official's signals and rules.
- ◆ **Introduce** today's signals and rules. Demonstrate and explain the following signals and rules:
 - ◆ Substitution (6)
 - ◆ Time-out (7)
 - ◆ Jump ball (12)

- ♦ Check for student understanding using questions, student demonstrations, or both.
 - ♦ Q1: “What are two advantages of team zone defense?”
 - ♦ Q2: “When would it be most appropriate to use team zone defense?”
 - ♦ Q3: “What are the major differences between team zone and player-to-player defenses?”

 *Teams transition to home court area for daily team practice.*

Team Practice

- ♦ Team-directed practice begins (refer to **Activity Task Card 14**).
- ♦ Teacher moves through home court area to facilitate team practice.
 - ♦ Manage learning environment.
 - ♦ Observe and assess individual and team performance.
 - ♦ Provide encouragement and instructional feedback.

 *Teams transition back to designated instructional area for application contest.*

Application Contest

- ♦ Teacher explains and demonstrates daily contest (refer to **Application Contest 14** and **Individual or Team Activity Task Card Recording Sheet**).
 - ♦ Identify tactical focus and related skills (refer to **Application Contest Scorecard 14**).
 - ♦ Identify contest goals.
 - ♦ Discuss procedures for scoring and refereeing.
- ♦ **Scoring:** Use nonshaded areas on **Application Contest Scorecard 14**.
- ♦ **Refereeing:** Refer to and use designated referee signals located on the Official’s Pocket Reference.


 *Teams transition to designated contest areas to perform assigned duties.*

- ♦ Teacher actively monitors individual and team performance.

 *Teams transition to designated instructional area for closure.*

Closure


- ♦ Teacher reviews lesson focus.
- ♦ Teacher discusses assessment of individual and team performance.
- ♦ Check for student understanding using questions and demonstrations (refer back to questions and demonstrations from the introduction).
- ♦ Allow for student questions and preview **lesson 15**.

 *Teams transition to home court areas for individual and team assessment.*

Individual and Team Assessment

Assessment summary

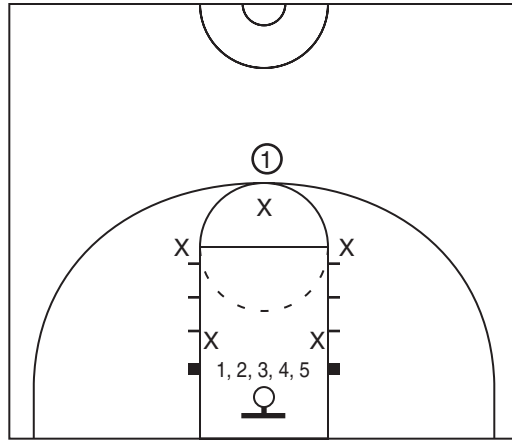
- ♦ Summarize/Complete **Application Contest Scorecard 14** (scorekeeper).
- ♦ Complete **PASE Attendance Recording Sheet** (coach).
- ♦ Complete **PASE Roles and Responsibilities Recording Sheet** (each person).
- ♦ Supervise assessment completion (coach).

 *Teams organize materials and exit class from home court areas.*

Zone Defense

Critical Features

1. Determine space assignments
2. Defend an area rather than a player
3. Defender shifts zone placement to guard passing lanes
4. Keep hands up and feet moving at all times
5. When zone is empty, move to assist teammate in adjacent zone



Instructional Cues

1. Know your zone
2. Defend your space
3. Shadow ball, cut off passing lanes
4. Hands up, move
5. Help

Description

The intent of this strategy is to concentrate primarily on the offensive player with the ball. Each defensive player guards an area as opposed to guarding a particular person. The purpose of this defensive set is to force opponents into taking longer, more difficult shots because of the defense's ability to protect the lane and basket. It also provides the defense with better rebounding position and perhaps more opportunity to begin the transition from defense to offense from a fast break. Various zone defenses are the 1-3-1, 1-2-2, 2-3, and 2-1-2.

PASE Basketball Student Coaching Plan 14



COACHING QUOTE



"The way a team plays as a whole determines its success."

—Babe Ruth

Skills

- Review all.

Tactic

- Zone defense

Coaching Cues

Zone defense

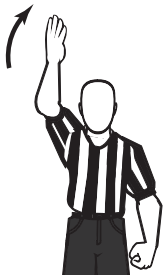
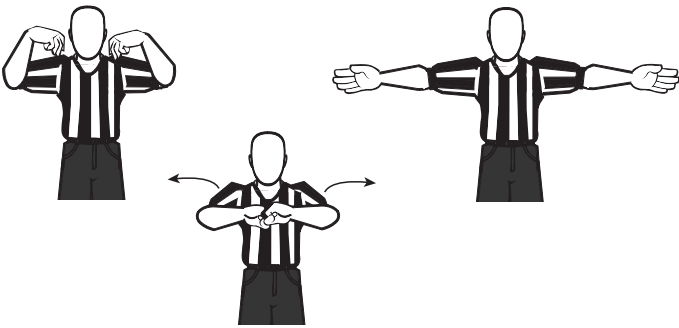
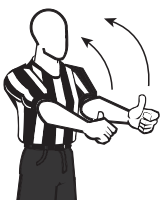
- ✓ Know your zone
- ✓ Defend your space
- ✓ Shadow ball, cut off passing lanes
- ✓ Hands up, move
- ✓ Help

Keys to Success

- Focus the team on the coaching cues for the new skills.
- Check to see if teammates know when to provide defensive support by repositioning.
- Help teammates progress through the **Activity Task Card**.
- Make sure team moves quickly between different lesson segments.

Rules and Official's Signals

- **Substitution.** Replacing player(s) on the court with players from the bench. May occur during a dead ball or a time-out.
- **Time-out.** A designated time that a coach or player may take to make changes in the game. The clock is stopped during this period of time.
- **Jump ball.** Review jump ball signal.

Substitution (6)	Time-out (7)	Jump ball (12)
 Beckon substitution	 Use hands to form a T	 Thumbs up

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Activity Task Card 14

Skill

- Defensive footwork

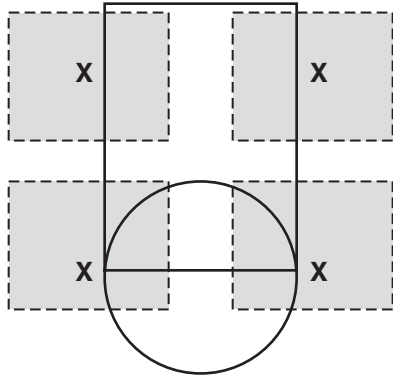
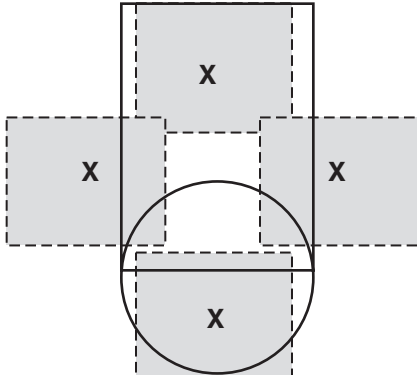
Tactic

