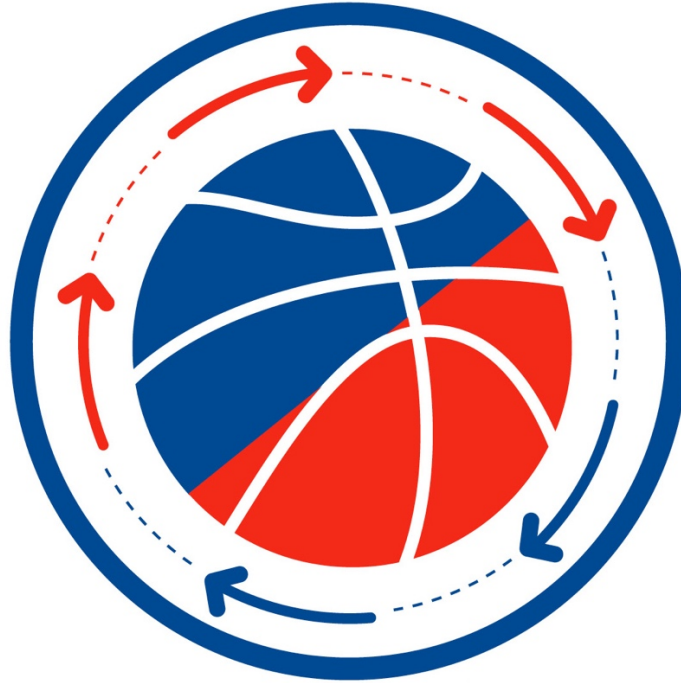


TOOLS FOR LEARNING *Skillastics*[®] **BASKETBALL**

INTERMEDIATE (3-5)

A PUBLIC SERVICE OF





TOOLS FOR LEARNING

Skilastics® BASKETBALL

Create by:
Sandy Slade & Aaron Hart

Special Contributions by:
Deedi Brown

Design:
Jennifer Truong

In partnership with the SUNY Cortland AMP Lab.
OPEN is a Public Service Organization supported by [US Games](#) and [BSN Sports](#).
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MODULE OVERVIEW

ABOUT THIS MODULE

Skil**l**astics[®] Basketball is a large group physical activity resource designed to maximize activity and participation for both small and large groups. This module expands your activity options using all of the tools that come with your Skil**l**astics[®] Basketball game set while also adding all of the rigorous tools found in OPEN curriculum modules.

NATIONAL STANDARDS AND OUTCOMES FOCUS

- ✔ **Standard 1 [E6.3-4]:** Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation (3); Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks (4).
- ✔ **Standard 1 [E15.4-5]:** Throws to a moving partner with reasonable accuracy in a non-dynamic environment (4); Throws with accuracy, both partners moving (5a); Throws with reasonable accuracy in dynamic, small-sided practice tasks (5b).
- ✔ **Standard 1 [E17.3-5]:** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b); Combines hand dribbling with other skills during one-on-one practice tasks (5).
- ✔ **Standard 1 [E20.4-5]:** Dribbles with hand/feet in combination with other skills (e.g., passing, receiving, shooting) (4); Hand/foot-dribbles with mature patterns in a variety of small-sided game forms (5).
- ✔ **Standard 1 [E26.4]:** Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments (4).
- ✔ **Standard 2 [E1.3-5]:** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Applies the concept of closing spaces in small-sided practice tasks (4b); Dribbles in general space with changes in direction and speed (4c); Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments (5).
- ✔ **Standard 2 [E2.3-5]:** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks/games environments, gymnastics, and dance with self-direction (5).
- ✔ **Standard 3 [E2.3-5]:** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E4.3-5]:** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).
- ✔ **Standard 4 [E5.3-5]:** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).
- ✔ **Standard 4 [E6.3-5]:** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

MODULE OVERVIEW

TABLE OF CONTENTS

RESOURCES	FOCUS OUTCOMES & STANDARDS	PAGE
Module Overview		1
Required Materials List		5
Activity Plans		
Mirror Mirror on the Court	Standards 1, 3, 4	7
Basketball Know How	Standard 1, 2, 4	9
Basketball Roundabout	Standard 1, 4	11
Dribble Round Up	Standard 1, 2, 4	13
Passing Frenzy	Standard 1, 4, 5	15
Step Slide Basketball	Standard 1, 4	17
Hot Spot, Take a Shot	Standard 1, 4	19
Basketball Bonanza	Standard 1, 4	21
Sample First Lesson Plan		23
Academic Language Posters		42 pages
Letter of the Alphabet Cards		52 pages
Basketball Word Cards		2 pages
Universal Design Adaptations		1 page
Student Assessment Tools		
Self-Assessment Worksheet		
Holistic Performance Rubric		
Dual Holistic Performance Rubric		
Academic Language Quiz		
Teacher Self-Eval & Reflection Guide		

PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

- Instant Activity (not on block plan) *5-10 minutes*
- + Skill Activity with Debrief *10-15 minutes*
- + Skill Activity with Debrief *10-15 minutes*
- + Check for Understanding *5 minutes*

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Three types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

MODULE OVERVIEW

SELF
ASSESSMENT
WORKSHEET

This self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. A post-assessment for all skills would then be completed during the Module's final lesson.

USING
THE SELF
ASSESSMENT
FOR
EVALUATION
(GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC
RUBRIC
FOR
PERFORMANCE

Holistic Rubrics can be used as both a formative and summative assessment. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.


Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the Module's Final Day, providing a final holistic evaluation of student performance.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Mirror Mirror on the Court, Basketball Know How	Actively Engage, Ball Handling, Control, Critical Cues, Dribble, Finger Pad, Independent, Mature Pattern, Mirror, Safe
2	Basketball Know How, Basketball Roundabout	Appropriate, Ball Handling, Combine, Control, Dribble, Finger Pad, Independent, Locomotor Movement, Personal Behavior, Safe
3	Basketball Roundabout, Dribble Round Up	Actively Engage, Ball Handling, Control, Critical Cues, Dribble, Etiquette, Finger Pad, Independent
4	Passing Frenzy, Step Slide Basketball	Combine, Dribble, Heart Rate, Independent, Peer, Personal Goals, Purposeful Practice, Safe
5	Step Slide Basketball, Hot Spot, Take a Shot	Accept, Accurate, Bounce Pass, Challenge, Chest Pass, Dynamic, Enjoyment, Express, Growth Mindset, Overcome, Praise
6	Hot Spot, Take a Shot, Basketball Bonanza	Appropriate, Compliment, Effort, Leading Pass, Pass, Performance, Step-Slide, Theory
7	Student Choice	Academic Language

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
1	Basketball Skillastics® Activity Pack		
	Pack Includes: Large Activity Mat, 6 Miniature Mats, 26 Laminated Task Cards, 6 Multi-Colored Foam Die, 6 Multi-Colored Beanbag Markers	1098471	Link to e-Store
24	Basketballs (Voit XB 20 Intermediate)	1369529	Link to e-Store
24	Spot Markers	1388151	Link to e-Store
12	Cones (Color My Class)	1093452	Link to e-Store
2	Basketball Hoops	20020801	Link to e-Store
			OPENPhysEd.org
	Laminated Task Cards		SKILLASTICS®
	Letter of the Alphabet Cards		OPENPhysEd.org
	Basketball Word Cards		OPENPhysEd.org
	Academic Language Cards		OPENPhysEd.org

MIRROR MIRROR ON THE COURT

STUDENT TARGETS

- ✔ **Skill:** I will dribble a basketball with a mature pattern and with control.
- ✔ **Cognitive:** I will tell my partner the critical cues for dribbling.
- ✔ **Fitness:** I will stay actively engaged throughout the activity.
- ✔ **Personal & Social Responsibility:** I will work safely and independently with my partner and my classmates.

