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## The effect of the developed ES.7 learning cycle strategy on learning some types of basketball shooting for students

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### Abstract

This paper's goals are to prepare instructional units that use the developed seven-cycle learning strategy (ES.7) to teach students various basketball shooting techniques and to determine how effective this strategy is at teaching students basketball shooting techniques. Because the experimental approach is appropriate for the nature of the problem, the researcher employed it. The 96 first-year students in the Islamic University's College of Physical Education and Sports Sciences for the 2023-2024 academic year make up the current research community. The two sections (A and B) of the research sample were chosen. The researcher selected four students from the research community as a survey sample from outside the main research sample because they were purposefully chosen to adhere to the sample in the educational units with the help of the subject school in implementing the strategy. The research sample consisted of 48 students, or 50% of the entire community, and was randomly divided into two groups (experimental and control), with 24 students in each group. Section (A) was the experimental group, and Section (B) was the control group. Among the researcher's most significant findings is that: Students were able to learn some basketball shooting techniques thanks to the educational approach that used the developed seven-cycle learning strategy (ES.7). Additionally, students were able to think and analyze during practical lessons, which improved their ability to think quickly and develop their skills. Among the researchers' most crucial suggestions is the following: The need to learn basketball shooting techniques for various samples utilizing the proposed seven-cycle learning system (ES.7) and apply the seven-cycle learning strategy (ES.7) that has been created for this academic stage and for other stages to the physical education session for other skills. 3. The need to master more offensive basketball abilities using the defined seven-cycle learning technique (ES.7).

**Keywords:** Seven-cycle learning strategy (ES.7), basketball shooting techniques, experimental approach, physical education, skill development

### Introduction

As the educational situation is a communicative situation in which all elements of communication interact represented by the sender, the receiver, the message, and the means, this vision is constantly evolving with the development of the means of communication between the two parties of the educational situation (the teacher and the learner). The teaching and learning processes in this era are no longer based on the traditional elements represented by both the teacher and the student, and knowledge is no longer limited to the process of transferring information from the teacher to the student, but also how the student receives this knowledge. (Radi, Hassan, & Ali, 2020) [7].

In order to organize educational situations in effective teaching and achieve the required learning, many cognitive strategies have emerged, including the learning cycle strategy with its various stages: three, four, five, and the seven-stage learning cycle (ES.7). The learning cycle strategy with its various stages is one of the strategies that have been invented and employed in teaching as an approach according to the principles of constructivist theory to achieve the required goals through teaching it as a strategy that emphasizes the effectiveness and activity of the student, which results in the compatibility of his memorization with the new knowledge presented to him in a way that achieves meaningful learning, which means achieving the learner's understanding of the concepts presented to his cognitive structure and building new knowledge on his own.

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The seven-stage learning cycle (ES.7) is a teaching strategy that is concerned with teaching based on using the steps in building knowledge and the steps of using it in sequence and organizing these steps through the process of investigation to reach knowledge in a manner that suits how students learn, and during which Piaget's theory is applied, which consists of the stages of representation, adaptation, and organization. The seven-cycle learning cycle's methodology (ES.7) helps in the student's learning process by developing his mental and cognitive abilities, as the mental abilities that an individual possesses represent the mental energy that qualifies him to interact positively if he is exposed to different educational situations, as the presence of an appropriate level of mental abilities represents an important basis for completing the process of preparing the student athlete, and is also Following new learning strategies and diversifying them to make the student enjoy the ability to choose the appropriate motor program to solve the motor duty in the best way and according to the requirements of the situation he faces in the game and his ability to perform the skill well are important factors that play an effective role in performing various sports games, including basketball, in the best possible way. Basketball is one of the key subjects taught in the curricula of the faculties of physical education and sports sciences. Which is abundant in fundamental skills, such as shooting and other shooting techniques, since the game cannot be played without mastering these abilities, which must be learned using a particular approach and a variety of techniques to make learning them quick and simple and save time and effort.

### Research problem

The curricula no longer focus on the amount of information provided to the learner only, but also focus on the methods and techniques that the learner relies on to obtain information from different sources.