- Zone defense

Learning tasks	Self	Peer	Coach
1. Under the direction of the coach, perform the cues for today's skills two times each.			<input type="checkbox"/>
2. Under the direction of the coach, perform the official's signals for today's lesson three times each.			<input type="checkbox"/>
3. Following the coach's signal, slide, alternating directions to the left, right, forward, and backward for 30 sec.			<input type="checkbox"/>
Complete tasks 4-10 using a 2-2 zone defensive set (see following diagram).			
4. Assign zones (the space that players are responsible for defending) to each member of your team.			<input type="checkbox"/>
5. Locate your zone.	<input type="checkbox"/>		
6. Walk the perimeter of your zone.	<input type="checkbox"/>		
7. Following the coach's signal, slide, alternating directions to the left, right, forward, and backward in your zone for 30 sec.			<input type="checkbox"/>
8. Under the direction of the coach, two offensive players will quickly pass and dribble the ball around the perimeter (3-point line). The defense should shift the zone with each movement of the ball. On every fifth pass, everyone must freeze in order to check for appropriate zone positioning. Rotate players from offense to defense and rotate defensive players to a new zone area after every fifth pass. Continue task until each person has been on offense. (Record score only if using Individual Activity Task Card Recording Sheet .)	#___		<input type="checkbox"/>
9. Repeat #8. This time the offense is trying to penetrate the zone off of the dribble or with a pass. Each time the offense penetrates the zone and has control of the ball while in the lane, the offense scores 1 point. If the defense steals the ball without fouling, they earn 1 point. Restart play after each point scored. Rotate players from offense to defense and rotate defensive players to a new zone area after every 3 points. Continue task until each person has been on offense. (Record score only if using Individual Activity Task Card Recording Sheet .)	#___		<input type="checkbox"/>
10. Repeat #9. This time the offense can shoot. The defense tries to force the offense to take long shots and limit their short-shot opportunities. After the shot the defense locates the offensive player in his or her zone, blocks him or her out, gets the rebound, and makes an outlet pass. For each successful shot the offense earns 1 point. For each successful rebound and outlet pass sequence the defense earns 1 point. Rotate players from offense to defense and rotate defensive players to a new zone area after every 3 points. Continue task until each person has been on offense. (Record score only if using Individual Activity Task Card Recording Sheet .)	#___		<input type="checkbox"/>

(continued)

PASE Basketball Activity Task Card 14 *(continued)*

Learning tasks	Self	Peer	Coach
Repeat tasks 4-10 using a 1-2-1 zone defensive set (see following diagram).			
<p>11. Answer the following questions as you prepare for today's application contest.</p> <ul style="list-style-type: none"> Which zone defensive set will you use in today's application contest? Why? What are the advantages of a zone defense as opposed to a person-to-person defense? How do you reduce the chance that the offense will make an entry pass or dribble into the lane when you are playing a zone defense? 			<input type="checkbox"/>
 <p style="text-align: center;">2-2 zone</p>	 <p style="text-align: center;">1-2-1 zone</p>		

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest 14

Equipment

- Two cones
- Pencils
- Boundary markers
- Whistles
- Lesson 14 Scorecard
- Officials' pinnies
- One clipboard
- Colored pinnies (teams)

Objectives

Demonstrate zone defense

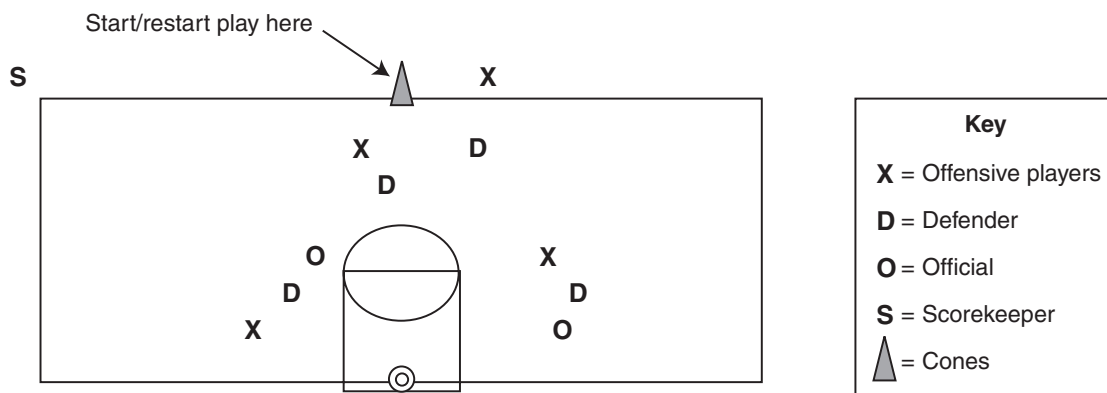
Goals

Achieve the maximum number of successful jump shots or layups (or both) in two 2-minute trials

Application Description

This is a 4 vs. 4 competition, with four offensive players and four defensive players. The defense must play either a 2-2 or a 1-2-1 zone defensive set. The offense must begin play from the cone by either passing the ball to a teammate or dribbling into the playing area. The player inbounding the ball cannot be guarded until he or she has passed the ball to a teammate or dribbled across the safety zone line. After the ball is in play, the offense must attempt to move the ball via dribbling, passing, and screening in an attempt to create successful jump shots and layups. Play is continuous even after missed shots. Play is restarted at the cone for one of the following reasons only: (1) a successful shot attempt, (2) a secured defensive rebound, (3) a defensive steal, (4) ball knocked out of bounds, (5) a defensive foul, or (6) an offensive violation. The competition will last for four 2-minute trials, with possession of the ball changing on each new 2-minute trial. The teacher will stop play once during each 2-minute trial, having the students "freeze" in place on the signal. The teacher stops play to check for appropriate zone defensive positioning. If all defensive players are within their assigned zones, then the defense earns 2 points. Substitutions enter the game at the beginning of each new 2-minute trial. Each team member must have participated during two of the four 2-minute trials. Repeat until each team has been on offense two times. The teacher should have multiple games going at the same time based on space and equipment and use a single game clock for all games.

Application Diagram



Scorekeeper's Guidelines

Provide scorekeepers with an example to fill in on their scorecard.

- 2 points per jump shot or layup that is successful.
- 1 point per defensive foul (point awarded to offense).
- 2 points per appropriate zone defensive positioning (points awarded to defense).
- Record scores for the offensive team after the official's signal indicating a successful shot or defensive foul.
- Combine all team points for a total team score.

Referee's Guidelines

- No points awarded if a jump shot is performed from the 3-point area.
- No points if same player shoots two consecutive times.
- Demonstrate appropriate signals for violations and fouls.
- Demonstrate appropriate signals related to scoring.
- Demonstrate appropriate clock-related signals.

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest Scorecard 14

Instructions: Nonshaded areas must be filled in by scorekeeper.

Team

Coach

Site

☐ Home
 ☐ Away

FINAL SCORE

Timer

Scorekeeper

Date

1st

2nd

3rd

4th

OT

Fouls

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

Player

Practice row to be filled in by student.

SCORING

1st trial

2nd trial

3rd trial

4th trial

OT

2 FG

3 FG

FT

Steals

Reb.

Pts.

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

TEAM TIME-OUTS

1 2 3 4 5

Team fouls

1 2 3 4 5 6 7 8 9 10

Totals

Home

Away

Home

Away

Home

Away

Home

Away

Running Score

1 26 51 76

Alternating jump ball possessions

1 2 3 4 5 6 7 8 9 10

Coach's Signature

Scorekeeper's Signature

From Sport Education Seasons by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE BASKETBALL LESSON PLAN 15

Resources: Lesson Focus

- ◆ Numbered colored pinnies—six per team (also used during application contest)
- ◆ Basketballs—three to six per team (also used during application contest)
- ◆ Hula hoops—one per team (used to organize team materials)
- ◆ Stopwatches—one per team
- ◆ Pencils

Resources: Application Contest

- ◆ PASE Application Contest 15
- ◆ PASE Application Contest Scorecard 15
- ◆ PASE Official's Pocket Reference
- ◆ Two to four cones
- ◆ Boundary markers
- ◆ One clipboard
- ◆ Pencils
- ◆ Whistles
- ◆ Officials' pinnies

Instructional Materials

- ◆ PASE IRL Rubric and Recording Sheet (appendix B)
- ◆ PASE Attendance Recording Sheet (appendix B)
- ◆ PASE Roles and Responsibilities Assignments and Recording Sheet (appendix B)
- ◆ PASE Student Coaching Plans 3-5, 7-9, and 11-14
- ◆ PASE Activity Task Cards 3-5, 7-9, and 11-14
- ◆ PASE Fitness Activities Sheets (appendix B)
- ◆ PASE Personal or Team Fitness Recording Sheet (appendix B)
- ◆ Team Goal-Setting Sheet (appendix C)
- ◆ PASE Basketball Lesson Plan 16
- ◆ Knowledge Quiz 2
- ◆ PASE Basketball Season Tournament Role Assignments (appendix D)
- ◆ PASE Outside-of-Class Physical Activity Participation Log (appendix B)
- ◆ Students should have access to task cards and coaching plans for all previous lessons.