TEACHING CUES

- ✔ Knees Bent, Eyes Up
- ✔ Finger Pad Push
- ✔ Give to Your Waist
- ✔ Protect the Ball

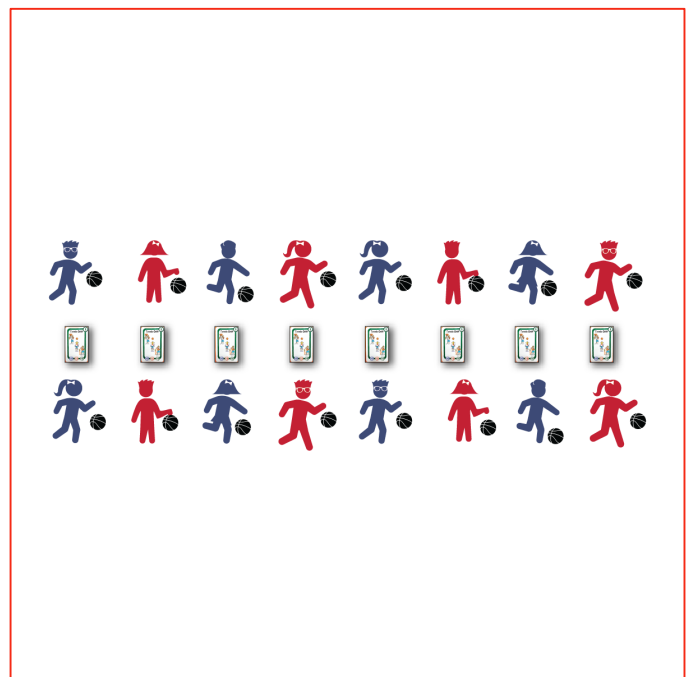
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 26 Skillastics® Basketball Task Cards
- ✔ 1 basketball per student

Set-Up:

1. Lay Skillastics® Basketball Task Cards in a line in the middle of the activity area. Provide enough room in between each task card for students to perform basketball activity.
2. Pair students, each pair next to a Skillastics® Basketball Task Card.



Activity Procedures:

1. It's time to play Mirror Mirror on the Court. The object of the game is for one partner to perform the skill on the task card while the other partner mirrors her/his movement. Play Rock, Paper, Scissors (RPS) to determine who will perform the task card movement first.
2. On the start signal, the partner who won the game of RPS will begin performing the skill on the task card. The other student will look at their partner only (not the skill card) and begin to mirror the activity.
3. On the stop signal, rotate to the next card, switch roles, and wait for the start signal to begin the new task card movement.

Grade Level Progression:

- 3rd: Sort Skillastics® Basketball Task Cards and use only those that include ball-handling skills while remaining static (e.g., Kneel Dribbling, Both Hands).
- 4th: Progress with task cards that include dribbling while moving (e.g., Dribble Right Hand, Moving).
- 5th: Utilize all task cards.

MIRROR MIRROR ON THE COURT

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Complete a mirroring activity without the complex skill of dribbling or ball handling.
- ✔ Provide a variety of balls that can be dribbled. Allow students to select the ball that will give them the best chance for success.
- ✔ Complete this activity in small groups with an adult leading and students mirroring.

ACADEMIC LANGUAGE

Actively Engage, Ball Handling, Control, Critical Cues, Dribble, Finger Pad, Independent, Mature Pattern, Mirror, Safe

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E20.4-5]:** Dribbles with hand/feet in combination with other skills (e.g., passing, receiving, shooting) (4); Hand/foot-dribbles with mature patterns in a variety of small-sided game forms (5).
- ✔ **Standard 3 [E2.3-5]:** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E1.3-5]:** Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).

DEBRIEF QUESTIONS

BASKETBALL Depth of Knowledge

- ✔ **DOK 1:** Can you remember the cues for dribbling?
- ✔ **DOK 2:** How does using finger pads to push the ball affect the way you dribble?
- ✔ **DOK 3:** How is control related to dribbling?

SOCIAL AND EMOTIONAL LEARNING Depth of Knowledge

- ✔ **DOK 1:** What does it mean to work independently with your partner?
- ✔ **DOK 2:** How do you apply responsible behavior when you're working independently?
- ✔ **DOK 3:** What facts would you select to support the importance of working independently to creating a positive learning environment?

TEACHING STRATEGY FOCUS

Help students identify critical content. Set the stage for students to succeed by identifying critical content in the first lesson of this Skillastics® Basketball Module. Dribbling is a foundational skill that will help students feel successful in future practice activities as well as small-sided games. It's also a skill that should be somewhat of a review for most of your students. Reintroduce the skill, emphasize the critical cues, and provide meaningful performance feedback. It's also important for students to understand why working independently with a partner will help them succeed in physical education—Skillastics® Basketball specifically. Provide time to discuss what this means and how it applies in the physical education classroom.

BASKETBALL KNOW HOW

STUDENT TARGETS

- ✓ **Skill:** I will combine locomotor movement with dribbling.
- ✓ **Cognitive:** I will discuss the meaning and use of basketball academic language words.
- ✓ **Fitness:** I will work to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will work safely and independently with equipment.

TEACHING CUES

- ✓ Knees Bent, Eyes Up
- ✓ Finger Pad Push
- ✓ Give to Your Waist
- ✓ Protect the Ball

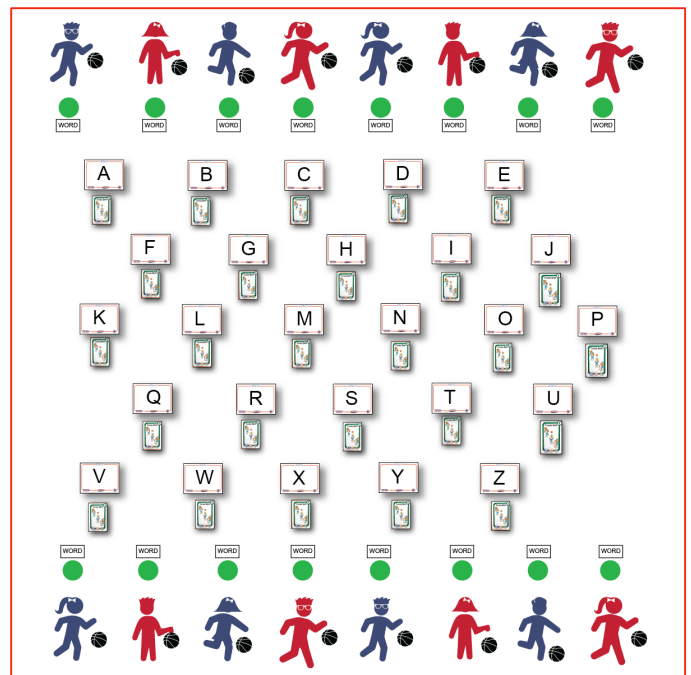
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 26 Skillastics® Basketball Task Cards
- ✓ Letters of the Alphabet Cards
- ✓ 1 Basketball Word Card per student
- ✓ 1 spot marker per student
- ✓ 1 basketball per student

Set-Up:

1. Scatter Skillastics® Basketball Task Cards throughout the playing area. Place a Letters of the Alphabet Card on top of each task card.
2. Place spot markers and Basketball Word Cards around the perimeter of the playing area. (Word cards are different from, but match, the module's academic language cards. Display matching academic language cards on your word wall.)
3. Each student with a ball on a spot marker.



Activity Procedures:

1. This activity is called Basketball Know How. The object of the game is to spell the word on your word card by dribbling from 1 letter card to the next. At each letter card, you will perform the basketball task listed on the Skillastics® Basketball Task Card.
2. On the start signal, pick up your word card and bring it while you dribble to the 1st letter of your word.
3. When you arrive at the letter, begin performing the task listed on the task card. If there's someone at the same letter, share space while being cooperative and encouraging. (Teachers, give students a repetition number to perform at each card.)
4. When you're done, move to the next letter in your word. Repeat until your entire word is spelled. Then return to an empty spot, lay your card on top of the spot, and dribble to a new, open spot.
5. Continue until you hear the stop signal.

Grade Level Progression:

- 3rd: Allow students to use their dominant hand throughout the activity.
- 4th: Prompt students to first use their dominant hand and then their non-dominant hand.
- 5th: Use a change of direction and/or speed signal. When students hear the signal, they will change direction and/or speed.

BASKETBALL KNOW HOW

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Provide a variety of balls that can be dribbled. Allow students to select the ball that will give them the best chance for success.
- ✔ Allow students to work in pairs with classmates who can provide peer coaching assistance.
- ✔ Complete the activity without the use of task cards.

ACADEMIC LANGUAGE

Appropriate, Ball Handling, Combine, Control, Dribble, Finger Pad, Independent, Locomotor Movement, Personal Behavior, Safe

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E6.3-4]:** Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation (3); Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks (4).
- ✔ **Standard 1 [E17.3-5]:** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b); Combines hand dribbling with other skills during one-on-one practice tasks (5).
- ✔ **Standard 2 [E2.3-5]:** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks/games environments, gymnastics, and dance with self-direction (5).
- ✔ **Standard 4 [E6.3-5]:** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF QUESTIONS

BASKETBALL Depth of Knowledge

- ✔ **DOK 1:** What would you include on a list about basketball dribbling?
- ✔ **DOK 2:** How does speed affect your dribbling performance?
- ✔ **DOK 3:** How can we change this activity to make it easier? More challenging?