Which would lead to raising the scientific and skill level of first-stage students, the researcher chose the Seven-Step Learning Cycle Strategy (ES.7) as an attempt to benefit from it and know the impact of this strategy in the learning process for some types of basketball shooting for students, as shooting is a very difficult and important skill that determines the outcome of the match. Also, not knowing the learners' capabilities, previous experiences, and the cognitive or skill experiences that some may have in this or that activity is a waste of a lot of time and effort to advance learning and performance and rely on personal experiences in teaching and evaluation. Perhaps this strategy contributes to learning, so the researcher chose to employ the Seven-Step Learning Cycle Strategy (ES.7) in order to teach students various basketball shooting techniques and to determine how well this method works for teaching those skills.

### Research objectives

- Creating instructional materials for pupils to master various basketball shooting techniques with the created seven-cycle learning system (ES.7)
- Determining how the created seven-cycle learning approach (ES.7) affects students' acquisition of various basketball shooting techniques

### Research hypotheses

The created seven-cycle learning method (ES.7) has a beneficial impact on students' acquisition of various basketball shooting techniques.

### Domains of research

**Human field:** first-year students enrolled in Islamic University's College of Physical Education and Sports Sciences for the 2023-2024 academic year.

**Time field:** May 1, 2024-January 1, 2024

The closed hall at Islamic University's College of Physical Education and Sports Sciences is the spatial field.

### Fieldwork techniques and research methodology

#### Methods of Research

Because the experimental approach is appropriate for the nature of the problem, the researcher employed it. With the exception of one factor that the researcher controls and approves in a particular way to ascertain its effect and measure it in the dependent variable or variables, the experimental method is "an attempt to control the basic factors affecting the change of the dependent variables of the experiment." (Zakaria Muhammad Al-Zahir and others, 1999) <sup>[1]</sup>.

The experimental technique is the closest scientific research approach to solving the problem because it is an experimental research problem. Thus, utilizing the experimental and control groups with pre- and post-tests, the researcher employed the experimental technique as "a deliberate and controlled interpretation of the specific conditions of an event" (Abdul Rahman Muhammad Isawi 1995) <sup>[2]</sup>.

### Research community and its sample

Since the researcher applies the findings to the community, the community is the primary goal of the study. One could argue that we study societies rather than samples, and the sample you select is merely a tool for examining the features of society.

The current research community is comprised of 96 first-year students in the Islamic University's College of Physical Education and Sports Sciences for the academic year 2023-2024. The research sample, which consists of the two sections (A and B), was chosen with the purpose of adhering to the sample in the educational units with the assistance of the subject school in putting the strategy into practice. The research sample included 48 students, or 50% of the entire community. Which had twenty-four students each, split into experimental and control groups at random. Since Section (A) was the experimental group and Section (B) was the control group, the researcher selected four students from the research community as a survey sample from outside the main research sample.

**Sample homogeneity:** The researcher conducted homogeneity among the sample members based on the variables (weight, height), and the arithmetic means, standard deviations, median, and skewness coefficient were extracted for each variable, as indicated in Table (1), in order to ensure the validity and accuracy of the results.

**Table 1:** The research sample members' homogeneity in the variables (weight, height) is displayed in Table 1.

Factors	The arithmetic average	Typical deviation	mediator	A measure of skewness
Length/cm	171	5.543	168	0.052-
Weight/kg	69.43	4.135	70	0.802

### Sample equivalence

In terms of talents, the researcher performed equivalency for the research sample. Under investigation (peaceful shooting, free throw shooting skill) in the game of basketball, and reached the results shown in Table (2)

**Table 2:** shows the values of (t) calculated between the control and experimental groups to calculate equivalence

Variables	Unit of measure	Experimental group		Control group		Calculated t value	Sig	Significance of differences
		Mean	Standard deviation	Mean	Standard deviation			
Shooting test peaceful	Degree	4.750	0.967	4.625	0.944	0.414-	0.681	Non sig
Free throw shooting test	Degree	3.800	0.523	3.600	0.503	1.233-	0.225	Non sig

Significant at the significance level  $\leq (0.05)$

### Devices, tools and methods used in the research

#### Devices and tools used in the research:

- type (Dell) (1)
- Electronic calculator type (Sunny) number (1)
- Indicators and a whistle.
- Basketballs (10)
- Electronic stopwatch with CDs (CD)
- Medical scale with colored tape
- Explanatory poster with papers and pens
- Floor sticker with camera stadium
- Camera (2)