Instructional Focus

Skills

- ◆ Review skills taught to date.

Tactics

- ◆ Review tactics taught to date.

Objectives

- ◆ Further develop basketball skills and tactics by progressing through learning activities from previous lessons not yet completed during team practice
- ◆ Demonstrate personal and social responsibility

Team Role Check

- ◆ Students enter gymnasium and immediately report to home court area.
- ◆ Check daily roles and associated duties from materials provided.

 *Begin team warm-up.*


Team Warm-Up

- ◆ Conduct the team warm-up simultaneously to coaches' meeting.
- ◆ Fitness trainer leads team through warm-up using the PASE Fitness Activities Sheets.
- ◆ Fitness trainer or individuals record performance on team warm-up using either the **Personal** or **Team Fitness Recording Sheet**.

 *Teams transition to daily review.*


Coaches' Meeting

- ◆ Conduct the coaches' meeting simultaneously to team warm-up.
- ◆ All team coaches report to designated meeting area.
- ◆ Teacher provides coaches with choice of Student Coaching Plans 3-5, 7-9, and 11-14 and Activity Task Cards 3-5, 7-9, and 11-14.
- ◆ Teacher outlines the day's events.

 *Coaches transition to home court area and join warm-up.*


Team Review

- ◆ Review progress of team goals from **lessons 3-14**. This would be found in the student/team recording sheet which the students have every lesson.
- ◆ Identify areas of need from **lessons 3-14**.
- ◆ Record goals on **Team Goal-Setting Sheet**.
- ◆ Prepare to practice in identified areas during team practice (utilize task cards and coaching plans from previous lessons).

 *Teams transition to designated instructional area for teacher instructions.*


Teacher Instruction

- ◆ Introduce daily lesson focus and review **lessons 3-14**.
- ◆ Provide anticipatory set:

 Today is the third of three review lessons. The purpose of today's lesson is to review the skills and tactics that we have learned and practiced so far. You will have the opportunity to select and practice skills and tactics that your team needs the most work on. Each of these skills and tactics is important and should be mastered by all of your team members in order to improve your chances of being successful in the upcoming round robin and the postseason double elimination tournaments.

- ◆ Check for student understanding of previously learned skills and tactics by using questions, student demonstrations, or both.
 - ◆ Q1: "What is a common method for moving the ball as an individual?"
 - ◆ Q2: "What are the four passes learned so far? When should each be used?"
 - ◆ Q3: "What are two ways that you can create space when you don't have the ball?"
 - ◆ Q4: "What three moves can you make from the triple-threat position?"
 - ◆ Q5: "What are three types of shots that we have learned?"
 - ◆ Q6: "What are two offensive tactics used for scoring with a layup?"
 - ◆ Q7: "What is the difference between defense on and off the ball?"
 - ◆ Q8: "What is the difference between offensive and defensive rebounding?"
 - ◆ Q9: "What is the difference between offensive and defensive post play?"
 - ◆ Q10: "What is the difference between player-to-player and zone defenses?"
- ◆ Provide any additional important information about previously learned skills and tactics.

- ◆ Check for student understanding of previously learned official's signals by using questions, student demonstrations, gamelike scenarios, or some combination of these.
 - ◆ 1-, 2-, and 3-point scoring (1, 2, 3)
 - ◆ Charging with the ball (16)
 - ◆ 3 seconds in the lane (11)
 - ◆ Blocking (14)
 - ◆ Substitution (6)
 - ◆ Traveling (8)
 - ◆ Pushing without the ball (15)
 - ◆ Time-out (7)
 - ◆ Double dribble (9)
 - ◆ Illegal use of hands (13)
 - ◆ Stop clock (4)
 - ◆ Carrying (10)
 - ◆ Jump ball (12)
 - ◆ Unsportsmanlike (17)
 - ◆ Stop clock for a foul (5)

 *Teams transition to home court area for daily team practice.*

Team Practice

- ◆ Complete **Knowledge Quiz 2** (refer to **Knowledge Quiz 2**; be sure to cover the answer key before making copies for students).
- ◆ Team-directed practice begins (refer to **Activity Task Cards 3-5, 7-9, and 11-14**).
- ◆ Teacher moves through home court area to facilitate team practice.
 - ◆ Manage learning environment.
 - ◆ Observe and assess individual and team performance.
 - ◆ Provide encouragement and instructional feedback.

 *Teams transition back to designated instructional area for application contest.*

Application Contest

- ◆ Teacher explains and demonstrates daily contest (refer to **Application Contest 15**).
 - ◆ Identify tactical focus and related skills (refer to **Application Contest Scorecard 15**).
 - ◆ Identify contest goals.
 - ◆ Discuss procedures for scoring and refereeing.
- ◆ **Scoring:** Use nonshaded areas on **Application Contest Scorecard 15**.
- ◆ **Refereeing:** Refer to and use designated referee signals located on the Official's Pocket Reference.

 *Teams transition to designated contest areas to perform assigned duties.*

- ◆ Teacher actively monitors individual and team performance.

 *Teams transition to designated instructional area for closure.*

Closure

- ◆ Teacher reviews lesson focus.
- ◆ Teacher discusses assessment of individual and team performance.

- ♦ Check for student understanding using questions and demonstrations (refer back to questions and demonstrations from the introduction).
- ♦ Allow for student questions and preview **lesson 16**.

 *Teams transition to home court areas for individual and team assessment.*

Individual and Team Assessment

- ♦ Assessment summary
 - ♦ Complete **PASE IRL Recording Sheet** (each person).
 - ♦ Summarize/Complete **Application Contest Scorecard 15** (scorekeeper).
 - ♦ Complete **PASE Attendance Recording Sheet** (coach).
 - ♦ Complete **PASE Roles and Responsibilities Recording Sheet** (each person).
 - ♦ Complete **PASE Basketball Season Tournament Role Assignments**.
 - ♦ Supervise assessment completion (coach).
- ♦ Collect the following:
 - ♦ **PASE Outside-of-Class Physical Activity Participation Log** (each person)

 *Teams organize materials and exit class from home court areas.*

PASE Basketball Application Contest 15

Equipment

- Two cones
- Pencils
- Boundary markers
- Whistles
- Lesson 15 Scorecard
- Officials' pinnies
- One clipboard
- Colored pinnies (teams)

Objectives

Demonstrate offensive and defensive skills and tactics

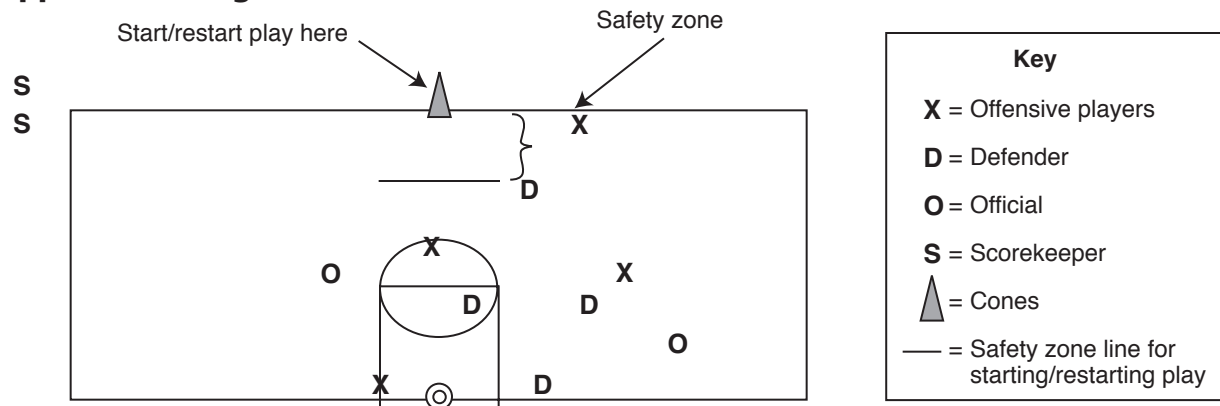
Goals

Achieve the maximum number of successful jump shots or layups (or both) in two 3-minute trials