SOCIAL AND EMOTIONAL LEARNING Depth of Knowledge

- ✔ **DOK 1:** What would you include on a list about appropriate personal behavior in basketball practice activities?
- ✔ **DOK 2:** How do your personal behavior choices affect your classmates?
- ✔ **DOK 3:** What facts would you use to support the importance of appropriate personal behavior in physical education?

TEACHING STRATEGY FOCUS

Organize students to interact with content. The cognitive aspects of basketball are just as necessary as the skills with respect to successful participation, appreciation, and enjoyment. Providing students an opportunity to interact and engage with the academic language of basketball is an important component of developmentally appropriate teaching and learning.

BASKETBALL ROUNDABOUT

STUDENT TARGETS

- ✓ **Skill:** I will complete each basketball task using mature patterns and perfect form.
- ✓ **Cognitive:** I will discuss the rules and etiquette for participating in Skillastics® Basketball activities.
- ✓ **Fitness:** I will work to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will follow the rules and etiquette for Skillastics® Basketball.

TEACHING CUES

- ✓ Knees Bent, Eyes Up
- ✓ Finger Pad Push
- ✓ Give to Your Waist
- ✓ Protect the Ball

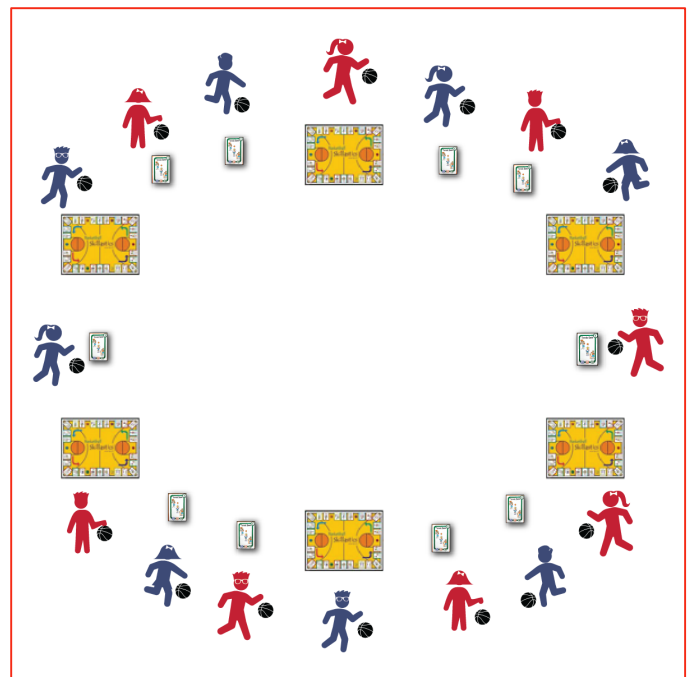
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 26 Skillastics® Basketball Task Cards
- ✓ 6 Skillastics® Miniature Mats
- ✓ 6 colored dice
- ✓ 6 beanbag markers
- ✓ 1 basketball per student

Set-Up:

1. Place the Skillastics® Miniature Mats in a large circle around the activity area. Space Skillastics® Basketball Task Cards evenly between the mats.
2. Place a matching color die and beanbag on each mini-mat.
3. Send each student, with a ball, to a task card or mini-mat.



Activity Procedures:

1. This activity is called Basketball Roundabout. It is a station-style activity.
2. On the start signal, all students on a mini-mat will roll their die, move the beanbag that number of spaces on the mini-mat, and begin the task listed on the space the beanbag lands on. All students at a task card will perform the activity on the card.
3. We will perform each task for 1 minute (or other designated length of time). On the stop signal, bring your ball with you as you rotate clockwise. Wait for the start signal to roll your die and/or start a new task.

Grade Level Progression:

- 3rd: Play the activity as described above.
- 4th: Prompt students to change their locomotor movements while dribbling from mini-mats to task cards.
- 5th: Use a change of direction and/or speed signal. When students hear the signal, they will change direction and/or speed.

BASKETBALL ROUNABOUT

UNIVERSAL DESIGN ADAPTATIONS

ACADEMIC LANGUAGE

STANDARDS & OUTCOMES ADDRESSED

DEBRIEF QUESTIONS

TEACHING STRATEGY FOCUS

- ✔ Provide a variety of balls that can be dribbled. Allow students to select the ball that will give them the best chance for success.
 - ✔ Provide peer or adult coaches at mini-mats and task cards.
- Actively Engage, Ball Handling, Control, Critical Cues, Dribble, Etiquette, Finger Pad, Independent
- ✔ **Standard 1 [E6.3-4]:** Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation (3); Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks (4).
 - ✔ **Standard 1 [E17.3-5]:** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b); Combines hand dribbling with other skills during one-on-one practice tasks (5).
 - ✔ **Standard 4 [E5.3-5]:** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).

BASKETBALL Depth of Knowledge

- ✔ **DOK 1:** How can you recognize perfect form?
- ✔ **DOK 2:** How can you improve your control when performing practice tasks?
- ✔ **DOK 3:** How would you describe your effort to keep control of the basketball? Use specific examples to support your answer.

SOCIAL AND EMOTIONAL LEARNING Depth of Knowledge

- ✔ **DOK 1:** What does etiquette mean?
- ✔ **DOK 2:** How would you compare/contrast etiquette and rules?
- ✔ **DOK 2:** How is the etiquette of basketball different than the etiquette of the classroom? How is it the same?
- ✔ **DOK 3:** How is etiquette related to enjoyment?

Help students practice skills, strategies, and processes. This activity provides a management system that allows students to practice basketball-specific skills while also practicing the etiquette and process of Skillastics® Basketball participation. Remember to reinforce positive behaviors and skill performances while purposefully correcting both skill and behavior errors.

DRIBBLE ROUND UP

STUDENT TARGETS

- ✓ **Skill:** I will combine locomotor movement with dribbling.
- ✓ **Cognitive:** I will discuss the importance of purposeful practice.
- ✓ **Fitness:** I will work to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will work safely without teacher reminders.

TEACHING CUES

- ✓ Knees Bent, Eyes Up
- ✓ Finger Pad Push
- ✓ Give to Your Waist
- ✓ Protect the Ball

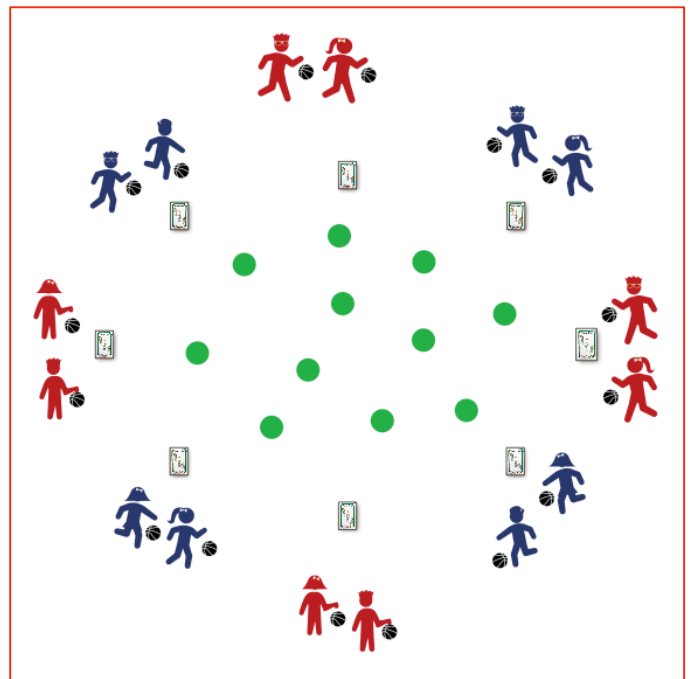
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 10–20 spot markers or low-profile cones
- ✓ 26 Skillastics® Basketball Task Cards
- ✓ 1 basketball per student

Set-Up:

1. Scatter spot markers throughout the activity area.
2. Place Skillastics® Basketball Task Cards on both end lines of the playing area.
3. Pair students, each pair at a task card and each student with a basketball.