#### Techniques employed in the study

- References and Arab and international sources.
- Observation and personal interviews
- Assistant work team

### Field research procedures

#### Determining research variables

The researcher determined the types of shooting with a basketball In accordance with the second semester curriculum of the Islamic University's College of Physical Education and Sports Sciences' initial stage, and also consulted some experts and specialists (Appendix No. 2) in basketball, so these skills were determined, which are the skill of peaceful shooting and the skill of shooting from a free throw

#### Determining basic skills tests

After determining the basic skills under investigation, the researcher reviewed the messages, theses, and measurement and evaluation sources pertaining to the skill tests being studied. To determine the validity of the tests used to gauge fundamental basketball skills, a questionnaire was created. The questionnaire was presented to those with experience and specialization, Appendix (2), numbering (12). After three tests were developed for each skill, and after the data was unloaded and processed statistically using the percentage, the researcher approved the tests while stating the views of specialists and experts. The examinations that received a high acceptance rate were approved.

#### After dribbling, the exam is shot from a tranquil position.

(Ibtisam Muhammad Faris. 2003):

The purpose of the purpose of the exam is to assess the degree of shooting accuracy following the dribbling and three-point skills.

#### The tools used are a basketball and a basketball goal.

**Performance method:** The player performs the dribbling from the middle of the basketball court towards the target, performing the three-point shot and then shooting, and shooting is done in one of the ways determined by the coach, which are:

- Spaced shooting from below.
- Spaced shooting from above.
- Test conditions
- The examinee is given (10) attempts.
- It is required to perform the dribbling and three-point shot legally.

The ball that enters the goal after committing a legal error from the dribbling or three-point shot is not counted among the goals scored in the ten attempts.

#### Capturing

- Every time a scoring attempt is successful, one point is awarded.
- The highest points the examinee gets are (10) points.

**Recording:** Every time the goal is successfully attained, one point is awarded.

The highest points the tester gets are (10) points)

#### Free Throw Shooting Test (Ibtisam Muhammad Faris. 2003).

##### Free Throw Test

- The test's objective is to gauge a person's ability to make free throws.
- The basketball goal was one of the instruments and devices employed. Basketball.
- Method of testing: Each tester makes ten attempts from behind the free throw line. The free throws must be executed by the tester using any shooting technique, as long as they are divided into two groups of five.

Following completion, the next tester takes over, and so on, until it's their turn for a second round of throws, and so on, until all ten throws are executed.

**Conditions of the test**

- Before beginning the test as an experiment, the tester is allowed to take a few shots.
- Every tester is allowed to make ten throws.
- It is necessary to shoot from behind the free throw.

**Scoring**

- Every successful shot, regardless of how it went into the basket, earns a point.
- A zero is given if the ball does not go into the basket.
- Only ten points can be earned for each successful shot.

**Main experiment**

Pre-skill tests were carried out on a sample of 48 students who were split into two groups, a control group and an experimental group, each consisting of 22 students. The exams were administered in the Islamic University College of Physical Education and Sports Sciences' hall on 15/1/2024 at ten thirty on Sunday. The researcher tried to control all the temporal and spatial variables, the tools used, and the team of assistants, and explained the methods of implementing the tests and informing every individual in the sample of the evaluation scores they obtained in the skill tests in order to improve their performance and achievement after implementing the educational curriculum. The researcher created the instructional materials for the seven-phase learning cycle approach. (ES.7) which includes (seven stages) and is appropriate for the subject and sample of the research and distributed over (8) educational units. The educational units were divided into the vocabulary of the prescribed curriculum.

**Procedural steps for the modified seven-stage learning cycle (E'S7) (Ahmed Abdul Karim Al-Zuhairi 2017) <sup>[3]</sup>****Excitement (activation) stage**

In this stage, the researcher distributed the illustrated guide for defining basketball with the aim of motivating students and stimulating their interest and curiosity in basketball as a team game and how to play basketball, specifications of the basketball court, basketball skills and legal aspects of the basketball game. This is done through dialogue in addition to asking students questions about the skill to be learned about its importance, types and how to perform it. Then the researcher extracts the responses that the students reached, which reveal the extent of the information that the students have learned about basketball, to ascertain the total amount of data that the pupils possess so that the researcher can link the previous information of the students with the new information that leads to They are taken to the exploration stage.

