



COACHES MANUAL



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# 1.0 COACH OVERVIEW

Welcome to Steve Nash Youth Basketball – a national youth basketball program designed to develop fundamental skills, sportsmanship and a love of the game of basketball. This grassroots initiative supports and empowers community-based recreational groups and organizations across Canada in an effort to positively influence youth through basketball. Your role as a coach in Steve Nash Youth Basketball will give you an opportunity to mold character and develop young athletes. Even though you may only see them once or twice a week, you have the opportunity to have a major impact on their development, mentally, socially and physically.

Our coaches are entrusted with the responsibility of giving our young players every opportunity and resource available so that they may continue to develop both mentally and physically. As coaches in Steve Nash Youth Basketball, we must instill proper fundamentals and life skills so that our players possess the tools required to reach their potential.

The Steve Nash Youth Basketball Coaches Manual provide a blueprint for coordinating, teaching and operating a youth basketball program for children 5-13 years-old. Steve Nash Youth Basketball is designed to be easily implemented, regardless of your basketball background. The program contains individual components covering administration, coaching, officiating, skills development and modified rules for Steve Nash Youth Basketball games.

## 1.1 - MISSION

The mission of Steve Nash Youth Basketball is to help people interested in working with children become successful teachers and coaches. We want to introduce coaches to the philosophy and core values of Steve Nash Youth Basketball. Recognizing that coaches of Steve Nash Youth Basketball may not have a vast amount of basketball knowledge or an extensive basketball background, the program will strive to educate coaches with user-friendly teaching manuals as well as a curriculum that is easy to follow.

## 1.2 - PHILOSOPHY

A good coach can be very loud and vocal while another can be calm and quiet. There is not just one particular style of good coach. However, there is a wrong way to coach, especially when dealing with youth. As competitive as coaches sometimes are, being negative and disrespectful towards players, other coaches or officials is unacceptable and can set a bad example for your players to follow.

Your goal is to make playing basketball an enjoyable physical experience for your players. This is a time when kids should learn to work as a team in a positive and open environment. Regardless of your coaching background, your responsibility is to create a **positive** and **safe** learning environment in which kids can challenge each other and themselves to become better players and people.



Kids must feel as though they can make mistakes, as this is how they learn best. Encourage them to make as many mistakes as possible, and push themselves to improve. Without this kind of determination and without kids feeling as though it is alright to make mistakes, it will be difficult for them to improve.

### **DEVELOP THE WHOLE CHILD**

- Be an educator who promotes learning over outcome.
- Teach the program's five core values:
  - FUNdamentals
  - Learning
  - Activity
  - Success
  - Respect
- Ensure the program is child-centered.
- Promote inclusion and belonging.
- Move with purpose and speak with passion.

### **1.3 - ROLE OF THE COACH**

A coach is...

- A teacher, a friend and a role model for children, parents and other coaches.
- Organized, prepared, flexible and resourceful enough to meet goals.
- Fair and sensitive to everyone's needs.
- Patient and enjoys helping others learn and grow, not just in sport, but as a whole person.
- A teacher of the core values of the program.

### **1.4 - COACHES CREED**

As a coach in the Steve Nash Youth Basketball program, I will...

- Teach and promote the program's philosophy and core values
  - FUNdamentals
  - Learning
  - Activity
  - Success
  - Respect
- Ensure safe learning atmosphere for the children at all times.
- Make basketball participation fun and enjoyable for all children.
- Act in a professional manner pertaining to dress, language and behavior.
- Strive to learn the game, its concepts and its rules.
- Lead by example in demonstrating fair play and sportsmanship to all players.
- Be organized and prepared to teach, by dedicating the necessary time to learn preparation.
- Ensure that all activities undertaken are suitable for the children's:



- Age and experience
- Ability
- Fitness Level
- Respect and foster the uniqueness of each child.
- Place the emphasis in all activities on active involvement with a **CHILD FIRST** philosophy.
- Encourage and include the support of parents and interested volunteers.
- Be a positive role model for the children, parents/guardians and other volunteers.



# **2.0 LONG TERM ATHLETE DEVELOPMENT (LTAD)**

The Canada Basketball Long Term Athlete Development Model is based on the Canadian Sport for Life Resource Paper, which was developed by Canadian world leaders in the area of child and sport development. The Model is an athlete centered, coach driven and administration, sport science and partners supported program. It integrates elite, community and scholastic sport, athletes with a disability, physical education and the general health of the nation.

LTAD is a training, competition, and recovery framework for individuals at all stages of life. LTAD focuses on the general framework of athlete development with special reference to growth, maturation, and development.

The overall aim of LTAD is two fold: i) To allow participants to find fun, fitness, social interaction and self-fulfillment through a level of sport suitable to the participant in an all-inclusive environment; ii) To develop competitive pathways that are developmentally appropriate and can lead players to the highest possible level of achievement.

## **2.1 - THE 10 KEY FACTORS OF LTAD**

### **1. System Alignment and Integration**

Pathways for players, coaches, officials, administrators and supporters must be clearly defined. Multiple entry points need to exist in these pathways. LTAD recognizes the interdependence between physical education, people with disabilities, school sport, competitive sport and recreational activities. Seamless links between basketball program deliverers need to exist in order to ensure a smooth transition from one stage of the game to the next.

### **2. Specialization**

Early specialization in a late specialized sport, like basketball, has been shown to lead to: one sided sport specification preparation, lack of the basic fundamental movement skills, overuse injuries, early burnout and early retirement from training and competition. Coaches are encouraged to develop "global players" (every player learns the skills for every position) during the developmental stages. Restricting the skills a player is taught, based on height, will often limit the players ability to play at their next stage of development.

### **3. The 10 Year Rule**

Scientific research has shown that it takes a minimum of 10 years of training for a talented athlete to reach elite levels. Time must be spent developing the movement and basketball skills necessary to excel. Some believe that early specialization is what is needed to make this happen. The opposite is actually true. Most athletes only have ten years at an elite level (Elite level is defined as the level in which an athlete specializes in one particular sport). If you specialize too early, the likelihood of staying in the sport diminishes.



#### **4. Trainability**

People involved in youth sport must understand that there are windows of opportunity for the optimum training of stamina, strength, speed, sport skills and flexibility. If these windows are missed, the child will never reach his/ her highest potential. Also inappropriate training at the wrong time can seriously harm the child's development.

#### **5. Fundamentals**

Fundamental movement skills should be introduced through fun and games. Basic skills such as agility, balance, co-ordination speed, jumping, throwing, and catching need to be emphasized at all stages of development. It is important that physical literacy – the physical competence, understanding and knowledge to maintain physical activity at an individually appropriate level, be developed before the onset of puberty. This allows for a more enjoyable sport experience.

#### **6. Physical, Mental, Cognitive and Emotional Development**

More than just the skills of the game need to be addressed. All areas of an athlete's development must be included in a balanced basketball program. The coach should address the physical, mental and social/emotional development of the athlete.

#### **7. Developmental Age**

We must recognize that not all children grow and mature at the same rate. On average, girls mature faster than boys. There is a tendency to apply adult models of sport on children and to apply male models on females. Too often, it is the early maturing athlete who gets to make the elite teams during the development stages. Research has shown that very often the late maturing child becomes the superior athlete since they have more time to develop the fundamental movement skills.