Activity Procedures:

1. This activity is called Drizzle Round Up. The object of the game is to complete the Skillastics® tasks while also completing the center challenges.
2. Each level is a timed challenge; listen carefully for start/stop signals.
 - a. Level 1: On the start signal, Partner A stays at the task card and completes the task. Partner B dribbles with her/his dominant hand around as many spots as possible. On the stop signal, switch roles.
 - b. Level 2: Same format as Level 1, but dribbling partners use their non-dominant hands.
 - c. Level 3: Same format as Levels 1 & 2, but dribbling partners move to a spot and perform 5 crossovers before dribbling to a new spot.
 - d. Level 4: On the start signal, both partners perform the task card drill. On the stop signal, both partners enter the center of the activity area and play dribble tag with their partner only. On the next start signal, they move together to a new task card and begin a new drill.
 - e. Level 5: Same format as Level 4, but on the stop signal, students play dribble tag with the entire class.

Grade Level Progression:

- 3rd: Play the activity at levels 1 and 2.
- 4th: Play the activity at levels 1, 2, and 3, progressing to level 4 if students display readiness.
- 5th: Play the activity at all levels.

DRIBBLE ROUND UP

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Provide a variety of balls that can be dribbled. Allow students to select the ball that will give them the best chance for success.
- ✔ Provide brightly colored boundaries and markers.
- ✔ Use auditory cues at center spot markers to help visually impaired students find and complete center challenges.

ACADEMIC LANGUAGE

Combine, Dribble, Heart Rate, Independent, Peer, Personal Goals, Purposeful Practice, Safe

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E6.3-4]:** Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation (3); Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks (4).
- ✔ **Standard 1 [E17.3-5]:** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b); Combines hand dribbling with other skills during one-on-one practice tasks (5).
- ✔ **Standard 2 [E1.3-5]:** Recognizes the concept of open spaces in a movement context (3); Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling) (4a); Applies the concept of closing spaces in small-sided practice tasks (4b); Dribbles in general space with changes in direction and speed (4c); Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance, and games environments (5).
- ✔ **Standard 4 [E6.3-5]:** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF QUESTIONS

BASKETBALL Depth of Knowledge

- ✔ **DOK 1:** What is an example of combining locomotor movements and dribbling?
- ✔ **DOK 2:** What do you know about combining dribbling with other skills during a basketball game?
- ✔ **DOK 3:** How is your ability to combine dribbling and other skills related to success in basketball?

SOCIAL AND EMOTIONAL LEARNING Depth of Knowledge

- ✔ **DOK 1:** What is purposeful practice?
- ✔ **DOK 2:** How does purposeful practice affect progress toward your personal goals?
- ✔ **DOK 3:** How would you describe the process of purposeful practice?

TEACHING STRATEGY FOCUS

Help students engage in cognitively complex tasks. As students move through the levels of this activity, the challenge becomes increasingly dynamic and complex. When this type of game play is first introduced, students will have to think about all aspects of their performance. Repetitive exposure to dynamic game play will begin to automate certain skills (like dribbling) and allow students to focus their thinking on increasingly complex tasks (like moving into open space or closing space while working to tag an opponent).

PASSING FRENZY

STUDENT TARGETS

- ✓ **Skill:** I will pass accurately, following skill cues for chest and bounce passes.
- ✓ **Cognitive:** I will list the skill cues for passing.
- ✓ **Fitness:** I will work to improve my skill-related fitness (specifically, coordination).
- ✓ **Personal & Social Responsibility:** I will discuss ways to overcome challenges when learning new skills.

TEACHING CUES

- ✓ 2 Hands on the Ball
- ✓ Step Toward Your Target
- ✓ Extend Arms Straight Out
- ✓ Rotate Palms Outward
- ✓ Push the Ball to Your Target
- ✓ Extend to Follow Through (Palms Out)

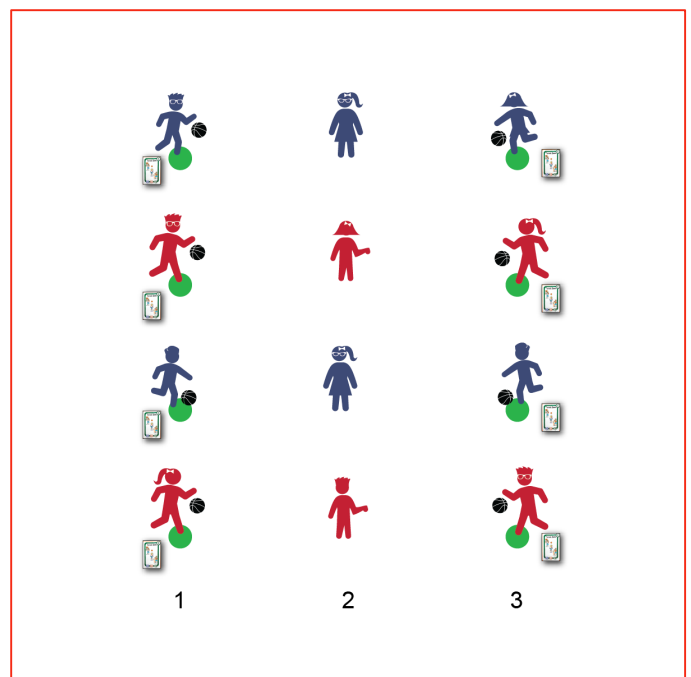
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 26 Skillastics® Basketball Task Cards
- ✓ 1 basketball per student for $\frac{2}{3}$ of the students ($\frac{1}{3}$ of the students without a ball)

Set-Up:

1. Create 2 parallel lines of task cards, 15–20 feet apart.
2. Send 1 student to each task card.
3. Send the remaining students in a line down the center of the task card activity area. This will create passing lines of 3 students lined up from task card to task card.



Activity Procedures:

1. This activity is called Passing Frenzy. The purpose of the activity is to practice our passing and complete Skillastics® Basketball Task Cards. We'll start with chest passing.
2. On the start signal, students in row 1 will pass the ball to the students in center row 2. Row 2 students will quickly pass the ball back and then turn and show hands to the students in row 3.
3. As soon as students in row 3 see hands, they'll pass their balls to row 2. Row 2 students will then quickly pass back to row 3.
4. As soon as passes are made back to row 3, students in row 2 will do jumping jacks (or other exercise) while students in rows 1 and 2 perform the activity on the task cards.
5. On the stop signal (every 60 seconds), all players will move 1 space forward, and the players at the front will jog to the open space at the back. (You can repeat this activity using bounce passes, 2-handed overhead passes, and 1-handed baseball passes.)

Grade Level Progression:

- 3rd: Play the activity using chest and bounce passes.
- 4th–5th: Play the activity, progressing to overhead and baseball passes as students display readiness.

PASSING FRENZY

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Provide a variety of balls that can be dribbled and passed. Allow student to select the ball that will give them the best chance for success.
- ✔ Decrease the distance between rows.

ACADEMIC
LANGUAGE

Accept, Accurate, Bounce Pass, Challenge, Chest Pass, Dynamic, Enjoyment, Express, Growth Mindset, Overcome, Praise

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [E15.4-5]:** Throws to a moving partner with reasonable accuracy in a non-dynamic environment (4); Throws with accuracy, both partners moving (5a); Throws with reasonable accuracy in dynamic, small-sided practice tasks (5b).
- ✔ **Standard 4 [E4.3-5]:** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).
- ✔ **Standard 5 [E2.3-5]:** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (5).

DEBRIEF
QUESTIONS

BASKETBALL Depth of Knowledge

- ✔ **DOK 1:** Can you remember the skill cues for passing?
- ✔ **DOK 2:** What do you notice about your passes when you don't follow certain cues?
- ✔ **DOK 3:** How is body control related to passing accuracy?

SOCIAL AND EMOTIONAL LEARNING Depth of Knowledge

- ✔ **DOK 1:** How can you recognize something that's challenging?
- ✔ **DOK 2:** How can you apply what you've learned about purposeful practice when you're faced with a challenge?
- ✔ **DOK 3:** How is a growth mindset related to your ability to overcome a challenge?

TEACHING
STRATEGY
FOCUS

Help students process content. The introduction of passing can be very challenging for some students. It can also cause higher-skilled students to become frustrated with their lower-skilled classmates. It's critical to take time to debrief class performance and discuss the importance of a growth mindset as well as the encouragement of classmates with positive language. Challenging tasks without proper debrief and processing can open the door for a negative sport experience and discourage future participation.