**Exploration stage**

By giving them encounters to comprehend how the kids execute, the researcher at this point satiated their curiosity and inquisitiveness by distributing the students into 4 groups, each group has 6 students, and each group has a tablet to watch how the skill is performed by displaying a video clip of the skill at different display speeds in order to discover the final form of the skill and clarify the technical points. The researcher asks questions among the four groups about the technical points of the skill and how to perform it and generate the largest number of ideas and find various ways to reach the correct performance. The researcher encourages the students and observes them, and solves the problems they face.

**Stage of explanation**

At this point, the researcher provided clarification and an explanation of the skill that needed to be mastered. Under research by distributing the illustrated guide for the skill that gives the students a clearer vision of the importance of the skill, its types, and how to perform it and attempts to clarify the technical aspects influencing the ability.

**Phase of expansion**

At this point, the investigator encourages students to apply the concepts and skills that have been built in new situations and to use the information and experiences acquired previously as a means of further learning other types of the same skill that was learned before, so that students provide realistic conclusions, justifications and evidence to clarify the difference between the two skills in technical points such as the similarity of the chest pass and the rebound pass except in the path of the ball only and that there are no technical differences between the free throw and shooting from the jump except for the jump only, in addition to clarifying the difference in using the two skills during the game such as using the rebound pass to overcome the tall defender and passing over the head to overcome the short defender and using the high dribble to advance forward while the low dribble to protect the ball from the defender.

**Phase of extension**

At this point, the investigator clarified the relationship between the skill and the skills that were previously learned and how to combine them to create a skill sentence, by directing exciting questions to the students to expand their vision from a single skill to a skill sentence consisting of at least three skills, with attention to the motor skills that precede the skill.

**Phase of exchange**

At this point, the pupils were under the researcher's supervision. Through cooperative groups to exchange or change ideas or experiences and publish the results of their efforts and results individually or collectively, and replace incorrect perceptions with correct scientific perceptions.

**Examination stage (evaluation)**

The researcher followed two evaluation methods, one of which is the phased evaluation at each stage of the program to ensure that the steps of each stage are implemented in the appropriate manner, which included questions that encourage students to think and draw conclusions and work to arouse their interest, and other questions that link the technical points of offensive skills, and the other method is the final evaluation through tests of offensive basketball skills applied post-test and contrasting it with the pre-test findings to determine the extent of improvement and change in the skill level as a result of using the proposed educational program.

**Time planning for the educational program**

The instructional program was created by the researcher to span eight weeks at a rate of one unit each week, with each unit lasting ninety minutes and the time distribution of the program was unified for both groups with the difference in the teaching method only. The time distribution of the educational lesson was similar to the two groups (control and experimental)

**Post-tests:** In order to ascertain the degree of influence of the seven-cycle learning strategy following the conclusion of the educational program, the researcher administered post-tests for both peaceful shooting skills and free throw shooting to first-stage students at the College of Physical Education and Sports Sciences / Islamic University on Sunday, December 3, 2024. The researcher was eager to use the identical helper work team, the same tools, the same time, and the same location as the pre-test.

**Statistical methods:** The research results were extracted using the (SPSS) system and the following statistical techniques:

**Results are presented and discussed**

To achieve the research hypotheses in light of the processes, the results were evaluated according to the statistical laws that were appropriate for this data and used in the study. The researcher's applied field, which makes it easier to see and compare the differences.

**Presentation and analysis given the outcomes of the T. Test, arithmetic means, and standard deviations for the abilities examined in the pre- and post-tests of the control group.**

**Table 3:** The arithmetic means, standard deviations, T. Test, and sig are displayed in Table (3). Values, and significance values for the research sample

Groups	Prior to the test		After the test		determined the t value	Sig	Significance
	Insensitive	± departure from the mean	Mean	± departure from the mean			
Peaceful shooting	4.625	0.944	6.525	0.413	9.174	0.000	Sig
Free throw shooting	3.600	0.503	5.925	0.520	13.009	0.000	Sig

At the significance threshold  $\leq (0.05)$ , significant

Results of the experimental group's pre- and post-tests on the skills of peaceful shooting and free throw shooting are

presented and analyzed, along with the arithmetic means, standard deviations, and T. Test.