#### **8. Calendar Planning for Competition**

The adult model of competition has been imposed on youth basketball. At the younger stages, development is the priority. Later the ability to compete can take precedence. Currently in basketball we are playing too many games with not enough training. The length of the competitive season must be appropriate for the stage of development.

#### **9. Periodization**

Periodization is time management. It provides a framework for organizing the frequency, intensity and volume of an athletes training to ensure "planned" success in the future.

#### **10. Continuous Improvement**

The game of basketball continues to change. As a sport we must stay in tune with research and trends from around the world, other sports, and society. We must look for input from all sectors of the game. Ideas will be researched and explored to find those that will add to the development of the Canadian basketball system.



## 2.2 - STAGES OF LTAD

Canada Basketball has developed 8-stages of Long Term Athlete Development. The following is a brief summary of these 8 stages. A more detailed of Steve Nash Youth Basketball applicable stages (including FUNdamentals, Learn to Train and Train to Train) is provided within the overall summary.

### 1. Active Start

*Males/Females 0-5 yrs*

Basketball is a late maturing sport and therefore does not recommend formal adult organized basketball at this stage of development.

### 2. FUNdamentals

**A - Males/Females 5-7 yrs**

To learn fundamental movement skills through basketball in a positive, inclusive and fun way.

Technical skills	<b>20%</b> individual decision making
Fundamental skills	<b>60%</b> movement skills; <b>20%</b> basketball skills

- Focus on learning proper movement skills such as running, jumping, twisting, kicking, throwing and catching.
- Not sedentary for more than 60 minutes except when sleeping.
- Regular organized physical activity.
- Exploration of risk and limits in safe environments.

**B - Males/Females 8-9 yrs**

To learn the basic basketball skills through modified games while still emphasizing fundamental movement skills in a fun and inclusive environment.

Technical skills	<b>20%</b> individual player; <b>10%</b> multi-player
Fundamental skills	<b>30%</b> movement skills; <b>40%</b> basketball skills

- Focus on general, overall development.
- Integrated mental, cognitive, and emotional development.
- Elements of athletics: running, jumping, wheeling and throwing.
- Medicine ball, swiss ball and body weight resistance exercises.
- Introduce simple rules and ethics of sport.
- No periodization, but well-structured programs.

This is a very important part of a child's development, but unfortunately, it is also one that tends to get neglected. This is when a child's basic general physical, motor-learning, cognitive and psycho-social skills and capacities are developed. These skills are acquired through the use of fun activities, games and participation in as many sports as possible. This is where the ABC's of athletics are introduced and developed: Agility, Balance, Coordination and Speed. Athletes can be shown the basis of specialized sports skills such as shooting; catching; passing and dribbling.

### 3. Learning to Train

*Males 9-12 yrs Females 8-11 yrs*

To learn the basic basketball skills while still emphasizing fundamental movement skills in a fun all inclusive environment.



Strategy	<b>10%</b> basic offense / defense
Technical skills	<b>30%</b> individual player; <b>20%</b> multi-player
Fundamental skills	<b>20%</b> movement skills; <b>20%</b> basketball skills

- Major skill learning space: all basic movement and sport skills (physical literacy) should be learned before entering Training to Train.
- Overall physical, mental, cognitive and emotional development.
- Introduction to mental preparation.
- Medicine ball, swiss ball and own body weight resistance exercises.
- Introduce ancillary capacities.

#### 4. Training to Train

*Males/Females 12-15 yrs*

Age is growth spurt dependent.

To introduce the basic technical and strategic parts of "global" basketball with a more structured approach to training.

Tactics	<b>15%</b> opponent's main strengths / weaknesses
Strategy	<b>30%</b> intro (zone attack) consolidation and refinement
Technical skills	<b>30%</b> intro, acquisition of new skills and refinement of old.
Fundamental skills	<b>25%</b> warm-up / refinement

- Major fitness development stage: endurance, strength, and speed.
- Overall physical, mental, cognitive and emotional development.
- Develop fundamental mental skills.
- Introduce free weights.
- Develop ancillary capacities.
- Frequent musculoskeletal evaluations during PHV (growth spurt)
- Single or double periodization.

#### 5. Training to Compete

*Males/Females 16-18 yrs*

To introduce athletes to all aspects of the games, and begin to refine all technical aspect and most strategic components; emphasizes position specific skills, conditioning programs and full individualization. Training is position specific and highly specialized.

#### 6. Learning to Win

*Males/Females 18-21 yrs*

To establish all of the technical, strategic, physical, mental and ancillary skills and capacities needed to compete at the highest level.

#### 7. Training to Win

*Males/Females 21+ yrs*

To optimize performance for domestic and international competitions. Athletes will be trained and tapered for major competitions, their progress will be closely monitored.

#### 8. Retirement and Retainment

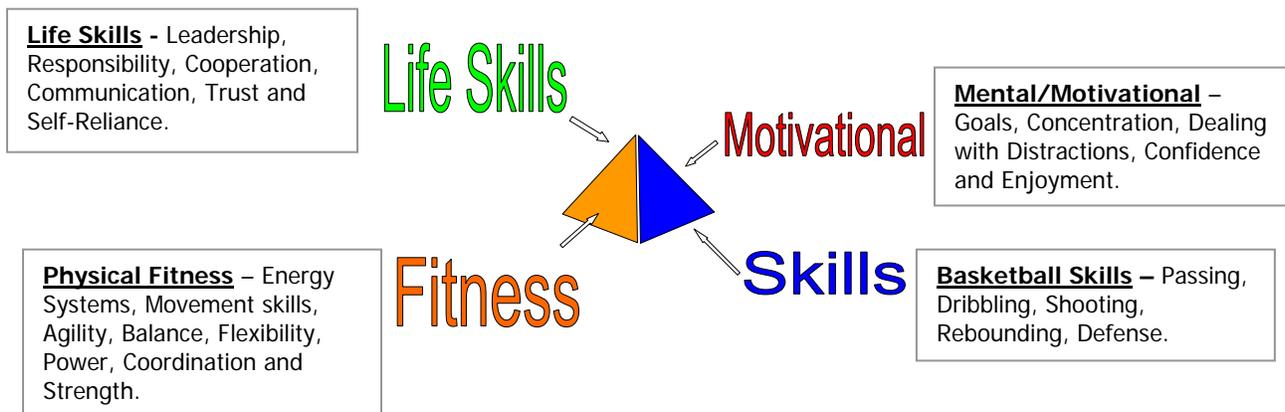
To enjoy a healthy active lifestyle and reinvest time and energy in basketball through coaching, management or administration, officiating and active participation.



# 3.0 ATHLETE DEVELOPMENT

This section outlines the premise of the Athlete Development Pyramid and the overall LTAD philosophy as it applies to the Steve Nash Youth Basketball program. The main principle behind these philosophies is the emphasis on the whole person, not just the basketball player. Coaches will be introduced to the concept of an athlete developmental pyramid and will be required to be able to deliver and monitor all components of the pyramid in order to effectively develop young players.

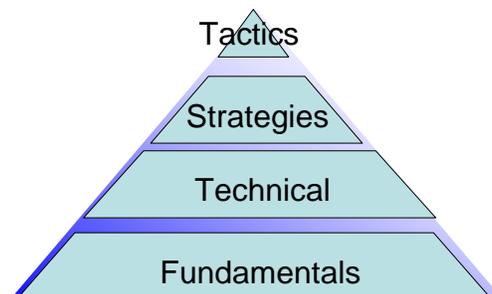
There are the four components of the athlete developmental pyramid that we want all athletes to develop. These components allow the athletes to deal with the daily stresses and strains that they will face. A weakness in any one area will cause instability and disintegration when faced with stress and strain over time.