STEP SLIDE BASKETBALL

STUDENT TARGETS

- ✓ **Skill:** I will pass to my partner as we both use a step-slide to move down the activity area.
- ✓ **Cognitive:** I will discuss appropriate ways to compliment the performance and effort of my classmates.
- ✓ **Fitness:** I will work to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will compliment the performance and effort of my classmates.

TEACHING CUES

- ✓ 2 Hands on the Ball
- ✓ Step Toward Your Target
- ✓ Extend Arms Straight Out
- ✓ Rotate Palms Outward
- ✓ Push the Ball to Your Target
- ✓ Extend to Follow Through (Palms Out)

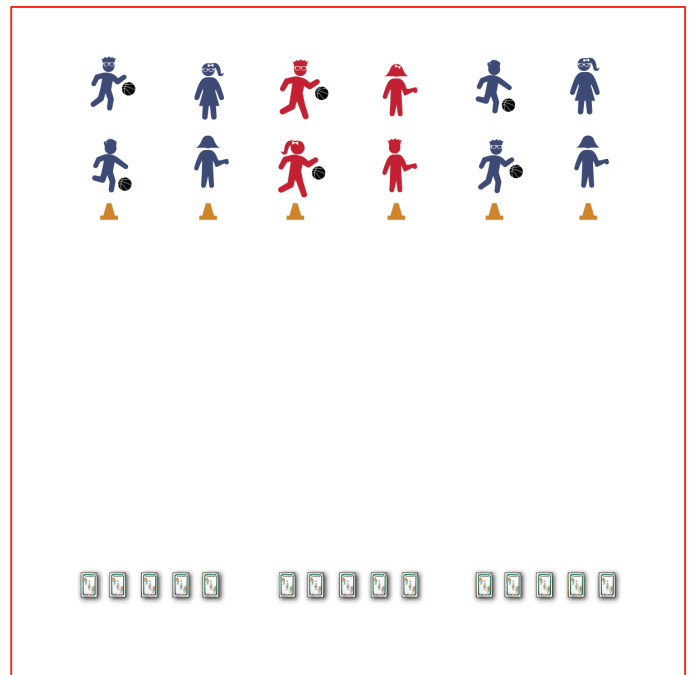
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 15 Skilastics® Basketball Task Cards
- ✓ 1 basketball per pair of students
- ✓ 6 cones

Set-Up:

1. Place 2 cones 6–10 feet apart.
2. Place 5 Skilastics® Basketball Tasks Cards in a line 25–30' from the cones.
3. Repeat this set-up to create a total of 3 sets of cones and task cards.
4. Create 6 equal groups of students, each group in a single-file line behind a cone. Lines 2, 4, and 6 begin with basketballs. Students in line 1 will work with students in line 2, line 3 with line 4, and line 5 with line 6.



Activity Procedures:

1. This is Step Slide Basketball. The object is for you and your partner to pass the ball back and forth while step-sliding to the task cards.
2. Once you reach the task cards, you'll agree on a skill to perform from the cards in your line.
3. As soon as you begin your task, the students waiting in your starting lines will begin to mirror your movement (with and without the ball).
4. After you finish your repetitions, pass and step-slide back to your cones. As soon as you return, the next pair can go. (You can repeat this activity using bounce passes and 2-handed overhead passes.)

Grade Level Progression:

- 3rd: Allow students to catch passes, stop, and then pass to a moving partner while remaining stationary.
- 4th: Play the activity as described above.
- 5th: Add bounce passes and/or overhead passes as students display readiness.



STEP SLIDE BASKETBALL

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Allow students to choose the locomotor activity they use to travel the length of the activity area.
- ✔ Allow students to choose the pace of their movements.
- ✔ Provide a variety of balls that can be dribbled and passed. Allow students to select the ball that will give them the best chance for success.

ACADEMIC LANGUAGE

Appropriate, Compliment, Effort, Leading Pass, Pass, Performance, Step-Slide, Theory

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E15.4-5]:** Throws to a moving partner with reasonable accuracy in a non-dynamic environment (4); Throws with accuracy, both partners moving (5a); Throws with reasonable accuracy in dynamic, small-sided practice tasks (5b).
- ✔ **Standard 1 [E26.4]:** Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments (4).
- ✔ **Standard 4 [E4.3-5]:** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

BASKETBALL Depth of Knowledge

- ✔ **DOK 1:** How would you describe a step-slide movement?
- ✔ **DOK 2:** What do you know about using step-slide movements in basketball?
- ✔ **DOK 3:** How is balance related to step-slide movements?

SOCIAL AND EMOTIONAL LEARNING Depth of Knowledge

- ✔ **DOK 1:** How can you recognize a compliment?
- ✔ **DOK 2:** How does receiving a compliment make you feel? How does giving a compliment make you feel?
- ✔ **DOK 3:** Can you formulate a theory about how giving and receiving compliments affects a person’s skill performance? How would you test that theory?

TEACHING STRATEGY FOCUS

Review content. Students learn through repetition (either good or bad). Providing ongoing demonstrations while reviewing skill cues will help reinforce the performance that you want to see with a focus on critical skill cues. It’s unrealistic to expect students to see and hear something one time and then be able to work independently toward competency. Review content often.

HOT SPOT, TAKE A SHOT

STUDENT TARGETS

- ✓ **Skill:** I will shoot a lay-up and a jump shot following skill cues.
- ✓ **Cognitive:** I will list the skill cues for shooting.
- ✓ **Fitness:** I will work to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my classmates, following the rules and etiquette of Skillastics®.

TEACHING CUES

BEEF

- ✓ Balance on the Platter
- ✓ Elbow Under the Ball
- ✓ Eyes on Target
- ✓ Follow-Through Snap

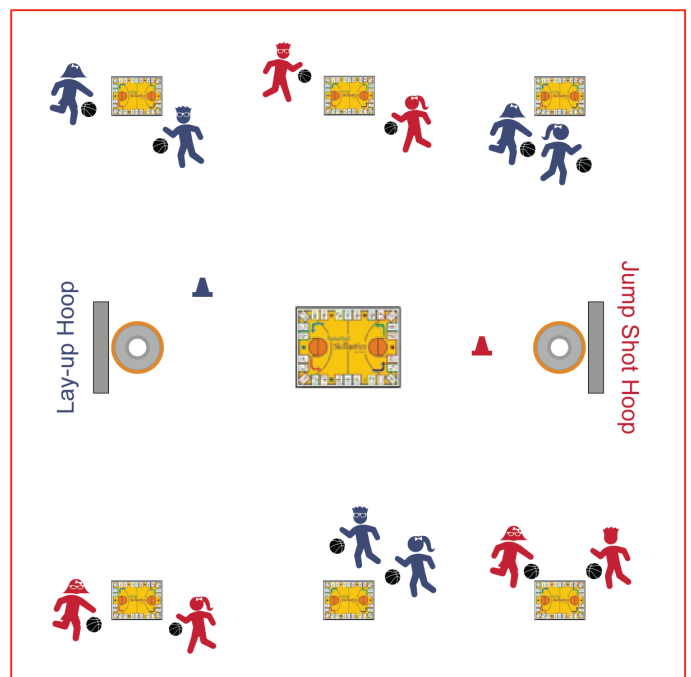
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Complete Skillastics® Basketball game set.
- ✓ 2 baskets/hoops
- ✓ 1 basketball per student
- ✓ 1 blue cone to create a lay-up starting line
- ✓ 1 red cone to create a jump shot starting line

Set-Up:

1. Set up the Skillastics® Basketball game as described in the set instructions.
2. Create even teams, 1 team at each of the mini-mat team areas.
3. Each student with a basketball.



Activity Procedures:

1. This activity is called Hot Spot, Take a Shot. It's a variation of a regulation game of Skillastics® Basketball.
2. On the start signal (music), begin playing Skillastics® Basketball as described in the set instructions.
3. As your team moves your beanbag marker around the game board, pay attention to the "start spots" that you land on. If your team lands on the blue start spot, everyone on your team must dribble to the blue hoop, form a line, and attempt to make a lay-up. Every student gets 1 shot only.
4. If your team lands on the red start spot, everyone on your team must dribble to the red hoop, form a line, and attempt to make a jump shot from 5' away. Every student gets 1 shot only.
5. As soon as your team is done shooting, return to your mini-mat team area and continue playing Skillastics® Basketball.

Grade Level Progression:

- 3rd–4th:** Use baskets at a height that promotes success. If adjustable baskets are not available, use hula hoops placed on the floor with a focus on form, arc, and follow-through.
- 5th:** Play the activity as described above.