**Table 4:** The arithmetic means, standard deviations, computed T, sig value, and significance values for the research sample are displayed in Table (4).

Groups	Prior to the test		After the test		determined the t value	Sig	Significance
	Insensitive	± departure from the mean	Insensitive	± departure from the mean			
Peaceful shooting	4.750	0.967	7.425	0.568	14.735	0.000	Sig
Free throw shooting	3.800	0.523	7.025	0.573	27.098	0.000	Sig

Significant at the significance level  $\leq (0.05)$

Display and evaluation of the T. Test, arithmetic means, and standard deviations in the experimental post-test and control groups.

**Table 5:** The arithmetic means, standard deviations, computed T, sig value, and significance values for the research sample are displayed in Table (5).

Teams	Control		Experimental		determined the t value	Sig	Significance
	Insensitive	± departure from the mean	Insensitive	departure from the mean			
Peaceful shooting	6.525	0.413	7.425	0.568	12.097	0.000	Sig
Free throw shooting	5.925	0.520	7.025	0.573	12.138	0.000	Sig

**Analysis of the pre- and post-test findings for the experimental and control groups for the abilities under study**

By presenting presenting and evaluating the post-tests for the two study groups in Table (5), which also revealed significant statistically significant differences between the two groups in favor of the experimental group, as well as the results and analysis of the pre- and post-tests for the two research groups (control and experimental for the skills under study) in Tables (3) and (4), which demonstrated significant statistically significant differences in favor of the post-tests. Supports the first hypothesis of the research. If the researcher believes that the significant differences that appeared in Table, (3) and which showed the results in support of the control group's post-tests came because the teacher gave sufficient attention in the curriculum followed for the skills under study, which

achieved a significant distinction in the research variables between the test before and after. This is logical because the soundness of the educational curriculum and its inclusion of exercises selected systematically, with appropriate, regular, and harmonic repetitions based on appropriate practice and the level and competence of the sample individuals. The researcher also believes that the significant differences that appeared in Table (5,4) in the experimental group in the post-test are due to several reasons, including that the seven stages of the strategy and the characteristics of each stage are the basis for building the learner's knowledge of himself during the activation of the cycle through its implementation and contribution to its stages and in a way that allows him a positive role through his active interaction with the classroom environment available to him. The seven-cycle learning cycle's methodology emanating from Piaget's constructive

theory builds knowledge during it based on the effectiveness of the learner and his interaction with the cognitive learning environment. The teacher's role is also represented in directing students to the concepts that he wants them to discover. Its stages complement each other so that each stage performs the characteristics of numbers for the next stage (Ibtisam Muhammad Faris, 2003) (Shaker, Tuama, & Radhi, 2022)

The researcher also attributes this outcome to the implementation of the suggested educational program using the modified seven-cycle learning strategy (E'S7), which is distinguished by the logical order and integrated presentation of information within frameworks that consider the theories and principles of effective teaching because it considers learners' mental capacities and promotes learning to think and seek knowledge, making the learner's role in the educational process effective. Additionally, it increases the learner's attention, focus, and excitement, which enhances the learning process. It also helps create an educational atmosphere characterized by cooperation between the teacher and students and provides an opportunity for everyone to participate. This supports the finding made by "Davy, T. and Johnson D., Jonassen, D & Duffy" (2004) that the constructive learning model gives students the chance to come up with as many solutions as they can for a single problem. (Duffy, T.M. and Jonsson, D.H., (2004)). In this regard, (Shaalan, Aboode, & Radhi, 2022) <sup>[8]</sup> indicated that the process of motor learning during the learning cycle occurs in a comfortable atmosphere free of tension and anxiety, in addition to the fact that it does not allow the learner to be a passive recipient, but rather encourages him to participate actively and increases creativity, "and it also gave the student the freedom to think about choosing and implementing, and in performing the automobile duty, which had a part in the students' performance of motor skills easily and in different and new ways.