The following sections will provide more details on these four components of athlete development. Each component provides specific details and strategies that can be utilized for each LTAD stage of the athletes you will be coaching in Steve Nash Youth Basketball.

## 3.1 – BASKETBALL SKILLS

The basketball skills component of the pyramid is broken down into four sections. They too create a pyramid of development. The four sections are as follow:



**Fundamentals** - The foundation skills or principles; Learning the **how** and **why** of the basics basketball.

**Technical** - More specific in nature involving decision making; Emphasis is on the **when**; Repetition to enhance the learning of the skills. \*This area of the one that we have lost from the game - players are not being taught to “read” they are taught to be robots.

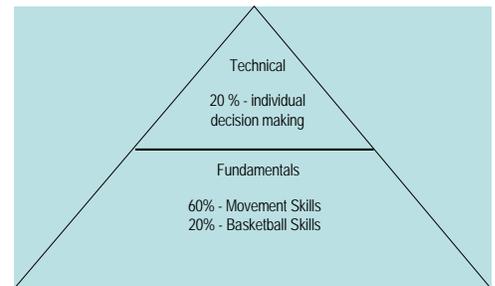
**Strategies** - The long term plan; Learning through exposure to real game like conditions; **What** you are going to do.

**Tactics** - Short term adjustments to the plan; Specific preparation for the game; **Where** and **who**.

**Basketball Skills Development through the Stages of LTAD**

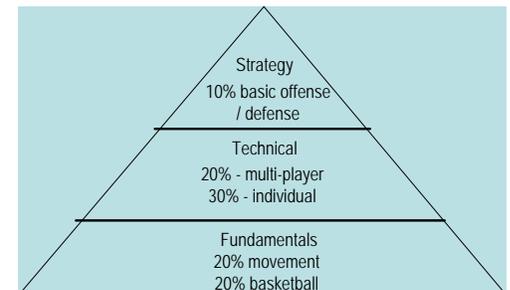
**LTAD Stage: FUNDamentals**

- To learn fundamental movement skills through basketball in a positive, inclusive and fun way.
- To learn the basic basketball skills through modified games while still emphasizing fundamental movement skills in a fun and inclusive environment.



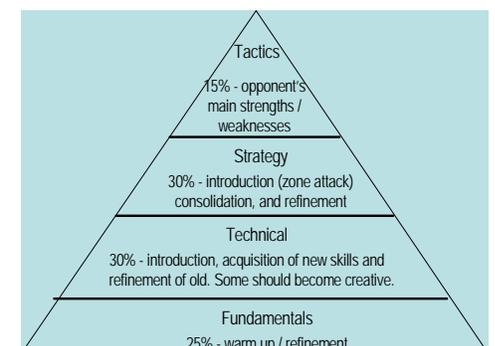
**LTAD Stage: Learn to Train**

- To learn basic basketball skills while still emphasizing fundamental movement in a fun inclusive environment.
- The introduction of basic offensive and defensive principles and philosophies.



**LTAD Stage: Train to Train**

- To introduce the basic technical and strategies of “global” basketball with a more structured approach to training.



## **3.2 – PHYSICAL FITNESS**

Basic physical movements at all stages should include:

- Running – forward and backwards
- Starting and stopping
- Change of direction
- Athletic stance
- Hopping, skipping and jumping
- Eye-feet / Eye-hand coordination
- Balance
- Pivoting
- Lunging
- Squatting
- Twisting
- Pushing
- Pulling

### **Physical Fitness Development through the Stages of LTAD**

#### **LTAD Stage: FUNdamentals**

Children in the FUNdamental stage of development generally possess the following characteristics that are associated with the Physical component of development:

- Aggressive, noisy and active when participating in activities.
- Tire quickly, but recover quickly.
- Weak, low strength level.
- Flexible, requiring only big muscle stretching.
- Low aerobic capacity.
- Large muscle development is far behind fine muscle development.
- Poor tracking skills.
- Hand/eye coordination and general coordination just beginning to develop.
- Limited spatial awareness.
- Poor balance and reaction time.
- Stops and starts are weak.
- Learn to use muscles through guided discovery and exploration.
- Females are approximately a year ahead of males in physical development.

With the above characteristics in mind, the following suggestions are recommended for this group.

- Use vigorous activities and games.
- Keep activities brief with short rest periods.
- Be sure you have control over activities.
- Allow children to experience a variety of basic movements.
- Provide an opportunity to handle objects in different ways.
- Practice movements in different directions.
- Use activities that give children enough space to execute basic movements.



### **LTAD Stage: Learn to Train**

Children in the Learn to Train stage of development generally possess the following characteristics that are associated with the Physical component of development:

- Aggressive when participating in activities.
- Beginning to develop strength and enjoy physical contact.
- Greater aerobic capacity and increased stamina, but still prone to fatigue.
- Improvements in spatial awareness, eye-hand coordination and reaction time.
- Better receivers and catchers due to increased eye-hand coordination.
- Fine muscle skills are beginning to improve, but large muscles still dominate.
- Enjoy using fine muscles in games and activities.
- Improvements in whole body movements and body awareness.
- Work well to rhythm.
- Most are willing to experiment with new movements.

With the above characteristics in mind, the following suggestions should be considered for this group.

- Use active contests that allow children to release energy.
- Lengthen activities to allow for more activity.
- Work on perception skills.
- Continue to adapt music and rhythmic activities into the program.
- Build on the foundation of basic movements.
- Begin to use more activities involving fine muscle skills.

### **LTAD Stage: Train to Train**

Athletes in the Train to Train stage of development generally possess the following characteristic that are associated with the Physical component of development:

- Aggressive when participating in activities.
- Strength development is underway.
- Enjoy physical contact.
- Increased aerobic capacity, stamina and endurance.

With the above characteristics in mind, some suggestions for this group are:

- Specific basketball skills can be worked on at this level.
- Specific systems training, such as, aerobic stamina, endurance, etc. should be trained through basketball specific drills and activities.
- Strength can be trained through the use of Medicine Balls, Swiss Balls and player's own body weight.
- Special focus should be placed on core strength and flexibility.
- Starting and acceleration should be emphasized in order to properly develop speed.
- Dynamic warm-ups, stretching during warm-up and light static stretching during the end of the session should be utilized to develop and maintain flexibility.



### 3.3 – MENTAL / LIFE SKILLS

Developing the Mental and Life Skills of young athletes are crucial components of developing the whole player, and must not be neglected.

#### Mental / Life Skills Development through the Stages of LTAD

##### **LTAD Stage: FUNdamentals**

Children in the FUNdamental stage of development generally possess the following characteristics that are associated with the Mental / Life Skills components of development:

- Creativity leads to learning through exploration.
- Attention is more focused after periods of activity.
- Short attention span, therefore instructions need to be simple.
- Require and enjoy simple tasks.
- Uniqueness of each child necessitates different learning styles (music, stories).
- Learn through imitating others (mirroring).
- Have intense ownership over objects.
- Unique personalities, and want to be recognized as an individual.
- Enjoy individual and small group oriented activities.
- Like to be involved and included.
- Pleasing and cooperative and will want to do what is expected.
- Form strong bonds with coaches.
- Self-centered and like to receive attention (conscious of "their turn").
- Sportsmanlike mentality, liking fairness, rules and taking turns.
- Boys and girls generally work well together.
- Can be sensitive/timid/cautious/shy in new activities and with new people.
- Don't accept losing well.