Application Description

This is a 4 vs. 4 competition, with four offensive players and four defensive players. The defense must play a 2-2 zone, a 1-2-1 zone, or person-to-person defense. The offense must begin play from the cone by either passing the ball to a teammate or dribbling into the playing area. The player inbounding the ball cannot be guarded until he or she has passed the ball to a teammate or dribbled across the safety zone line. After the ball is in play, the offense must attempt to move the ball via dribbling, passing, and screening in an attempt to create successful jump shots and layups. Play is continuous even after missed shots. Play is restarted at the cone for one of the following reasons only: (1) a successful shot attempt, (2) a secured defensive rebound, (3) a defensive steal, (4) ball knocked out of bounds, (5) a defensive foul, or (6) an offensive violation. The competition will last for four 3-minute trials with possession of the ball changing on each new 3-minute trial. Substitutions enter the game at the beginning of each new 3-minute trial. Each team member must have participated during two of the four 3-minute trials. Repeat until each team has been on offense two times. The teacher should have multiple games going at the same time based on space and equipment and use a single game clock for all games.

Application Diagram



Example: 1-2-1 zone defense

Scorekeeper's Guidelines

Provide scorekeepers with an example to fill in on their scorecard.

- 2 points per jump shot or layup that is successful.
- 1 point per defensive foul (point awarded to offense).
- Record scores for the offensive team after the official's signal indicating a successful shot or defensive foul.
- Combine all team points for a total team score.

Referee's Guidelines

- No points awarded if a jump shot is performed from the 3-point area.
- No points if same player shoots two consecutive times.
- Demonstrate appropriate signals for violations and fouls.
- Demonstrate appropriate signals related to scoring.
- Demonstrate appropriate clock-related signals.

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest Scorecard 15

Instructions: Nonshaded areas must be filled in by scorekeeper.														<input type="checkbox"/> Home		<input type="checkbox"/> Away										
Team		Coach		Site		TEAM SCORING BY PERIODS								FINAL SCORE												
						1st	2nd	3rd	4th	OT																
Timer		Scorekeeper		Date																						
Fouls		Player		SCORING								SUMMARY														
				1st trial	2nd trial	3rd trial	4th trial	OT	2 FG A M	3 FG A M	FT A M	Steals	Reb.	Pts.												
1	2	3	4	5	Practice row to be filled in by student.																					
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
Totals		Team fouls										TEAM TIME-OUTS														
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5										
Alternating jump ball possessions																										
Running Score		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
		26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
		51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
		76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
Coach's Signature _____											Scorekeeper's Signature _____															

PASE Basketball Knowledge Quiz 2

Name _____ Date _____

Instructions: Please answer the following multiple-choice questions by placing your answers in the blank to the left of the question.

- ___ 1. What is the major strength of a player-to-player defense?
 - a. It increases fast breaks.
 - b. It is effective against screens.
 - c. It tires out opponents by spreading their offense.
 - d. It matches opponents as to ability, speed, or size or a combination of these.
- ___ 2. What is the main point that distinguishes a zone defense from a player-to-player defense?
 - a. The zone defense is more effective against slow players.
 - b. The zone defense requires a player to guard an area.
 - c. The player-to-player defense requires running with an opponent.
 - d. The player-to-player defense is more difficult to learn.
- ___ 3. What is the best pass to move the ball around a zone defense?
 - a. sidearm pass
 - b. overhead pass
 - c. baseball pass
 - d. bounce pass
- ___ 4. What is a 3-second violation?
 - a. An offensive player is guarded closely for 3 seconds.
 - b. A team is 3 seconds late coming from the huddle after a time-out.
 - c. An offensive player stays inside the free throw lane more than 3 seconds without the ball.
 - d. A defensive player stays inside the free throw lane for 3 seconds.
- ___ 5. When is a back-door cutting action generally used?
 - a. when you are being overplayed in a player-to-player defense
 - b. against a 2-3 zone defense
 - c. when facing a sagging player-to-player defense
 - d. against any defense
- ___ 6. What is the key to successful rebounding?
 - a. jumping
 - b. arms and hand position
 - c. not fouling
 - d. positioning
- ___ 7. What play by the offensive team would move them rapidly from the back court to the front court in an attempt to gain an offensive advantage?
 - a. fast break
 - b. bounce pass
 - c. full-court press
 - d. give and go

(continued)

Knowledge Quiz 2 (continued)

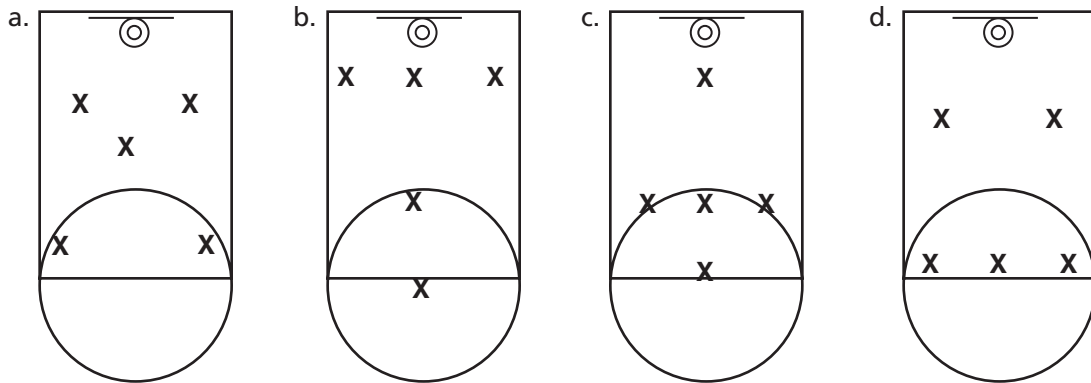
- ___ 8. A foul is committed against a player who is in the act of shooting. In spite of the foul the player makes the basket. Does the shot count and are any free throws awarded?
- No, one free throw is awarded.
 - Yes, no free throw is awarded.
 - Yes, one free throw is awarded.
 - No, two free throws are awarded.

- ___ 9. The following official's signal represents what?



- unsportsmanlike
- pushing
- carrying
- 3 seconds

- ___ 10. Which diagram shows a 2-1-2 zone defense?



PASE BASKETBALL KNOWLEDGE QUIZ 2 KEY

- | | |
|------|-------|
| 1. d | 6. d |
| 2. b | 7. a |
| 3. b | 8. c |
| 4. c | 9. a |
| 5. a | 10. a |

PASE BASKETBALL LESSON PLAN 16-20

Resources: Lesson Focus

- ◆ Numbered colored pinnies—six per team (also used during application contest)
- ◆ Basketballs—three to six per team (also used during application contest)
- ◆ Hula hoops—one per team (used to organize team materials)
- ◆ Stopwatches—one per team
- ◆ Pencils

Resources: Application Contest

- ◆ PASE Application Contest 16-20
- ◆ PASE Application Contest Scorecard 16-20
- ◆ PASE Official's Pocket Reference
- ◆ Two to four cones
- ◆ Boundary markers
- ◆ One clipboard
- ◆ Pencils
- ◆ Whistles
- ◆ Officials' pinnies

Instructional Materials

- ◆ PASE IRL Rubric and Recording Sheet (only for lesson 20) (appendix B)
- ◆ PASE Attendance Recording Sheet (appendix B)
- ◆ PASE Roles and Responsibilities Assignments and Recording Sheet (appendix B)
- ◆ PASE Game Preparation Task Card 16-20
- ◆ PASE Fitness Activities Sheets (appendix B)
- ◆ PASE Personal or Team Fitness Recording Sheet (appendix B)
- ◆ Tournament Statistics Summary Sheet (appendix D)
- ◆ Round Robin Tourney Rules (appendix D)
- ◆ PASE Outside-of-Class Physical Activity Participation Log (appendix B)
- ◆ PASE Tournament Role Assignments Sheet (appendix D)
- ◆ PASE Basketball Lesson Plan 21

Instructional Focus

Skills

- ◆ Review all

Tactics

- ◆ Review all

Objectives

- ◆ Further develop basketball skills and tactics by engaging in round robin tournament game play
- ◆ Demonstrate personal and social responsibility

Team Role Check

- ◆ Students enter gymnasium and immediately report to home court area.
- ◆ Check daily roles and associated duties from materials provided.