The researcher believes that using the modified seven-cycle learning strategy (E'S7) led to an increase in the student's comprehension of the motor skill vocabulary, in addition to working on refining the skill and presenting and clarifying the parts of the body as the talent is being performed and focusing on the important parts of the skill performance in addition to organizing the information in a logical sequential manner from general to specific, It resulted in an improvement in the ability to level in addition to expanding the students' perceptions by exchanging their views with others and accepting them from them, which contributed to improving their thinking skills and seeking to find many and varied solutions to the skill problems they face away from fear, and allows students to create movements and situations in an unfamiliar way and express them fluently, It helped raise the bar for mastering those abilities. Additionally, he ascribes these discrepancies to the implementation of educational units based on the seven-step learning cycle strategy (ES.7), which significantly improved the effectiveness and positiveness of the learning process through the stages of strategy development included in each educational unit, including the stages of excitement, exploration, interpretation, expansion, exchange, extension, and evaluation. These stages made it possible to implement a wide range of exercises that were suitable for each stage of strategy development. (The role of positive student participation had an effective impact in recalling and retaining information in a way that achieves better benefit

from it, which helped increase the learner's motivation towards the skill due to the positive interaction between the learner and his peers on the one hand and between the learner and the skill technique and the teacher on the other hand, through the application of the seven-cycle learning approach, which holds that knowledge is actively constructed by the students themselves through the incorporation of fresh data, experiences, and feedback, making learning here relevant to the students. In this sense, (Youssef Qatami, 2013) <sup>[6]</sup> affirms that learning in accordance with this philosophy is an ongoing, active, and intentional construction process that necessitates mental effort and in which the learner constructs his own knowledge. Learning takes place when the learner's existing ideas are altered or new information is added to them.

## Conclusions and recommendations

### Conclusions

After conducting the experiment and processing the results statistically, analyzing and discussing them, the researcher came at the following findings: -

- The instructional strategy that employed the created seven-cycle learning strategy (ES.7) helped students master various basketball shooting techniques.
- The application of the seven-cycle learning technique that was developed (ES.7) gives students the opportunity to think and analyze in practical lessons, thus enhancing the pattern of thinking quickly for skills.
- The good organization of the stages of the developed learning cycle (ES.7) and its effective application through the lesson sections in their implementation and planning and through educational lessons contributed significantly to the acquisition of skills by pupils.

### Recommendations

Based on the researcher's findings, the following is advised:

- The requirement to use the developed seven-cycle learning strategy (ES.7) in learning types of basketball shooting for different samples.
- Use this developed seven-cycle learning strategy (ES.7) for other skills in the physical education lesson for this academic stage and for different stages. 3- The necessity of learning through the application of the created seven-cycle learning method (ES.7) other types of offensive skills in basketball.

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### Appendix No. 1

Educational Unit Model

Subject: Basketball Topic: Peaceful Shooting Skill

Stage: First Students Number of Students:

Date: / /2024 Time: 90 minutes

Educational Objective: Teaching Peaceful Shooting Skill Educational Objective: Developing Teamwork and the Spirit of Cooperation

Section	The time	Behavioral objective	Procedures	Formations	Notes
Preparatory section	m20				Prepare and check lesson materials in advance
Administrative aspect First: the excitement stage  The introduction	12 M  m8	The student understands the basic steps to learn the skill	This stage aims to motivate students and arouse their curiosity and interest in the learning topic or concept through questions the teacher's role at this stage is to create excitement through questions and encourage and activate students		ensure absence is recorded-  Ask questions about the nature of performance through what was seen in the video clip  Feedback to the previous lecture
Main part	m60				
Second: exploration phase	m10	The student analyzes the steps correctly	This stage aims to motivate students and arouse their curiosity and interest in the learning topic or concept through questions a video clip was shown on the electronic class showing a clip of a player performing peaceful shooting skills for the purpose of arousing students' inclinations by asking questions about what was seen the teacher's role in this stage is to create excitement through questions and encourage and activate students		The teacher gives an explanation for each movement shown in the picture or video, starting from the body movement to how to hold the ball to the approximate steps towards the basket and a full explanation of the skill in all its details.
Third: interpretation stage	m10	The student analyzes the steps correctly	This stage aims to satisfy the students' curiosity and inquisitiveness through the following- : the teacher asks the students to sit in a quiet on the pictures or video that place and focus were posted in the electronic class illustrative images of the tool and the methods of working the circuits were displayed. The teacher's role in this stage is to explain the steps through the illustrative drawings and encourage and direct the students to work individually remotely while noting the students' questions, listening to them and answering all inquiries		Emphasizing the students' understanding of the technical aspects of the performance with regard to the shooting movement tool.
Fourth: expansion phase	m10		this stage aims to apply several exercises to teach the skill of peaceful shooting by linking the stages and giving more time to practice the movements at home to increase understanding of the movement and learning it the teacher's role is to encourage the student to apply the movements from a distance, expand them in new situations, and link the body with the tool together so that the movement becomes harmonious and more beautiful		At this stage, the student performs the movement and their performance of the skill is filmed, where they exchange roles among themselves, and so on. Their performance is evaluated by a colleague or the teacher himself, who evaluates the performance among themselves and corrects their