With the above characteristics in mind, the following suggestions are recommended for this group:

- Use music and rhythm when practicing skills.
- Change activities often and keep explanations simple.
- Use activities that allow exploration of ideas and choice.
- Keep directions short.
- Use activities that consistently repeat skills.
- Play games that give children individual roles.
- Use activities that promote taking turns and sharing.
- Teach children win and lose with grace.
- Give lots of praise and recognition.
- Break into small groups for activities.
- Stress creativity and allow choice.
- Ensure that all children are included.
- Create a comfortable atmosphere through fun and laughter.



<b>Mental &amp; Social Skills at FUNdamental Stage</b>	
1. Self Confidence	<ul style="list-style-type: none"> <li>• Formation of self-concept, therefore children need positive reinforcement.</li> <li>• If situation is threatening, children will lose confidence.</li> <li>• Influence of peers is very strong, child will seek acceptance.</li> <li>• Emphasis on self worth and personal pride.</li> </ul>
2. Leadership	<ul style="list-style-type: none"> <li>• Children need to be led, and desire structure.</li> <li>• Encourage interaction with teammates to build personal skills.</li> <li>• Learn to play fair and respect all aspects of competition.</li> </ul>
3. Effort and Commitment	<ul style="list-style-type: none"> <li>• Encourage involvement.</li> <li>• Provide positive feedback.</li> <li>• Emphasize hard work.</li> <li>• Reinforce putting forth 'best effort'.</li> </ul>
4. Independence	<ul style="list-style-type: none"> <li>• Encourage players to take responsibility.</li> </ul>
5. Attitude	<ul style="list-style-type: none"> <li>• Emphasize enjoyment.</li> <li>• Develop good habits.</li> <li>• Encourage experimentation and creativity.</li> </ul>
6. Team Work	<ul style="list-style-type: none"> <li>• Encourage kids to work together within different scenarios.</li> <li>• Promote respect for each other.</li> <li>• Emphasize development of positive relationships with others.</li> </ul>
7. Focus	<ul style="list-style-type: none"> <li>• Attention span is short, players should not sit for long periods of time. Use simple, clear instructions.</li> </ul>

### **LTAD Stage: Learn to Train**

Children in the Learn to Train stage of development generally possess the following characteristics that are associated with the Mental / Life Skills components of development:

- Less focused on outcomes and more focused on performing well.
- Better ability to follow directions and stay on task within a structured format.
- Welcome challenges and are able to complete self-evaluation.
- Can understand and conceptualize simple things, but not abstract thoughts or concepts.
- Learn through repetition by using increased ability to concentrate.
- Capable of making decisions and choices.
- Able to listen longer with improved listening skills, but need variety to maintain interest.
- Greater attention span and ability to retain information.
- Increased inhibition and fear of failure.
- Tendency to be self critical of failure.
- Divide into leaders and followers while peer influence becomes important.
- Cooperate in group activities.
- Prefer smaller groups, while able to cope in larger groups.
- Anxious to excel and reach goals set by others.
- Handle criticism from peers better than from adults.
- Want to be independent; dislike treatment like a child.



- Become more independent of the coach.
- Desire recognition for achievements.

Based on the above characteristics in mind, some suggestions for this group are:

- Lengthen activities, adding more instruction.
- Increase the complexity of directions and number of rules.
- Design activities for small groups.
- Incorporate self-evaluation after an activity.
- Stress quality of skills.
- Use activities that encourage skill repetition.
- Allow for choices and decision-making within activities.
- Use team concepts in activities.
- Promote fair play in activities.
- Emphasize being a gracious winner or loser.
- Provide positive feedback, recognizing achievements.
- Accept what children say and trust them.
- Provide opportunities for achievement.
- Ensure all children are included.
- Create an enjoyable atmosphere with fun and laughter.

### LTAD Stage: Train to Train

Athletes in the Train to Train stage of development generally possess the following characteristics that are associated with the Mental / Life Skills components of development:

- Desire challenges and are able to complete self-evaluation.
- Like to work within small groups.
- Can start to understand and conceptualize more complex things, such as, abstract thoughts and concepts.
- Learn through repetition by using increased ability to concentrate.
- Able to make decisions and choices.
- Able to listen longer with improved listening skills, but need variety to maintain interest.
- Increased attention span and ability to retain information.
- Greater inhibition and fear of failure.
- Divide into leaders and followers while peer influence becomes important.
- Cooperate in group activities.
- Anxious to reach goals set by others.
- Want to be independent and don't like to be treated as a child.
- Become more independent of the coach.
- Desire recognition for achievements.
- Want to excel.

With the above characteristics in mind, the following outlines some needs and implications for this group.

- Increase the complexity of directions and quantity of rules.
- Incorporate self-evaluation after an activity.
- Stress quality in skills.
- Use activities that repeat skills.



- Allow for choices and decision-making within activities.
- Promote fair play in activities.
- Emphasize sportsmanship.
- Give positive feedback, recognizing achievements.
- Accept what children say and trust them.
- Provide opportunities to achieve.
- Ensure all children are included.
- Create a comfortable atmosphere through fun and laughter.

<b>Mental &amp; Social Skills at Train to Train Stage</b>	
1. Self Confidence	<ul style="list-style-type: none"> <li>• Emphasis is placed on self-identity.</li> <li>• Great influence on behavior from peer groups.</li> <li>• Values and attitudes are being created and reinforced by the group.</li> </ul>
2. Attitude	<ul style="list-style-type: none"> <li>• Players are eager to perfect their skills, so they must receive proper instruction.</li> <li>• Some players may develop earlier than others, it is important not to play favorites, as this can have a negative impact on that player's development.</li> </ul>
3. Learning Capacity	<ul style="list-style-type: none"> <li>• Decision making through more complex technical training.</li> <li>• Players can learn how to train, technically and tactically.</li> </ul>
4. Independence	<ul style="list-style-type: none"> <li>• Players are capable of cooperating and accepting responsibility.</li> </ul>



# 4.0 TEACHING TECHNIQUES

This section focuses on helping coaches understand how to most effectively teach youth. It is designed to make learning easy for coaches who have little or no prior experience teaching youth.

The section outlines the process by which new concepts are taught and provide effective teaching formations that help facilitate a child's ability to comprehend information.

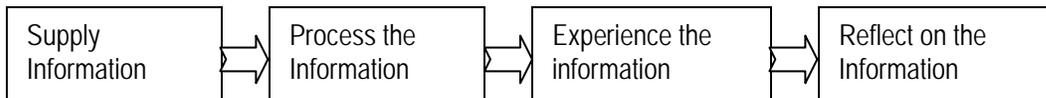
## 4.1 - TEACHING

Teaching is a process of planned action that enhances learning and performance. The key to teaching children is to keep things simple.