Begin team warm-up.

Team Warm-Up

- ◆ Conduct the team warm-up simultaneously to coaches' meeting.
- ◆ Fitness trainer leads team through warm-up using the PASE Fitness Activities Sheets.
- ◆ Fitness trainer or individuals record performance on team warm-up using either the **Personal** or **Team Fitness Recording Sheet**.

 *Teams transition to daily review.*


Coaches' Meeting

- ◆ Conduct the coaches' meeting simultaneously to team warm-up.
- ◆ All team coaches report to designated meeting area.
- ◆ Teacher informs coaches of round robin tournament schedule and provides coaches with **PASE Game Preparation Task Card 16-20** (in-season round robin tournament) and **Round Robin Tournament Rules**.
- ◆ Teacher outlines the day's events.

 *Coaches transition to the home court area and join warm-up.*


Team Review

- ◆ Review progress of team goals from **lessons 3-15**. This would be found in the student/team recording sheet which the students have every lesson.
- ◆ Identify areas of need from **lessons 3-15**.
- ◆ Prepare to practice in identified areas during team practice.


 *Teams transition to designated instructional area for teacher instructions.*

Teacher Instruction

- ◆ Introduce daily lesson focus.
- ◆ Provide anticipatory set:

 Today you will be involved in the in-season round robin tournament. The purpose of today's lesson is to give your team an opportunity to apply the skills and tactics we have practiced during the preseason phase of our basketball season. In addition, the results of the round robin tournament will be used in part to determine the seeding for the post-season championship tournament. Your team will have the opportunity to engage in a basketball warm-up and determine the officials and scorekeepers prior to each game. It is important that you keep in mind that each person has to fulfill the role of either scorekeeper or official at least once during the in-season round robin tournament. You are not allowed to perform the role of scorekeeper or official during two consecutive games (you must alternate player roles with that of scorekeeper or official).

- ◆ Advise students that after completing the **PASE Game Preparation Task Card** they should be able to answer the following questions:
 - ◆ Q1: "What will your team do to be successful during the in-season round robin tournament?"
 - ◆ Q2: "What type of defense will you use?"
 - ◆ Q3: "Who are your official and scorekeeper for the day's game(s)?"
- ◆ Advise student officials that they will be responsible for all official's signals during the scrimmage.

 *Teams transition to home court area for daily team practice.*

Team Practice

- ♦ Team-directed practice begins (refer to **PASE Game Preparation Task Card 16-20**—in-season round robin tournament).
- ♦ Teacher moves through home court area to facilitate team practice.
 - ♦ Manage learning environment.
 - ♦ Observe and assess individual and team performance.
 - ♦ Provide encouragement and instructional feedback.

 *Teams transition back to designated instructional area for application contest.*

Application Contest

- ♦ Teacher explains and demonstrates daily contest (refer to **Application Contest 16-20**).
 - ♦ Identify tactical focus and related skills (refer to **Application Contest Scorecard 16-20**).
 - ♦ Identify contest goals.
 - ♦ Discuss procedures for scoring and refereeing.
- ♦ **Scoring:** Use nonshaded areas on **Application Contest Scorecard 16-20**.
- ♦ **Refereeing:** Refer to and use designated referee signals located on the Official's Pocket Reference.


 *Teams transition to designated contest areas to perform assigned duties.*

- ♦ Teacher actively monitors individual and team performance.

 *Teams transition to designated instructional area for closure.*


Closure

- ♦ Teacher reviews lesson focus.
- ♦ Teacher discusses assessment of individual and team performance.
- ♦ Check for student understanding using questions and demonstrations (refer back to questions and demonstrations from the introduction).
- ♦ Allow for student questions and preview **lessons 17-21**.

 *Teams transition to home court areas for individual and team assessment.*

Individual and Team Assessment

- ♦ Assessment summary
 - ♦ Complete **PASE IRL Recording Sheet** (lesson 20—each person).
 - ♦ Summarize/Complete **Application Contest Scorecard 16-20** (scorekeeper).
 - ♦ Complete **PASE Attendance Recording Sheet** (coach).
 - ♦ Complete **PASE Roles and Responsibilities Recording Sheet** (each person).
 - ♦ Supervise assessment completion (coach).
- ♦ Distribute the following in lesson 16:
 - ♦ **PASE Tournament Statistics Summary Sheet** (each person)
 - ♦ **PASE Outside-of-Class Physical Activity Participation Log** (each person)
- ♦ Collect the following in lesson 20:
 - ♦ **PASE Outside-of-Class Physical Activity Participation Log** (each person)

 *Teams organize materials and exit class from home court areas.*

PASE Basketball Game Preparation Task Card 16-20

Skills

- Passing
- Dribbling
- Shooting
- Offensive/defensive footwork
- Offensive/defensive tactics

Learning tasks	Self	Peer	Coach
1. During the in-season round robin tournament, each team member will be required to perform the roles of official and scorekeeper at least once. Refer to the Tournament Role Assignment Sheet to determine your role responsibility line-up. This will help determine who will be the official and scorekeeper for today's games. Once roles are identified, get the scorecards, whistles, and so on, and prepare to score or officiate your assigned game.	<input type="checkbox"/>		
2. In partners, a dribbler should move from the baseline to the midcourt line while a partner plays defense on the ball. Rotate roles and repeat.		<input type="checkbox"/>	
3. In team lines, perform V- and L-cuts while receiving chest, bounce, overhead, and sidarm passes. Players rotate from passer to receiver/cutter following each trial. Repeat until each player has attempted each type of pass once.			<input type="checkbox"/>
4. In team lines, with one line shooting and one line rebounding, perform three right-handed and three left-handed layups.			<input type="checkbox"/>
5. In team lines, with one line shooting and one line rebounding, perform three jump shots from the right side of the key and three jump shots from the left side of the key.			<input type="checkbox"/>
6. Determine defensive assignments according to the Tournament Schedule. If your team will use player-to-player defense, determine matchups. If your team will play zone, then determine player area (zone) assignments.			<input type="checkbox"/>
7. Practice game scenarios of your choice. Base your choice on what you think your team needs the most practice on or what you think your upcoming opponent's game plan will be.			<input type="checkbox"/>
8. In a team huddle, on the count of three, shout out your team cheer loud enough to show your team's spirit.			<input type="checkbox"/>

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

In-Season Round Robin Tournament Schedule

Day 16	Visitors		Home
Game 1	1	vs.	6
Game 2	2	vs.	5
Game 3	3	vs.	4

Day 19	Visitors		Home
Game 1	3	vs.	1
Game 2	4	vs.	2
Game 3	5	vs.	6

Day 17	Visitors		Home
Game 1	6	vs.	4
Game 2	5	vs.	1
Game 3	2	vs.	3

Day 20	Visitors		Home
Game 1	3	vs.	6
Game 2	1	vs.	2
Game 3	4	vs.	5

Day 18	Visitors		Home
Game 1	6	vs.	2
Game 2	5	vs.	3
Game 3	1	vs.	4

PASE Basketball Application Contest 16-20

Equipment

- Two cones
- Pencils
- Boundary markers
- Whistles
- Lesson 16-20 Scorecard
- Officials' pinnies
- One clipboard
- Colored pinnies (teams)