					mistakes through what they have .learned previously
Fifth: extension phase	m10		this stage aims to clarify the relationship between the concept and other new concepts in basketball and to clarify the relationship between the previous movements and the skills .of peaceful shooting the teacher's role in this stage is to search for any means of connecting the previous movements to the new movement and to pose some interesting questions to help the students see the relationship between the previous .concept and the current concept		At this stage, the student performs the movement and their performance of the skill is filmed, where roles are exchanged and so on, and their performance is evaluated by a colleague or the teacher herself evaluates the performance among themselves and corrects their mistakes through what they .have learned previously
Sixth: exchange stage	m10		this stage aims to exchange ideas or experiences between the teacher and the students the opportunity is provided individually or collectively for the student to publish the results of his efforts and the results of the information he has reached about learning this movement and implementing these skills the teacher's role is to link information about the concept or topic to other concepts and encourage them to participate and cooperate through the exchange of experiences		At this stage, the student performs the movement and their performance is filmed, where the roles are exchanged in this way, and their performance is evaluated by a colleague or the teacher herself evaluates the performance among themselves and corrects their mistakes through what they have learned .previously
Final part Seventh: evaluation stage	m10		this stage aims to evaluate and test the student's understanding of the concept of the skills that have been learned, and it is evaluated by the teacher. If questions are asked, the teacher asks .the student to repeat the test or questions the teacher's role in this stage is to evaluate the students' performance by observing their interaction in the electronic class and their .inquiries while applying the skill		The teacher's role at this stage is to evaluate the students' performance by observing their interaction in the classroom and their questions while applying the skill at home, and identifying errors and having the .teacher address them

## Appendix No. 2

Names of the experts and specialists who were consulted by the researcher regarding determining the tests for some types of basketball shooting for students

No.	The name	Specialization	Workplace
1	Prof. Dr. Ali samoum al-fartousi	Testing and measurement	Al-mustansiriya university / college of basic education, department of physical education and sports sciences
2	Prof. Dr. Nasr hussein abdul amir	Training	University of babylon / college of physical education and sports sciences
3	Prof. Dr. Saddam mohammed farid	Basketball	University of babylon / college of physical education and sports sciences
4	Prof. Dr. Falah hassan abdullah	Physiology of training	Al-qadisiyah university / college of physical education and sports sciences
5	Prof. Dr. Hassan mahdi saleh	Basketball	University of kufa / college of education for girls / department of physical education and sports sciences
6	Asst. Prof. Dr. Diaa thamer matar	Kinesthetic learning / basketball	Al-qadisiyah university / college of physical education and sports sciences
7	Asst. Prof. Dr. Hassanein juma	Kinesthetic learning basketball	University of kufa / college of physical education and sports sciences
8	Asst. Prof. Dr. Hussein manati	Kinesthetic learning-basketball	University of karbala / college of physical education and sports sciences
9	A.m.d. Liqa abdullah	Kinesthetic learning-basketball	University of baghdad / college of physical education and sports sciences for girls
10	Asst. Prof. Dr. Zainab ali abdul amir	History - basketball	University of baghdad / college of physical education and sports sciences for girls
11	Asst. Prof. Dr. Samer ahmed hassan	Kinesthetic learning / basketball	University of babylon / college of physical education and sports sciences
12	Asst. Prof. Dr. Ayman hani al-jabouri	Psychology/basketball	University of kufa / college of physical education and sports sciences