The first step is to start with a new concept that you wish to teach. Once this new concept has been established there are four phases that need to be covered:

### **The four phases of learning a new concept:**

1. Supply information about the concept
2. Process, relate or analyze the concept
3. Experience the concept
4. Reflect on the experience to gather new knowledge or improve for the future



It is important that you ensure that your athletes not only have the knowledge, but have processed the information to the point where they understand the **how, why and when** of the information.

### Supply Phase

In the supply information phase, athletes are exposed to new facts, concepts, procedures, skills, drills or other information. Information should be supplied in a clear and concise manner. It is also a good idea to have key words so that participants can associate the sound of the word with the required movements. Information can be supplied in different ways. The most effective way of providing information for young children is demonstration.

**Demonstration** is a show and tell method that is perhaps the most widely used method of presenting material to young children. It is important that the demonstrations are done properly so that players see exact performance. If you cannot correctly demonstrate, use a guest, or a participant that posses the technical knowledge.



The following are suggested times for demonstrations:

- Introduction: 5-10% of total time.
- Demonstration: 15-20% of total time.
- Practice: 65-75% of total time.

With young children, try to spend no more than 5 minutes on one particular skill, drill or activity.

#### *Tips on Making Demonstration Effective*

- Ensure that all athletes have a clear view.
- Emphasize only a few key points during a demonstration.
- KEEP IT SIMPLE!
- Use multiple angles to ensure athletes get a comprehensive view.
- Use short, descriptive key words.
- Keep explanations short.

It is important to focus on one or two key teaching points. Answer questions, but avoid doing so at the expense of practice time. If one or two children seem confused, talk to them individually while the other children continue the activity. Make sure you give the children an opportunity to practice immediately after the demonstration (put them into the activity quickly). Children will be more successful if they can practice skills while instructions are still fresh in their minds.

#### **Process Phase**

It is important for you to ensure that your athletes not only have the knowledge, but have processed the information to the point where they understand the **how**, **why** and **when** of the information supplied. The process phase is where this takes place. It is imperative that coaches spend enough time with this phase of teaching.

#### **Questioning**

Questioning is one of the most effective ways to determine an athlete's knowledge. This is not an easy process to apply as utilizing the proper questions can often be difficult. The key to this process is to honor and respect each answer given by your participants.

By honoring each answer:

- You show the athletes that you truly want to know what they think.
- You encourage truthful responses as opposed to responses that are based on what they think you want to hear.
- You also eliminate later confusion when you must correct or qualify your previous answer.
- You force them to process the information at a deeper level.

The goal is to use questions to draw information from the players. Most often, a coach has a specific answer in mind. A setback can occur when the coach knows to honor each answer, but finds it is taking too much time to get the correct answer. In these situations you must give more information or knowledge. The types of questions you can ask are now based on processing the information.



For example:

The coach wants the players to run wide on the fast break. He wants to use questioning to draw the answer from the children. After 2 or 3 minutes of futile attempts the answer he/she wants has not been given. What should you do? A better method would be to supply the athlete with the information and then ask processing questions.

Coach, "When fast breaking we want you to run wide. That means one big stride in from the sideline. Who can tell me why we would want to do this?"

This is a **process question**. It requires you to think about the information. Others might be:

- How can we get to this position quickly?
- Why one big stride from the sideline?
- Why is it important that we run?
- What would be the exception to this rule?

This last question is very important. It shows players that there are options. (Note: you don't run wide if the basket is open. Go to the rim. You run wide because there are defenders back and you want to stretch them out).

Some things to remember about questioning;

- Use questions to probe for deeper understanding, but not as a way to gain trivial information.
- Focus on the **how, when and why**
- Honor all answers
- Like athletes learning a new skill it takes time for coaches to improve on this skill. It will improve with practice.

### **Experience Phase**

This is the phase in which you need to create situations so that players will experience the concept through practice. As the skill is being practiced, it is a good idea to reinforce key points. Modifying the rules of the game or drill is a key way to emphasize the concept. Players need plenty of repetition early in the learning experience. If a decision is required, it is important that players be given reads to help determine which option to use. Be cautious of using numerous drills against air because the players do not learn the vital step of decision making. Implementing modified games and guided defense is vital in developing an understanding of the **how, why and when** of the information.

**Guided Defense** - The idea behind guided defense is to expose the athlete to decision making at all times of the learning process. Players learn the hardest concept first, which is the decision. Also by guiding the defense, you as the coach can expose your players to many situation that will occur, not just the way your team plays defense. By adding guided defense, you can modify many traditional drills, thus helping players with their decision making skills as well as the fundamental skill.

### **Reflection Phase**

Effective learning cannot occur without appropriate feedback. This is really where coaching comes into play. As the athletes are practicing their new skill, it is very important that you provide constructive feedback to correct errors. It is important that interaction with children is



positive and that there be variety. This is also where questions can be used in order to probe concerning what occurred.

- What went well?
- How can you improve?

This is similar to the **Process Phase** as you need to ask appropriate questions to see if the participants understand the **how**, **why** and **when** of the concept

The importance of giving the athletes the time to reflect **individually** first on the experience cannot be emphasize enough. You, as the coach, need to save your thoughts for later. How and what questions should dominate.

## 4.2 - SKILL DEVELOPMENT

When acquiring a new skill, it is important to realize there are several stages of skill development through which individual progress. Your job as a coach is to facilitate and monitor the advancement of these stages. Most of your athletes will be somewhere in the first four stages for most skills being taught. Some of the more advanced athletes will be ready for introduction of the **Creative** stage and it is important to encourage this type of development.

### Five stages of skill development

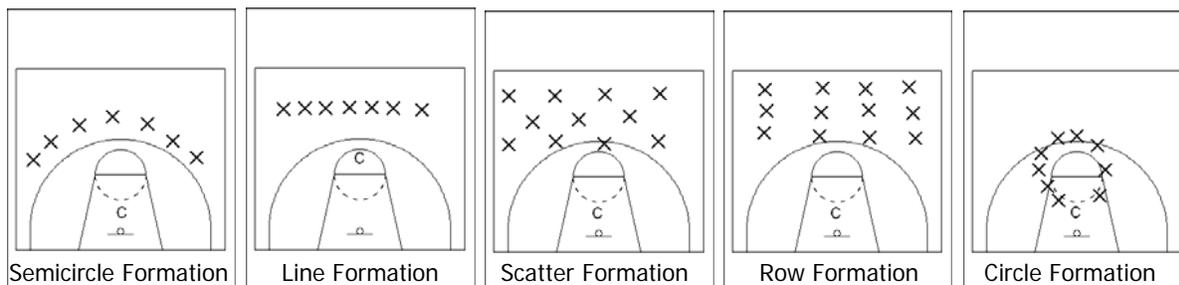
1. **Initiation** – first exposure to a skill.
2. **Acquisition** – still thinking and performing the skill.
3. **Consolidation** – can perform the skill without thinking – breaks down under pressure.
4. **Refinement** – can perform consistently under pressure.
5. **Creative** – has created a variation of he skill that is highly effective.

## 4.3 TEACHING FORMATIONS

Learning can be enhanced by varying the physical arrangement of children for discussions or demonstrations. Several basic teaching formations ensure that children can see and hear you, are facing you and are not distracted, and are close enough to make eye contact with you.