Objectives

Demonstrate skills and tactics learned to date

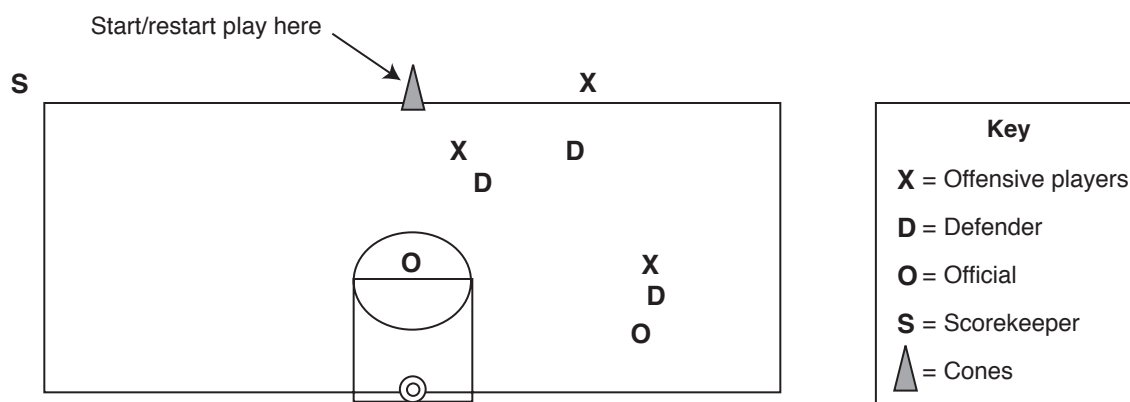
Goals

Achieve the maximum number of successful jump shots or layups (or both) in two 3-minute trials

Application Description

This is a 3 vs. 3 competition, with three offensive players and three defensive players. The offense must begin play from the cone located at the top of the key via either passing the ball to a teammate or dribbling into the playing area. The same player cannot inbound the ball on two consecutive restarts. After the ball is in play, the offense must attempt to move the ball via dribbling, passing, and screening in an attempt to create successful jump shots and layups. Play is continuous even after missed shots. On every change of possession the ball must be cleared beyond the 3-point line. Play is restarted at the cone for one of the following reasons only: (1) a successful shot attempt, (2) ball knocked out of bounds, (3) a defensive foul, or (4) an offensive violation. The competition will last for four 3-minute trials, with possession of the ball changing on each new 3-minute trial. A 3-minute half-time will be instituted between the second and third periods. Substitutions enter the game at the beginning of each new 3-minute trial. Each team member must have participated during two of the four 3-minute trials. Repeat until each team has been on offense two times. The teacher should have multiple games going at the same time based on space and equipment and use a single game clock for all games.

Application Diagram



Scorekeeper's Guidelines

- 2 points per jump shot or layup that is successful.
- 1 point per defensive foul (point awarded to offense).
- Record scores for the offensive team after the official's signal indicating a successful shot or defensive foul.
- Combine all team points for a total team score.

Referee's Guidelines

- No points awarded if a jump shot is performed from the 3-point area.
- No points if same player shoots two consecutive times.
- Demonstrate appropriate signals for violations and fouls.
- Demonstrate appropriate signals related to scoring.
- Demonstrate appropriate clock-related signals.

From *Sport Education Seasons* by Sean M. Bulger et al., 2007, Champaign, IL: Human Kinetics.

PASE Basketball Application Contest Scorecard 16-20

Instructions: Nonshaded areas must be filled in by scorekeeper.													<input type="checkbox"/> Home		<input type="checkbox"/> Away											
Team		Coach		Site		TEAM SCORING BY PERIODS						FINAL SCORE														
						1st	2nd	3rd	4th	OT																
Timer		Scorekeeper		Date																						
Fouls		Player		SCORING						SUMMARY																
				1st trial	2nd trial	3rd trial	4th trial	OT	2 FG		3 FG		FT		Steals	Reb.	Pts.									
1	2	3	4	5	Practice row to be filled in by student.																					
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
1	2	3	4	5																						
Team fouls		Totals												TEAM TIME-OUTS												
		1	2	3	4	5	6	7	8	9	10	Away		Home		Away		Home								
Alternating jump ball possessions													Home		Away		Home		Away		Home		Away		Home	
Running Score		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
		26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
		51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
		76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
Coach's Signature													Scorekeeper's Signature													

PASE BASKETBALL LESSON PLAN 21

Resources: Lesson Focus

- ◆ CD player
- ◆ *FITNESSGRAM* 8.0 PACER/Cadence CD
- ◆ Stopwatches
- ◆ Mats
- ◆ *FITNESSGRAM* Test Kit
- ◆ Nine hula hoops (one per station that uses a ball)
- ◆ Basketballs
- ◆ Cones
- ◆ 12-inch rulers
- ◆ Nine hula hoops (one for each station that uses a ball)

Instructional Materials

- ◆ PASE Skills and Fitness Combine Recording Sheets (one per person) (appendix A)
- ◆ PASE Fitness and Skills Station Task Cards 1-20 (appendix A)
- ◆ PASE Outside-of-Class Physical Activity Participation Log (appendix B)
- ◆ PASE Basketball Lesson Plan 22

Instructional Focus

The skills combine is designed to encompass the following:

- ◆ A skills and fitness assessment pretest (lesson 1)
- ◆ A skills and fitness assessment posttest (lesson 21)
- ◆ A data collection process that will enable students to engage in meaningful goal-setting behaviors
- ◆ A data collection process that will enable the teacher to monitor student progress throughout the season

Fitness Assessments

- | | |
|--------------------|--------------------|
| ◆ PACER | ◆ Shoulder stretch |
| ◆ Modified pull-up | ◆ T-run |
| ◆ BMI | ◆ Push-up |
| ◆ Trunk lift | ◆ Shuttle run |
| ◆ Sit and reach | ◆ Curl-up |
| ◆ Vertical jump | ◆ Line jump |

Skill Assessments

- | | |
|-----------------------|--------------------------|
| ◆ Low control dribble | ◆ Pass: bounce |
| ◆ Rebounding | ◆ Set shot |
| ◆ Speed dribble | ◆ Jump shot (midrange) |
| ◆ Pass: chest | ◆ Jump shot (long range) |
| ◆ Layup | |

Objectives

- ◆ Obtain data for team selection purposes
- ◆ Obtain health-related fitness posttest data
- ◆ Obtain skill-related fitness posttest data
- ◆ Obtain basketball skill posttest data
- ◆ For students to demonstrate personal and social responsibility

Lesson Introduction

- ◆ Introduce lesson focus.
- ◆ Provide anticipatory set:



The purpose of today's lesson is to assess your improvement and goal obtainment in fitness concepts and skills related to the sport of basketball. These fitness concepts and skills have been important during the season in preparing you to be a successful and knowledgeable basketball player. As in the first skills combine, you will be collecting information at each station that will allow you to document your personal growth throughout the season. This information will also help you set new goals as you engage in basketball-related activities outside of the physical education classroom.

- ◆ Provide instructions for completing the post-skills and fitness combine:



You will notice that there are 20 stations set up around the gymnasium. You and a teammate will be required to visit each station, read the task card, perform the stated activity, and record your scores. Each pair of teammates will be assigned a station number, which is where you will begin. When you arrive at any station, read the task card carefully to determine what you are required to do. Pay attention to the floor diagram, picture, and cues to help you to perform the activities correctly. Once you have completed the activity, you will need to record all required information. This information is to be recorded on the **Fitness and Skills Combine Recording Sheet** in the "Postscore" row. Record carefully and use the row showing the example to ensure accurate scoring. After you and a teammate complete a station, you are free to rotate to a new station of your choice. Please look for open stations to rotate to, remembering that your goal is to complete every station today. Note the time criterion at each station and pace yourselves accordingly.

- ◆ Complete teacher demonstrations for at least one station and have students practice recording a mock score.
- ◆ Check for student understanding using questions, student demonstrations, or both.
 - ◆ Q1: "What are the purposes of the post-skills and fitness combine?"
 - ◆ Q2: "What is the first thing that each pair should do when arriving at a new station?"
 - ◆ Q3: "After reading the task card and performing the activity, what should you do?"
 - ◆ Q4: "Describe what happens after you record the required information at a station."
- ◆ Assign teammate pairs to a station and begin post-skills and fitness combine.