HOT SPOT, TAKE A SHOT

UNIVERSAL DESIGN ADAPTATIONS

ACADEMIC LANGUAGE

STANDARDS & OUTCOMES ADDRESSED

DEBRIEF QUESTIONS

TEACHING STRATEGY FOCUS

- ✔ Provide a variety of balls that can be dribbled and shot. Allow students to select the ball that will give them the best chance for success.
- ✔ Modify the size and type of goal students shoot at. Examples include wall marks, hula hoops on the floor, floor spots, etc.
- ✔ Use auditory signals on goals/targets.

Accept, Balance, Challenge, Combine, Cooperate, Etiquette, Follow-Through, Jump Shot, Lay-Up

- ✔ **Standard 1 [E15.4-5]:** Throws to a moving partner with reasonable accuracy in a non-dynamic environment (4); Throws with accuracy, both partners moving (5a); Throws with reasonable accuracy in dynamic, small-sided practice tasks (5b).
- ✔ **Standard 1 [E26.4-5]:** Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments (4); Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball) (5).
- ✔ **Standard 4 [E4.3-5]:** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

BASKETBALL Depth of Knowledge

- ✔ **DOK 1:** Can you remember the skill cues for shooting?
- ✔ **DOK 2:** What do you notice about your shots if you don’t follow certain cues?
- ✔ **DOK 3:** How is balance related to shooting accuracy?

SOCIAL AND EMOTIONAL LEARNING Depth of Knowledge

- ✔ **DOK 1:** How can you recognize a team or group that is working cooperatively?
- ✔ **DOK 2:** How would you summarize the importance of cooperation in basketball?
- ✔ **DOK 3:** Can you predict the outcome of a basketball game in which a team that cooperates plays against a team that doesn’t cooperate? What might be some specific example of things that would happen during a game like that?

Help students practice skills, strategies, and processes. Teaching shooting to elementary students presents basketball excitement as well as challenges. Regulation baskets are not developmentally appropriate, nor do they promote student success. The most important aspect of shooting is proper form and mechanics. Help students by creating targets that promote purposeful practice and success, and therefore learning.

BASKETBALL BONANZA

STUDENT TARGETS

- ✓ **Skill:** I will perform all skills and drills with purpose and a desire for excellence.
- ✓ **Cognitive:** I will discuss the meaning and importance of being actively engaged.
- ✓ **Fitness:** I will work to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will work independently with purpose.

TEACHING CUES

- ✓ Knees Bent, Eyes Up
- ✓ Finger Pad Push
- ✓ Give to Your Waist
- ✓ Protect the Ball

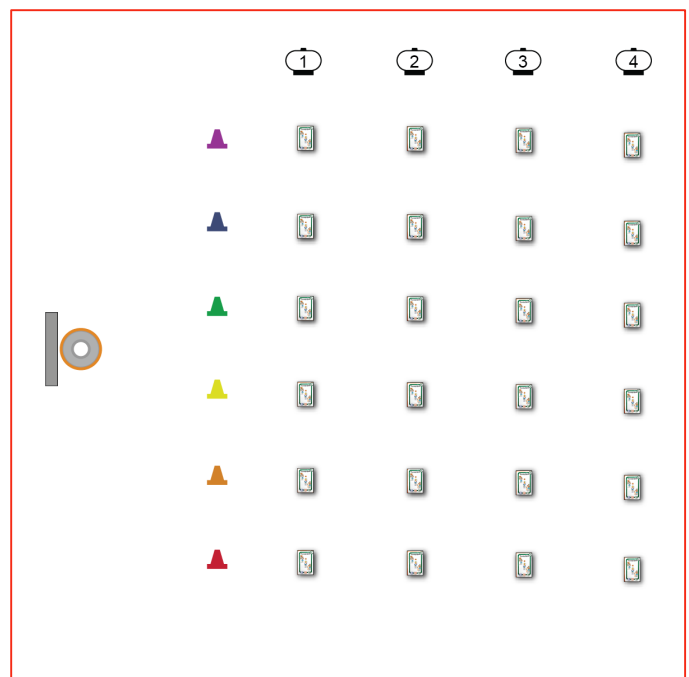
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 24 Skillastics® Basketball Task Cards
- ✓ 1 basketball per student
- ✓ 6 cones (6-color set)
- ✓ 4 cones with Task Tents
- ✓ 4 numbered row marker signs
- ✓ 1 basket/hoop

Set-Up:

1. Create 6 columns and 4 rows of task cards with colored cones to mark the columns and numbered signs to mark the rows. Space task cards 10' feet apart.
2. Send 24 students to 24 different task cards. Additional students will line up behind the colored column cones.
3. Each student with a ball.



Activity Procedures:

1. It's time for Basketball Bonanza. The purpose of this activity is to showcase all of the skills that we've learned throughout our Skillastics® Basketball Module.
2. On the start signal, students at task cards will be performing the designated task. Students in line behind the column cones will alternate 5 dribbles with their right hands, 5 dribbles with their left hands, and 5 crossover dribbles. Continue until you hear the signal to rotate.
3. On the rotate signal, students in row 4 will dribble to the hoop, where they'll practice their jump shooting from inside the key area. Row 3 will move to row 4, row 2 to 3, row 1 to 2, and the cones to row 1.
4. We'll repeat this rotation every 1–2 minutes.

Grade Level Progression:

- 3rd–4th: Use baskets at a height that promotes success. If adjustable baskets are not available, use hula hoops placed on the floor with a focus on form, arc, and follow-through.
- 5th: Play the activity as described above.



BASKETBALL BONANZA

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Provide a variety of balls that can be dribbled. Allow students to select the ball that will give them the best chance for success.

ACADEMIC LANGUAGE

Review key academic language used during this module.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E6.3-4]:** Performs a sequence of locomotor skills, transitioning from one skill to another smoothly/without hesitation (3); Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks (4).
- ✔ **Standard 1 [E17.3-5]:** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b); Combines hand dribbling with other skills during one-on-one practice tasks (5).
- ✔ **Standard 1 [E26.4-5]:** Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice task environments (4); Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball) (5).
- ✔ **Standard 4 [E6.3-5]:** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF QUESTIONS

BASKETBALL Depth of Knowledge

- ✔ **DOK 1:** What would you include on a list of Skillastics® practice tasks that you could do at home to improve your basketball skills?
- ✔ **DOK 2:** What did you notice about your skill level as we moved through our Skillastics® Basketball module?
- ✔ **DOK 3:** Can you predict how your skills will progress between now and this same time next year if you continue to participate in practice tasks?

SOCIAL AND EMOTIONAL LEARNING Depth of Knowledge

- ✔ **DOK 1:** What does it look like when you're actively engaged in a practice task?
- ✔ **DOK 2:** What do you notice about your attitude when you're actively engaged?
- ✔ **DOK 3:** How is a growth mindset related to being actively engaged?

TEACHING STRATEGY FOCUS

Help students examine their reasoning. The final lessons of a module provide an important opportunity to reinforce skills and concepts taught while exploring student attitudes toward future participation and enjoyment. Discuss what practice looks like outside of class and help students examine how staying actively engaged in skill development will help them enjoy a lifetime of physical activity and social recreation.

SAMPLE LESSON PLAN

FOCUS
OUTCOMES

- ✓ **Standard 1 [E20.4-5]:** Dribbles with hand/feet in combination with other skills (e.g., passing, receiving, shooting) (4); Hand/foot-dribbles with mature patterns in a variety of small-sided game forms (5).
- ✓ **Standard 3 [E2.3-5]:** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 4 [E1.3-5]:** Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).

FOCUS
TARGETS

- ✓ **Skill:** I will dribble a basketball with a mature pattern and with control.
- ✓ **Cognitive:** I will tell my partner the critical cues for dribbling.
- ✓ **Fitness:** I will stay actively engaged throughout the activity.
- ✓ **Personal & Social Responsibility:** I will work safely and independently with my partner and my classmates.

ACADEMIC
LANGUAGE

- ✓ Control
- ✓ Dribble
- ✓ Finger Pad
- ✓ Mirror
- ✓ Safe

SELECTED
ASSESSMENT

- ✓ Self-Assessment

SAMPLE LESSON PLAN

TRANSITION NOTES

ACTIVITY

DEBRIEF

1

INSTANT
ACTIVITY

As students enter the activity area they pick up a basketball from the equipment zone and then begin dribbling within boundaries set by cones. When all students arrive begin High-Five Bank Account (basketball style).