You can make practices more efficient by naming formations so that children know how to arrange themselves in specific situations. Some examples are:

- Semicircle Formation
- Line Formation
- Scatter Formation
- Row Formation
- Circle Formation\*



\*Note that when using the circle formation, try not to instruct from the centre of the circle. Participants behind you may have trouble hearing and seeing and lose interest or become discipline problems. In a circle formation, one should stand on the perimeter with the children, as part of the circle.

Please refer to section 5.0 Teaching Tips, for more information on effective teaching strategies.



# 5.0 TEACHING TIPS

This section is designed to assist coaches with quick, easy to read information that will help them work with children. It was created to provide tips for coaches that will make learning a positive experience for everyone.

The section outlines how to communicate with the children, tips to enhance the teaching of players, how to establish positive behavior, ways to create a Fair Play atmosphere, as well as suggestions for dealing with children that have behavioral problems.

If coaches familiarize themselves with this section it will help ensure that the teaching delivered by the coaches is successfully received by the children.

## 5.1 - HELPING KIDS TO LISTEN

Many first-time coaches have trouble getting kids to listen. Even experienced coaches sometimes have difficulty in engaging young participants so that they stop and listen to words of wisdom from their coach.

### **When Trying to Get Kids to Listen to You:**

- Develop a listening posture. Have athletes show they are listening by, for example, dropping to one knee. Teach your athletes early on that you expect them to show they are ready to listen by adopting this posture. Demand their **eyes** and **ears**.
- Practice listening. It may sound silly, but have your team practice coming quickly to you from the court and getting ready to listen. Have them see how quickly they can run in and get into the listening posture.
- Reinforce listening with your attention. Most often we give our attention to the kids who are **NOT** doing what we want them to do. Make a point of focusing your attention on the kids who immediately get into the listening posture. Say something like: "Thanks, Jeanie and Teri, for getting ready to listen so quickly. We have limited time for practice so when you do that it helps the team." This will tend to cause the kids who are not coming quickly to do better next time in the hope that you will recognize them.
- Listen to them! Being listened to fills kids' Emotional Tanks and kids with full E-Tanks are more likely to be able to listen to you.
- Give them something you can take away. Kids like to have something in their hands and they will tend to modify their behavior to be able to keep it. If coaching basketball, make sure every kid has a ball. When you ask for their attention, say "Hold the balls." If a child doesn't stop dribbling or talking, simply and matter-of-factly take the ball away from them without any show of anger or irritation. They won't like this, and they will pay attention next time so as to not have the ball taken away. They will quickly see that the way they get to keep the ball is to hold it and listen.



- Make it short and sweet. Many coaches talk too much at one time. Kids can only be expected to remain still for a brief time. It's better to have several 3-minute meetings during the course of a practice than one or two 10-minute sessions. In general, the less a coach says, the more the kids listen.
- Have conversations more often than lectures. Good questions can engage kids in a way that even the best speech can't. Ask them to help solve a problem, for example, "Any ideas on how we can improve our hustling during this drill?"
- Develop a team signal to bring people together to listen. A specific whistle sequence can signal that it's time to come together (e.g., three shorts and a long). Some coaches develop a clapping rhythm to signal that it's time to listen. Others start clapping and ask players to join in until everyone is clapping together and then increase the rate of clapping to a crescendo before stopping to say what they want to say.

## 5.2 - COMMUNICATION

To be successful in coaching, you must be able to effectively communicate with your players, parents, other coaches and officials. Good communication skills arise from constantly making an effort to become a better communicator.

The keys to becoming an effective communicator are being able to communicate openly, positively and clearly.

**Communicating openly** depends on you being honest with your athletes. It relies on you being sensitive to their needs and responding to their needs. It relies on you listening in a non-judgmental fashion, to what they have to say, both as individuals and as a group. Then make judgments where you deem necessary. It is also very important to communicate opening with parents as well.

**Communicating positively**, especially with young athletes, is extremely important. We must remember why these kids participate in sports – to have fun and be with their friends. Everything else is secondary. When corrections are made (and there will be many), it should be done in a very non-threatening manner. For example, the *sandwich effect* – "You had a great follow through on your shot, but you must use your legs more, and it was great to see your feet squared to the basket." In this technique, a negative is sandwiched between two positives.

**Communicating clearly** involves getting to your point in a simple, precise manner. It is a good idea to speak a little louder than normal (outside voice) to get the attention of wandering ears. In order to keep everyone focused when you are talking, be sure to make eye contact with each person.

### **When communicating with your players:**

- Make eye contact at all times
- Use non-verbal communication
  - High 5's
  - Thumbs Up
  - Clapping



- Provide each player with genuine and deserved praise.
- Make statements in a positive manner and praise them.
- Use the child's name whenever possible.
- Use humor where appropriate.
- Encourage each player to do their best.
- Emphasize fun and fairness.
- Teach players to respect their teammates, their opponents and the officials.

### **5.3 - TEACHING PLAYERS**

#### **When teaching players:**

- Try to be relaxed and professional.
- Be open, honest, fair and consistent.
- Be patient.
- Move around instructing during drills and activities.
- Keep everyone in sight to ensure everyone can hear you.
- Keep activities short.
- Keep everyone busy.
- Give precise instructions, such as "Please walk slowly to get balls and then return quietly and slowly. Stand on this mark on the floor."
- Have a child repeat instructions just to ensure they understand.
- Name lines on the floors to use as landmarks and meeting places, for example, "Everyone run and stand on Big Blue."
- Use challenging phrases such as:
  - Can you ...
  - Show me a different way ...
  - Show me how ...
  - See how many times you can ...
  - What would happen if ...
  - Now try ...
- Use descriptive words: freeze, dart, pop, pounce, wriggle, fierce, tiny, gentle, soft, sharp, etc.
- Use body language – Quiet when you need control and energized when you need excitement.
- Individually challenge players to better themselves.
- Shout praise. Whisper criticism.
- Be aware of children's cultural differences.
- Reinforce effort and improvement, **NOT** results.
- Interact with highly-skilled and less-skilled children in the same manner, giving every child feedback and encouragement.

### **5.4 - ESTABLISHING POSITIVE BEHAVIOR**

#### **When establishing positive behavior with your players:**

- Model the behavior and attitude you want them to have.
- State rules positively.



- Make sure children understand rules and consequences.
- In order to teach children responsibility, establish rules for getting, putting away and handling equipment.
- Insist children place equipment in the proper location, not throw it.
- Establish non-verbal signals as subtle reminders of misbehavior. For example, time out signals, finger to lips, and touching your ear lobe.

## **5.5 - CREATING FAIR PLAY RULES**

### **When creating Fair Play rules:**

- Always be positive when communicating.
- Provide quality attention when someone is speaking.
- Respect other's personal space, no pushing or knocking each other.
- Be respectful when speaking to someone.
- Respect cultural and gender differences.
- Applaud good play or performances of other.
- Support others when they make a mistake.
- Say "Thank you."
- Be honest when tagged, put out, or scored against.
- No negative talk allowed.
- Model, encourage and applaud good sportsmanship.

## **5.6 - DEALING WITH DIFFICULT CHILDREN**

### **When dealing with difficult children:**

- Have private discussions to avoid embarrassment for the child or reinforcing the negative attention the child may be seeking.
- Direct behavior by giving a difficult child a task. Have the child demonstrate, lead a group or choose an activity.
- To show you care, ask about the child's day, family or how they feel. Do something special for them, but be aware that overt attention may cause jealousy.