Teammate pairs transition to assigned station.

Lesson Body


- ◆ Complete post-skills and fitness combine.
- ◆ See station task cards for organizational and content information.
- ◆ Teacher manages and monitors learning environment.

Fitness Component Stations

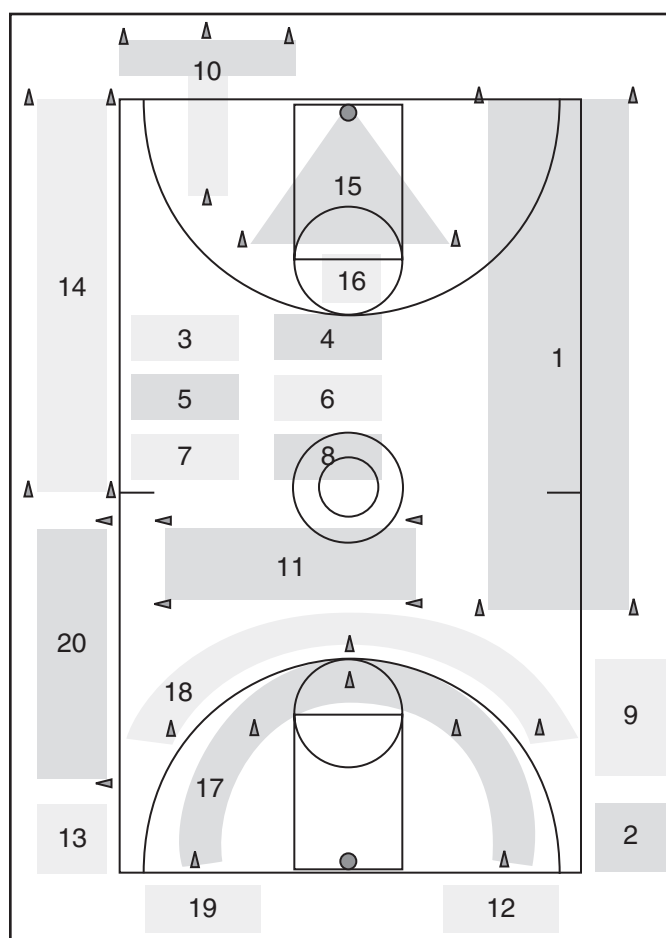
1. PACER
2. BMI
3. Sit and reach
4. Shoulder stretch
5. Push-up
6. Curl-up
7. Modified pull-up
8. Trunk lift
9. Vertical jump
10. T-run
11. Shuttle run
12. Line jumps

Basketball Skill Stations

13. Low control dribble
14. Speed dribble
15. Layup
16. Set shot
17. Jump shot (midrange)
18. Jump shot (long range)
19. Rebounding
20. Pass: chest and bounce

 *Teammate pairs transition to common area for daily closure.*

Suggested Floor Plan



Closure

- ◆ Teacher reviews lesson purpose.
- ◆ Check for student understanding using questions and demonstrations (can refer back to questions and demonstrations from the introduction).
- ◆ Teacher discusses individuals' and pairs' daily performance.
- ◆ Allow for student questions and preview **lesson 22** (postseason tournament).
- ◆ Distribute the **PASE Outside-of-Class Physical Activity Participation Log** (each person).

 *Teammate pairs organize materials and exit class.*

PASE BASKETBALL LESSON PLAN 22-24

Resources: Lesson Focus

- ◆ Numbered colored pinnies—six per team (also used during application contest)
- ◆ Basketballs—three to six per team (also used during application contest)
- ◆ Hula hoops—one per team (used to organize team materials)
- ◆ Stopwatches—one per team
- ◆ Pencils

Resources: Application Contest

- ◆ PASE Application Contest 22-24
- ◆ PASE Application Contest Scorecard 22-24
- ◆ PASE Official's Pocket Reference
- ◆ Two to four cones
- ◆ Boundary markers
- ◆ One clipboard
- ◆ Pencils
- ◆ Whistles
- ◆ Officials' pinnies

Instructional Materials

- ◆ PASE Attendance Recording Sheet (appendix B)
- ◆ PASE Roles and Responsibilities Assignments and Recording Sheet (appendix B)
- ◆ PASE Game Preparation Task Card 22-24
- ◆ PASE Fitness Activities Sheets (appendix B)
- ◆ PASE Personal or Team Fitness Recording Sheet (appendix B)
- ◆ PASE Individual or Team Activity Task Card Recording Sheet (appendix B)
- ◆ PASE Basketball Lesson Plan 25
- ◆ Postseason Tournament Rules (appendix D)
- ◆ Season Voting Ballots—lesson 24 (appendix E)
- ◆ PASE Acceptance Speech Criteria (appendix E)
- ◆ PASE Healthy Refreshments Sign-Up Sheet (appendix E)

Instructional Focus

Skills

- ◆ Review all

Tactics

- ◆ Review all

Objectives

- ◆ Further develop basketball skills and tactics by engaging in a postseason tournament game play
- ◆ Demonstrate personal and social responsibility

Team Role Check

- ◆ Students enter gymnasium and immediately report to home court area.
- ◆ Check daily roles and associated duties from materials provided.



Begin team warm-up.


Team Warm-Up

- ◆ Fitness trainer leads team through warm-up using the PASE Fitness Activities Sheets.
- ◆ Fitness trainer or individuals record performance on team warm-up using either the **Personal** or **Team Fitness Recording Sheet**.

 *Teams transition to daily review.*

Coaches' Meeting

- ◆ All team coaches report to designated meeting area.
- ◆ Teacher informs coaches of postseason tournament schedule and provides coaches with **PASE Game Preparation Task Card 22-24** (postseason tournament).
- ◆ Teacher outlines the day's events.

 *Coaches transition to home court area and join warm-up.*


Team Review

- ◆ Review progress of team goals from **lessons 3-20**. This would be found in the student/team recording sheet which the students have every lesson.
- ◆ Identify areas of need from **lessons 3-20**.
- ◆ Prepare to practice in identified areas during team practice.


 *Teams transition to designated instructional area for teacher instructions.*

Teacher Instruction

- ◆ Introduce daily lesson focus.
- ◆ Provide anticipatory set:

 Today you will be involved in the postseason tournament. The purpose of today's lesson is to give your team an opportunity to apply the skills and tactics we have practiced during the preseason phase of our basketball season. Your team will have the opportunity to engage in a basketball warm-up and determine the officials and scorekeepers prior to each game. It is important that you keep in mind that each person has to fulfill the role of either scorekeeper or official at least once during the postseason tournament. You are not allowed to perform the role of scorekeeper or official during two consecutive games (you must alternate player roles with that of scorekeeper or official).


- ◆ Advise students that after completing the **PASE Game Preparation Task Card** they should be able to answer the following questions:
 - ◆ Q1: "What will your team do to be more successful during the postseason tournament than during the in-season round robin tournament?"
 - ◆ Q2: "What type of defense will you use?"
 - ◆ Q3: "Who are your official and scorekeeper for the day's game(s)?"
- ◆ Advise student officials that they will be responsible for all official's signals during the scrimmage.

 *Teams transition to home court area for daily team practice.*

Team Practice

- ◆ Team-directed practice begins (refer to **PASE Game Preparation Task Card 22-24**—postseason tournament and **Individual** or **Team Activity Task Card Recording Sheet**).
- ◆ Teacher moves through home court area to facilitate team practice.

- ♦ Manage learning environment.
- ♦ Observe and assess individual and team performance.
- ♦ Provide encouragement and instructional feedback.

 *Teams transition back to designated instructional area for application contest.*

Application Contest

- ♦ Teacher explains and demonstrates daily contest (refer to **Application Contest 22-24** and **Postseason Tournament Roles**).
- ♦ Identify tactical focus and related skills (refer to **Application Contest Scorecard 22-24**).
- ♦ Identify contest goals.
- ♦ Discuss procedures for scoring and refereeing.
- ♦ **Scoring:** Use nonshaded areas on **Application Contest Scorecard 22-24**.
- ♦ **Refereeing:** Refer to and use designated referee signals located on the Official's Pocket Reference.