High-Five
Bank Account



DOK 1: What is a warm-up?
DOK 2: Why is it important to warm-up your body before exercise/physical activity?
DOK 3: What fitness concepts could we address using this activity?

2

LEARNING
TASK

Pair students, each pair with a card. Create 2 parallel lines with task cards in the center of the two lines (see activity set-up).



Mirror
Mirror on
the Court



DOK 1: Can you remember the cues for dribbling?
DOK 2: How does using finger pads to push the ball affect the way you dribble?
DOK 3: How is control related to dribbling?

3

LEARNING
TASK

Spots and word cards are already set up along the perimeter. Prompt one partner to set up task cards while the other helps to set up the alphabet cards.



Basketball
Know How



DOK 1: What would you include on a list about appropriate personal behavior in basketball activities?
DOK 2: How do your personal behavior choices affect your classmates?

4

EXIT
ASSESSMENT

Self-Assessment (Dribbling & Personal Behavior)

Assessment stations are set up on open sidelines. Each station includes 4 piles of worksheets and 4 boxes of pencils. When I say "GO," return your ball to an equipment station. Next, move to an assessment station. Collect a worksheet and pencil. When you're finished filling it out, give your worksheet to me and then line up.

ACCEPT

(Verb)

To receive favorably or with approval.
To welcome.

Jessica was happy that the team came to accept her even though she had never played basketball before.



ACCURATE

(Adjective)

Successful in reaching an intended target.

Kymm threw an accurate pass
right into Ellen's hands.



ACTIVELY ENGAGE

(Verb)

To participate in an activity while showing genuine interest and a desire for excellence.

Caroline actively engages in physical education class because she likes the games and wants to improve her skills.



APPROPRIATE

(Adjective)

Correct or right for a given situation or setting.

Listening to the teacher's instruction is appropriate for all students in physical education class.



BALANCE

(Noun)

The ability to adjust the distribution of weight in order to remain upright and steady.

A low base of support helps you keep your balance while playing defense.



BALL HANDLING

(Noun)

A skill associated with invasion games (basketball, soccer) which allows a player to travel, pass, and shoot effectively while avoiding defenders.

Harper displayed good ball handling when she dribbled through two defenders and made a perfect pass to Lily.



BOUNCE PASS

(Noun)

A type of pass used in basketball in which the ball is thrown at an angle off of the ground and bounces to a teammate.

Rachel threw a bounce pass to Faith in order to pass it under the arms of the defender.



CHALLENGE

(Noun)

Something that presents difficulty and requires effort to master or achieve.

My classmate was very fast, so it was a challenge to catch them before they got to the other side of the activity area.



CHEST PASS

(Noun)

A type of pass used in basketball in which the ball is thrown at chest level and is received at chest level.

Kayden threw a quick chest pass to James, who was open for a clear shot at the basket.



COMBINE

(Verb)

To unite; join together.

Rasheed was able to combine dribbling and running toward the basket in order to make a fast move past the defender.



COMPLIMENT

(Noun)

A polite expression of praise or admiration.

Coach Hart gave Caleb a compliment when he told him that his jump shot had really improved.



CONTROL

(Verb)

To manage or regulate the movement or actions of something.

Kira was able to control the ball by throwing it carefully into the air.



COOPERATE

(Verb)

To act with others toward the same end or purpose.

The team cooperated during the game and scored multiple times.



CRITICAL CUES

(Noun)

Words or phrases that help you remember the individual parts of a skill that are important to successful performance.

Luke used critical cues to help him perform all of the elements of a bounce pass correctly.



DRIBBLE

(Verb)

Maneuvering a ball under the control of a single player. Soccer requires foot dribbling. Basketball requires hand dribbling. Floor hockey requires stick dribbling.

Dribble the ball as fast as you can in order to beat defenders down the court.



DYNAMIC

(Adjective)

Something that is constantly changing or moving.

Kendra knew that dribbling was a dynamic skill because while someone dribbles, the ball continuously moves.



EFFORT

(Noun)

The amount of determination or exertion used to accomplish a goal.

If you put a lot of effort into practicing your spikes, you will definitely improve.



ENJOYMENT

(Noun)

A positive feeling caused by doing or experiencing something you like.

Kecia felt enjoyment in physical education because she was able to play active games with her friends.



ETIQUETTE

(Noun)

The set of customary or acceptable behaviors among members of a group or in a specific setting.

John followed class etiquette in physical education class by taking turns with equipment and listening respectfully to the ideas of others.



EXPRESS

(Verb)

To convey a thought or feeling in words or by gestures and conduct.

Franklin expressed his happiness and excitement by smiling and giving Justin a high-5.



FINGER PAD

(Noun)

The fleshy underside of the end of the finger.

Anthony controlled the ball with his finger pads when he dribbled.



FOLLOW-THROUGH

(Verb)

To continue moving after an object has been kicked, struck, or thrown.

Follow through during your throws, and they will go a lot farther down the field.



GROWTH MINDSET

(Noun)

Defined by psychologist Carol Dweck as a belief that abilities can be developed through dedication and hard work; raw talent and common knowledge are just starting points.

Elyse has a growth mindset. She understands that making mistakes when she practices will help her learn correct form and technique as long as she tries her hardest.



HEART RATE

(Noun)

The speed at which the heart is beating, measured in beats per minute.

Julia's heart rate got faster during a game of Color Dash.



INDEPENDENT

(Adjective)

Free from outside control or lead.

Vera's team was independent during the group activity and played appropriately without any teacher reminders.



JUMP SHOT

(Noun)

A shot made while jumping straight up and down.

Elizabeth made more jump shots than anyone else on her basketball team.



LAY-UP

(Noun)

A one-handed shot made from near the basket, which bounces off the backboard.

The team focused on using the backboard when taking lay-ups.



LEADING PASS

(Noun)

A pass that is made just ahead of a cutting player, giving the receiving player the ability to continue movement while catching the pass.

Jake threw a leading pass to Erin just as she cut into open space.



LOCOMOTOR MOVEMENT

(Noun)

The basic ways to move your body through space.

Galloping and skipping are my favorite locomotor movements.



MATURE PATTERN

(Noun)

The accurate performance of any skill during which all critical components are present.

Lucy can shoot a jump shot with a mature skill pattern.



MIRROR

(Verb)

To match or imitate the movement of another person or object.

Faith mirrored Katrina's movements perfectly while they practiced their Skillastics® Task Cards.



OVERCOME

(Verb)

To succeed in dealing with a problem or challenge.

It took Andi two P.E. lessons to finally overcome his difficulty with basic plate spinning challenges.



PASS

(Verb)

To move an object from one space to another.

The offense did a good job of passing the ball so everyone on the team had a chance to participate.



PEER

(Noun)

A person of the same age, group, or ability as another specified person or group.

When Fred and Tom talk about how to work together during the game, it is peer-to-peer conversation because they're both on the same team.



PERFORMANCE

(Noun)

The process of carrying out an action, task, or function.

Lily's lay-up performance was a perfect example of how to follow critical cues.



PERSONAL BEHAVIOR

(Noun)

The actions and lifestyle choices made by individuals as a reflection of values and beliefs.

Andi's personal behavior in class demonstrated her belief in the importance of learning and participating.



PERSONAL GOAL

(Noun)

A clear objective that can be achieved in an effort to improve oneself.

Caitlin's personal goal was to pass the physical fitness test required to become a referee.



PRAISE

(Verb)

To express approval or appreciation for someone or something.

Ms. Osborne praised the students by giving each of them an awesome fist-bump after they put the equipment back where it belonged.



PURPOSEFUL PRACTICE

(Noun)

Structured and focused activity designed to improve skill and performance through challenging tasks that provide feedback through trial, error, adjustment, and success.

Cosley used purposeful practice when she was trying to improve her athletic skill.





SAFE

(Adjective)

Protected against physical, social,
and emotional harm.

The physical education classroom is a
place where students feel safe enough to
take risks and try new activities.



STEP-SLIDE

(Verb)

Sideward movement with one foot leading in the direction of the movement and the other foot following in a step-together pattern. Feet do not cross.

The students had to step-slide as they passed the ball back and forth down the basketball court.



THEORY

(Noun)

A clear set or system of ideas intended to explain something.

Phillip explained to the class his theory about why personal effort helps you learn.