## **5.7 - GOAL SETTING**

Although your athletes are young, it is still a good idea to introduce them to the concept of goal setting, as this can serve as an important motivational technique. When discussing goal setting with your athletes, have your players decide their team goals together. Also encourage each player to write down (on a piece of paper), their immediate and long term goals for themselves and their team. Some children may need your assistance with setting goals. The importance of performance-based (as opposed to outcome-based) goals must be stressed, as well as the focus of individual and team goals.

Try to have a number of specific, achievable goals, so that a number of successes can be experienced. It is important for athletes to know how it feels to be successful.



Remember that identifying and outlining the goals is only half of the process. Monitoring and constant reflection of the progress of the goals play an integral role in the effectiveness of goal setting.

## **5.8 - PLANNING A PRACTICE**

### **Using Practice Time Wisely**

Practice tips:

- Take stock of the practice environment: gym space, pylons, balls, number of baskets, etc.
- Maximize activity time from drill to drill. Don't give them a chance to even think about being bored.
- Provide simple, clear, precise instructions. Keep them brief.
- Have names for all your drills so that as players become familiar with the drills, they respond quicker to commands.
- Constantly provide feedback on player's performance, on an individual and team level. Try to give feedback immediately.
- Be creative with gym equipment. Use what you have.
- Know your limits: don't teach something you don't know. If you are unsure of something, seek help from those who know.
- Frequently give participants time to get water, but make sure they do not stall or linger.
- Encourage participants to bring water from home to minimize water breaks.
- Be over organized for practice. Make photo copies of practice templates, and be very detailed when filling them out. Too much is better than not enough.
- It is ideal to have mini-meetings at the beginning of practice to discuss the goals or focus of the day. This will narrow the player's focus as to what you expect from them.
- At the end of practice it is also imperative that you meet again briefly to review the practice and discuss what went well, and what needs improving. Be sure to include action steps that athletes can do to work on these improvements. This will also add a sense of routine and structure to your workouts.



# 6.0 FAIR PLAY

Fair play involves everyone who organizes and delivers a community sport program. As a program organizer, you work a lot behind the scenes. You organize schedules, ensure that rules are enforced, and communicate with coaches, parents and players. You also play an important role in creating an atmosphere that encourages everyone to play fairly.

By promoting fair play values to Coaches, Officials, players, parents and spectators, you will make a positive impact on the child's sport experience and to their individual development. This does not have to take a lot of time or add much work to your busy schedule. This resource is geared to help you make fair play an integral and rewarding aspect of your program in a way that is simple, effective and fun.

## 6.1 - WHAT IS FAIR PLAY?

Integrity, fairness and respect are the principles of fair play. Since children learn best by seeing and doing, sport offers an excellent opportunity to teach fair play in a way that is both effective and fun.

- If children see all members of the program receive a turn, they will learn to treat people equally and fairly.
- If children learn the importance of the rules in a game, they will learn to respect and value the rules in society.
- If children are rewarded for playing fairly, they will learn the value of honesty and integrity.

By promoting and teaching these ideals, you can help all participants enjoy and benefit from sport. The principles of fair play are reflected in the five simple statements:

1. Respect the rules.
2. Respect the Officials and their decisions.
3. Respect your opponent.
4. Give everyone an equal chance to participate.
5. Maintain your self-control at all times.

## 6.2 - WHY ENCOURAGE FAIR PLAY?

Sport has two kinds of participants; athletes who derive great enjoyment and personal challenge from their game or activity, and those who do not (and may eventually drop out). What makes the game so different for these two groups? For many, it's the result of what they've learned, or didn't learn, when they originally became involved in amateur sport.

Teaching respect for the rules and for other participants, teaching fair play and the spirit of the game are all just as important as teaching the skills. Without fair play, some children will come to believe that winning and scoring points are the only benefits of their sporting experience. That means they will miss a lot of the enjoyment and opportunities that sport and recreation have to offer.



## 6.3 - CODES OF CONDUCT

Canada Basketball has approved the following Codes of Conduct for all programs, players and participants in Steve Nash Youth Basketball.

It is recommended that all leagues, teams, associations make their best efforts to communicate all codes to their participants.

It is further recommended that these Codes of Conduct be posted at all venues where Steve Nash Youth Basketball programs occur – whether it be practice, game or other scheduled events.

These Codes of Conduct represent a general philosophy that should encompass all Steve Nash Youth Basketball programs. They are not expected to cover every possible situation nor are they all inclusive. Steve Nash Youth Basketball programs cover a wide range of ages of participants and not all points may be applicable to each participant but the underlying philosophy of **Fair Play** is important for all participants involved in Steve Nash Youth Basketball.

It is understood that individual teams, leagues, associations etc., may add to these codes to cover specific circumstances e.g. a travel policy, a chaperone policy, a curfew policy, special playing rules and other special situations.

### Coaches' Code

1. The building of sound, fundamental basketball skills and developing a love for the game is the first objective.
2. Encourage team play.
3. Every attempt should be made to give players equal playing time
4. Reinforce good sportsmanship whenever possible.
5. Show respect for referees, other coaches and players at all times.
6. As much as possible, be a resource person to your players, helping them to develop their athletic and human potential.
7. While trying to treat all players as equals, recognize that all children are not the same and respect their individual differences.

### Parents' Code

1. Remember, children are involved in organized sports for their enjoyment, not yours.
2. Allow your child to participate in sports voluntarily.
3. Remember that children learn best by example.
4. Encourage your child to always play by the rules.
5. Accept your child's mistakes and disappointments with positive reinforcement.
6. Accept all officials' decisions and respect their integrity
7. Help your child understand that individual skills and achievements are more satisfying when applied to a team situation.
8. Teach your child that an honest effort and hard work is just as important as a victory.

### Players' Code

1. Play for the fun of it (and not to please parents and coaches).
2. Play by the rules.
3. Cooperate with your coach, teammates and opponents.



4. Work hard for yourself and your team.
5. Respect and accept officials' decisions.
6. Control your temper.
7. Be a good sport and treat all players how you'd like to be treated... the basketball golden rule.

### **Administrator's Code**

1. Remember that you set an example. Your behavior and comments should be positive and supportive.
2. Give all children equal opportunities to participate.
3. Ensure that everyone involved emphasizes fair play.
4. Give an appropriate code of conduct sheet to all players, coaches, parents, officials and spectators.
5. Help coaches and officials reinforce appropriate behavior and basketball skill development.
6. Ensure that the rules, equipment, length of games and practices are suitable for the age, ability and maturity level of the participants.
7. Ensure that all participants and spectators are aware and respect the rules of the facility.
8. Remember, kids participate for enjoyment!

### **Spectator's Code**

1. Remember, children are involved in organized sports for their enjoyment, not yours.
2. Applaud the efforts of both teams, regardless of the game's outcome.
3. Support the efforts of all participants regardless of mistakes they may make
4. Encourage players to follow the rules and abide by the officials' decisions.
5. Support the efforts of coaches, officials and administrators
6. Use appropriate language at all times.
7. Condemn the use of violence in any form by anyone associated with the game.



# **7.0 FACILITY SAFETY CHECKLIST**

It is necessary to perform a safety check of the facility before each session. This quick check of the facility and equipment should be done by an adult 15-20 minutes before the session begins. If there is a group already using the facility, do a quick routine check of things you will need. Don't assume that everything is in good condition – check to be sure.