 *Teams transition to designated contest areas to perform assigned duties.*

- ♦ Teacher actively monitors individual and team performance.

 *Teams transition to designated instructional area for closure.*

Closure

- ♦ Teacher reviews lesson focus.
- ♦ Teacher discusses assessment of individual and team performance.
- ♦ Check for student understanding using questions and demonstrations (refer back to questions and demonstrations from the introduction).
- ♦ Allow for student questions and preview **lessons 23-25**.

 *Teams transition to home court areas for individual and team assessment.*

Individual and Team Assessment

- ♦ Assessment summary
 - ♦ Summarize/Complete **Application Contest Scorecard 22-24** (scorekeeper).
 - ♦ Complete **PASE Attendance Recording Sheet** (coach).
 - ♦ Complete **PASE Roles and Responsibilities Recording Sheet** (each person)
 - ♦ Supervise assessment completion (coach).
- ♦ Distribute the following instructional materials:
 - ♦ **PASE Healthy Refreshments Sign-Up Sheet**
 - ♦ **PASE Season Voting Ballots** (each person)—collect in lesson 24
 - ♦ **PASE Acceptance Speech Criteria**—have ready for use in lesson 25
- ♦ All students should develop an acceptance speech for possible awards they may win. Use the **Awards Day Acceptance Speech Criteria** from appendix E.
- ♦ Collect the following in lesson 24:
 - ♦ **PASE Reflective Journal** (each person)

 *Teams organize materials and exit class from home court areas.*

PASE Basketball Game Preparation Task Card 22-24

Skills

- Passing
- Dribbling
- Shooting
- Offensive and defensive footwork
- Offensive and defensive tactics

Learning tasks	Self	Peer	Coach
1. During the postseason tournament, each team member will be required to perform the roles of official and scorekeeper at least once. Refer to the Tournament Role Assignments to determine your role responsibility line-up. This will help determine who will be the official and scorekeeper for today's games. Once roles are identified, get the scorecards, whistles, and so on and prepare to score or officiate your assigned game.	<input type="checkbox"/>		
2. In partners, a dribbler should move from the baseline to the midcourt line while a partner plays defense on the ball. Rotate roles and repeat.		<input type="checkbox"/>	
3. In team lines, perform V- and L-cuts while receiving chest, bounce, overhead, and sidearm passes. Players rotate from passer to receiver/cutter following each trial. Repeat until each player has attempted each type of pass once.			<input type="checkbox"/>
4. In team lines, with one line shooting and one line rebounding, perform three right-handed and three left-handed layups.			<input type="checkbox"/>
5. In team lines, with one line shooting and one line rebounding, perform three jump shots from the right side of the key and three jump shots from the left side of the key.			<input type="checkbox"/>
6. Determine defensive assignments according to the following tournament schedule. If your team will use player-to-player defense, determine matchups. If your team will play zone, then determine player area (zone) assignments.			<input type="checkbox"/>
7. Practice game scenarios of your choice. Base your choice on what you think your team needs the most practice on or what you think your upcoming opponent's game plan will be.			<input type="checkbox"/>
8. In a team huddle, on the count of three, shout out your team cheer loud enough to show your team's spirit.			<input type="checkbox"/>

Postseason Tournament Schedule

Day 22	Visitors		Home
Game 1	5th seed	vs.	4th seed
Game 2	3rd seed	vs.	6th seed
Game 3	1st seed	vs.	Winner G1

Day 23	Visitors		Home
Game 4	Loser G2	vs.	Loser G3
Game 5	2nd seed	vs.	Winner G2
Game 6	Loser G1	vs.	Loser G5

DAY 24

Consolation finals

Game 7	Winner G6	vs.	Winner G4
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Championship finals

Game 8	Winner G3	vs.	Winner G5
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PASE Basketball Application Contest Scorecard 22-24

Instructions: Nonshaded areas must be filled in by scorekeeper.

Team

Coach

Site

☐ Home
 ☐ Away

FINAL SCORE

Timer

Scorekeeper

Date

Fouls		SCORING										TEAM SCORING BY PERIODS										SUMMARY									
		1st trial		2nd trial		3rd trial		4th trial		OT		2 FG		3 FG		FT		Steals		Reb.		Pts.									
1	2	3	4	5	Practice row to be filled in by student.																										
1	2	3	4	5																											
1	2	3	4	5																											
1	2	3	4	5																											
1	2	3	4	5																											
1	2	3	4	5																											
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1	2	3	4	5																											
1	2	3	4	5																											
1	2	3	4	5																											
1	2	3	4	5																											
Team fouls					Totals										TEAM TIME-OUTS																
1	2	3	4	5	Alternating jump ball possessions										Home		Away		Home		Away		Home		Away		Home				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25							
Running Score					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20							
					26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45							
					51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70							
					76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95							
															96	97	98	99	100												

Coach's Signature

Scorekeeper's Signature

PASE BASKETBALL LESSON PLAN 25

Instructional Materials (Appendix E)

- ◆ Season Individual Awards
- ◆ Acceptance Speech Criteria
- ◆ Team Season Place Finish Awards
- ◆ Awards Day Itinerary
- ◆ Door prizes (optional)

Instructional Focus


To acknowledge and reward students for becoming more competent, literate, and enthusiastic basketball persons.

Objectives


- ◆ Establish a festive classroom environment based on mutual respect
- ◆ Bring the season to a festive conclusion
- ◆ Highlight personal and team accomplishments

Lesson Introduction

- ◆ Introduce lesson focus.
- ◆ Provide anticipatory set:


 The purpose of today's lesson is to bring our basketball season to a festive close. Each of you will be recognized today for your contribution to the successful completion of this exciting basketball season. It is important that we maintain a classroom environment based on respect for opponents, as well as teammates.

- ◆ Provide itinerary for the awards day festival (refer to **PASE Basketball Awards Day Itinerary**).

 I would like to welcome you to the awards day festival. This is lesson 25, our last lesson of the basketball season. As you can see from the itinerary that has been passed to you, we have a full day of festive activities planned. Following these announcements you will be allowed to get healthy refreshments. Once you have returned to your seat with your refreshments I will describe the awards that will be presented today. Afterward, each team will be presented with their individual and tournament place finish awards and provided time to deliver an acceptance speech. Next on our agenda will be presentation of the Season Championship Award and drawing for the door prizes. Lastly, I will wrap things up with closing remarks as we prepare for our next PASE season. Let's go ahead and get refreshments.


Lesson Body

- ◆ Describe **Season Individual Awards** and **Team Season Place Finish Awards** to be presented (refer to **PASE Basketball Season Voting Ballot**).
- ◆ Present awards to each team.
- ◆ Each team delivers acceptance speeches according to criteria provided after receiving awards. This should be set by the teacher ahead of time (discuss when passed out in lessons 22-24). (Refer to **PASE Acceptance Speech Criteria**.)
- ◆ Present Season Championship Award.

 Remember, this award is based on the cumulative team point total across the season. This award recognizes the team that demonstrated the most consistent performance across the entire season related to the three major goals of a PASE season: to become competent, literate, and enthusiastic basketball players.

- ◆ Draw for door prizes and present the prizes to the winners.

Closure

 I would like to thank each and every one of you for a fantastic basketball season. Every one of you has grown mentally, physically, and emotionally during this basketball season. It has been a pleasure to watch each of you accept more and more responsibility and respond to that increased responsibility in such a positive way. Truly, you have become more competent, literate, and enthusiastic basketball players and I look forward to our next PASE season with great anticipation. Have a great day and I will see you all in the next class.

- ◆ Collect the following:
 - ◆ **PASE Outside-of-Class Physical Activity Participation Log** (each person)
 - ◆ **PASE Independent Learning Activity** (each person)

 *Teams organize materials and exit class from home court areas.*