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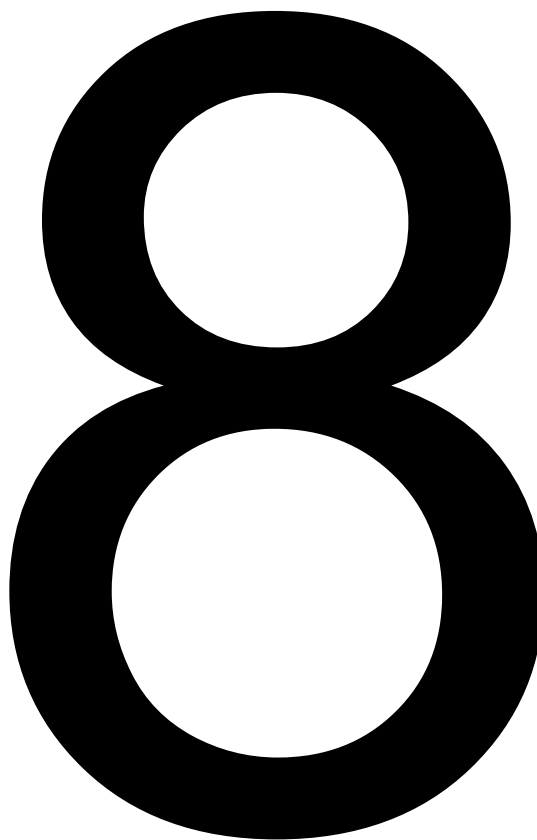
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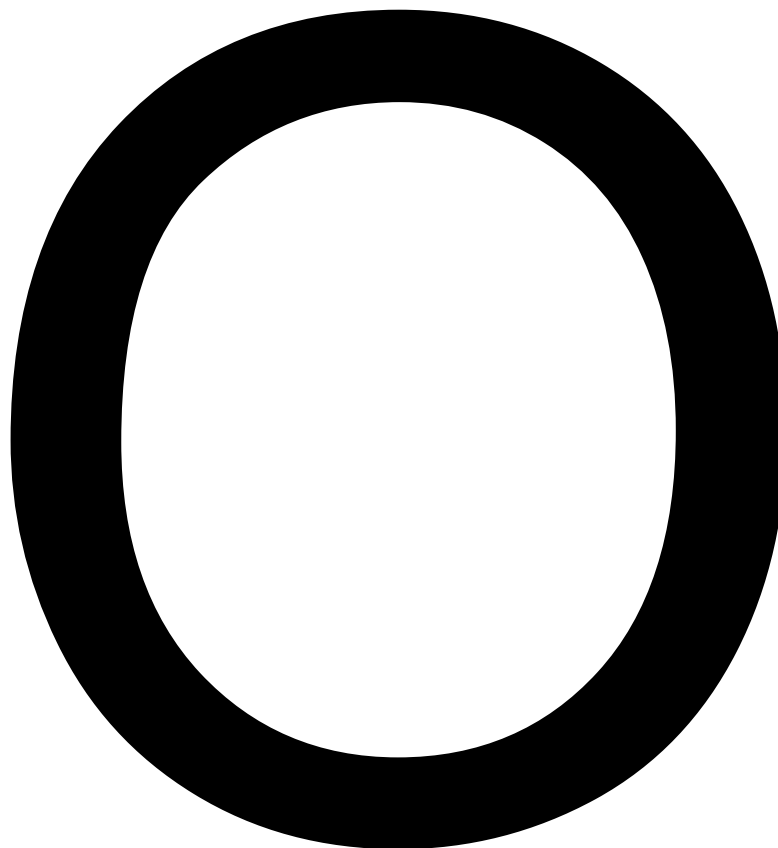
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WORD CARDS

Cut cards for use in Skillastics® activities.

ACCURATE	BALANCE
BOUNCE PASS	CHEST PASS
CHALLENGE	COMBINE
CONTROL	COOPERATE

DRIBBLE	DYNAMIC
EFFORT	ENJOYMENT
ETIQUETTE	EXPRESS
FINGER PAD	HEART RATE

WORD CARDS

Cut cards for use in Skillastics® activities.

INDEPENDENT	JUMP SHOT
LAY UP	LEADING PASS
MIRROR	OVERCOME
PASS	PEER

PERFORMANCE	GOAL
PRAISE	PRACTICE
SAFE	STEP SLIDE
EFFORT	ENJOYMENT

UNIVERSAL DESIGN ADAPTATIONS

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve to act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Skillastics® Basketball

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> ✔ Use a variety of different ball types including auditory balls, different textures, sizes, and weight ✔ Place a buzzer on the goal or target ✔ Use a variety of different targets ✔ Use equipment designed to increase success with catching 	<ul style="list-style-type: none"> ✔ Increase/decrease the number of repetitions ✔ Provide different jobs/roles based on skill level and student preference 	<ul style="list-style-type: none"> ✔ Use brightly colored equipment and boundary markers ✔ Use raised/tactile lines ✔ Clap behind goals/targets 	<ul style="list-style-type: none"> ✔ Provide ongoing verbal cues ✔ Provide physical assistance ✔ Provide a peer tutor/mentor ✔ Use videos, graphics, and pictures as visual examples ✔ Provide individualized (one-to-one) instruction ✔ Use proximity strategies

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators (2nd ed.)*. Champaign, IL: Human Kinetics.

SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the “Goal” column to show how much you’d like to improve your skills after some practice and hard work.



Level 1:

I’m in the **Minor Leagues**.
I wish I could do this better.
And so, I will keep trying my best to improve.



Level 2:

I’m in the **Major Leagues**.
Practice is helping, and I will keep trying my best to improve.



Level 3:

I’m an **All Star**.
I can do this well. Practice worked, and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Dribbling			
Passing (bounce & chest)			
Jump Shot			
Lay Up			
Safety			

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

Proficient 4	Consistently performs dribbling, passing, and shooting skills with control, using critical cues. Executes each skill in combination with other locomotor and manipulative skills. Conducts herself/himself safely and with consideration for others. Displays growth mindset.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to pass and shoot with accuracy. Dribbles with acceptable control. Has demonstrated skill combinations. Conducts herself/himself safely without disrupting learning for others. Used positive language and is working toward a growth mindset.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Rarely displays control/accuracy. Cannot perform skill combinations. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment.

	Score	Comments
1.		
2.		
3.		
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HOLISTIC DUAL PERFORMANCE RUBRIC

INTERMEDIATE (3-5)

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs dribbling, passing, and shooting skills with control, using critical cues. Executes each skill in combination with other locomotor and manipulative skills.	Conducts herself/himself safely and with consideration for others. Displays growth mindset.
Competent 3	Performs skills with occasional errors in both form and outcome. Is able to pass and shoot with accuracy. Dribbles with acceptable control. Has demonstrated skill combinations.	Conducts herself/himself safely without disrupting learning for others. Used positive language and is working toward a growth mindset.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Rarely displays control/accuracy. Cannot perform skill combinations.	Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
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ACADEMIC LANGUAGE QUIZ

Successful in reaching an intended target.

1

- a. Pass
- b. Accurate
- c. Outlet
- d. Fastbreak

Structured and focused activity designed to improve skill and performance.

2

- a. Workouts
- b. Drills
- c. Purposeful Practice
- d. Goal Setting

A pass thrown and received at chest level.

3

- a. Chest Pass
- b. Overhead Pass
- c. Bounce Pass
- d. Baseball Pass

A positive feeling caused by doing or experiencing something you like.

4

- a. Personal Behavior
- b. Choice
- c. Routine
- d. Enjoyment

The amount of determination or exertion used to accomplish a goal.

5

- a. Effort
- b. Mindset
- c. Leadership
- d. Teamwork

A shot made while jumping straight up and down.

6

- a. Lay-Up
- b. Bank Shot
- c. Jump Shot
- d. Foul Shot

A pass that is made just ahead of a cutting player.

7

- a. Chest Pass
- b. Overhead Pass
- c. Bounce Pass
- d. Leading Pass

To succeed in dealing with a problem or challenge.

8

- a. Overcome
- b. Barrier
- c. Challenge
- d. Mindset

Teaching Dates of Module:	School Year:
General Comments / Notes for Planning Next Year's Module	
<ul style="list-style-type: none"> ✓ Comment 1 ✓ Comment 2 ✓ Comment 3... 	
Self-Reflection Across Danielson's Four Domains of Teaching	
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 2: Classroom Environment	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 3: Instruction	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Self-Rating with Rationale	
Choose One: Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)	
Provide rationale:	
<ul style="list-style-type: none"> ✓ Evidence 1 ✓ Evidence 2 ✓ Evidence 3 	