What to check:

## **15 Minutes in Advance**

- Are the nets in good condition?
- Are the protective mats on the walls behind the baskets in place and attached properly?
- Has the floor been swept for dirt and dust?
- Are there any wet spots on the court?
- Is there additional equipment in the gym that could be dangerous?
- Are there any ropes or curtains in the area that should be tied back and out of the way?
- Are benches sufficiently away from the court area?
- Are there any chairs and tables in the way?
- Is the equipment storage box away from the playing area?
- Are all exits accessible and usable?
- Are community emergency phone numbers readily available?
- Are the emergency phone numbers for the children readily available?
- In case of emergency, are directions to the facility handy? Do you know the exact location, address and phone number to give to the emergency medical technicians?
- Is the first aid kit on hand?

## **5 Minutes in Advance**

- Are all loose balls stored away from the playing area?
- Are spectators seated in a safe area for both them and the players?
- Have the players put their equipment bags away from the playing area?
- Have the players removed all jewellery?
- Are all of the players' shoe laces tied?



# 8.0 TEACHING THE GAME

This section is designed to outline some basic principles and philosophies about teaching the game of basketball to youth. Its purpose is to guide you through concepts and ideas on effective development of basketball for athletes in Steve Nash Youth Basketball.

## 8.1 - TECHNICAL BASKETBALL SKILLS

### **Development Principles for Steve Nash Youth Basketball.**

This list is a quick outline of what basketball skills are to be taught in Steve Nash Youth Basketball:

1. **Footwork**
  - Ready Position/ Triple Threat Position
  - Starting Movement
  - Running – Change of Pace, Change of Direction
  - Stopping – Stride Stop, Jump Stop, Stutter Stop
  - Pivoting – Front Pivot, Reverse Pivot
2. **Passing and Receiving**
  - Types of Passes – Chest Pass, Bounce Pass, Overhead Pass, One Handed Push Pass
  - Passing techniques
  - Receiving techniques
  - Faking
3. **Ball Handling / Ball Familiarization**
  - Ball familiarity
  - Ball control
4. **Dribbling**
  - Dribbling techniques
  - Types of Dribble – Static Dribble, Dribbling with Movement, Change of Direction Dribble, Change of Pace Dribble
5. **Shooting**
  - Shooting techniques
  - Form shooting
  - Shooting from a pass
  - Shooting off the dribble
6. **Lay-Ups**
  - Lay-Up techniques
7. **Rebounding**
  - Rebounding techniques



### **8. Offensive Concepts**

- Straight Ball Cut, Change of Direction Ball Cut
- Give and Go cut
- Cut and Replace
- 4-on-4 / 5-on-5

### **9. Defensive Concepts**

- Defensive Ready Position
- Defensive Footwork
- Defending player with ball/ without ball
- Turning
- Channeling
- Close Out
- Deny

### **10. Transition**

- Break-out dribbles
- Outlet

## **8.2 - LOADING**

Loading in a basketball context refers to the continual progression of a drill or activity to increase the level of difficulty and thus increasing the challenge level for the participants. One of the most effective ways to develop athletes is through this balance between challenge and boredom that is accomplished through loading. Loading also allows the coach to effectively utilize training time. This is because time is not wasted changing between drills or teaching new ones.

The idea is to start with a basic drill or activity and as the participants begin to gain a certain level of success the coach adds, or loads, more components or requirements needed to complete the drill so as to increase the challenge and thus increase the level of development.

## **8.3 - GAMES APPROACH**

Games approach is another teaching principle that can be very effective when coaching youth. The idea behind a games approach is to use mini or modified games during training as opposed to constant, specific drills to teach the game. Drills can become repetitive and athletes can start to lose interests by continually doing drills during practices. As we know all children love to play games and implementing that into basketball training is crucial, especially at a young age.

There are also numerous other benefits from using a games approach for teaching, including the development of various other skills during game play; such as vision, decision making, etc.

The key in finding success using a games approach to teaching is to develop specific rules to modify how the game is played to develop certain skills. For example, if you wanted to work on passing, one way would be to partner everybody up so they can pass back and forth. A games approach to developing passing would be to play a game of 3-on-3 or 4-on-4 or 5-on-5 with the rule that there is no dribbling allowed. Every time a player dribbles the ball it is a violation and a



change of possession. Players would develop a variety of different passing skills as well as decision making, vision, getting open, defense, etc.

It is also imperative to monitor the game to ensure that the players have the necessary fundamental skills to achieve some level of success. This refers to the principle of loading in that you may need to stop the game and go back and work on some basic fundamental before continuing the game. It is imperative to continue to modify or load the drill to provide sufficient challenge to the players.



# 9.0 INDIVIDUAL FUNDAMENTAL SKILLS DEVELOPMENT

Every athlete develops their skills at their own pace. Players at certain age levels will be able to perform all of the skills and drills at different levels. There will also be players that are younger who are very capable of handling the concepts that are intended for them and more, while there will be other players who will require more time on certain activities in order to grasp the concepts. It is up to you as a coach to distinguish what is enough, what is not enough, and what is too much. All of the skills, drills and methods for teaching these drills are suggestions. You may have your own way of describing a particular activity and your own methods of teaching that may work better for you.

## 9.1 – FUNDAMENTAL MOVEMENTS

As was mentioned in an earlier section, developing an athletes' physical component is critical in their overall long term development. This is a list of some fundamental movements that need to be developed:

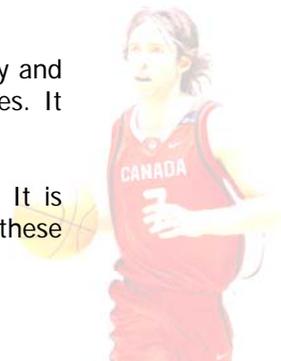
- Athletic stance
- Proper running form – forward and backward
- Starting and stopping
- Change of direction
- Hopping
- Skipping
- Jumping
- Balance
- Pivoting
- Lunging
- Squatting
- Twisting
- Pushing
- Pulling

### Warm up

At the beginning of each session, during a proper warm up, is an ideal time to train and develop these fundamental movements.

The purpose of a warm up is to prepare the players to play the game by warming the body and at the same time using the muscles in all of the movement planes that the body requires. It should also be fun.

The following are a number of fun activities that coaches can use to warm up players. It is important to understand that you would never use all of the activities at one time. Most of these activities can be done with or without a ball. It is best to do them without the ball when the



players are first learning. It is also imperative to watch the players to ensure that they are properly performing the skills. These are just a few simple examples and by no means represent an exhaustive list.

## 1. Animal Walks

A fun way to do a warm up which utilizes dynamic stretching is by having the children imitate various animals. This gets them to move in different planes of the body and use different muscles. Little kids will love to add the noises. Make the animals move in different directions – forward, backward, left right, turn in a circle.

Another great idea is to play **transformer**. Have the children start as one animal and transform into another. For example start as a two legged animal and transform into a four legged animal. You will find that children can be very creative. Have them come up with their own ideas.

Some Examples are:

- **Horse** – Gallop like a horse (skipping action)
- **Dog** – Walk on hands and feet, opposite arm and leg. To get a good hip stretch, occasionally have the dog raise it's leg to a pretend tree.
- **Deer** - Bounding, hold the knee high in the air
- **Scorpion** – Laying face down take the right leg lift it behind your back to touch your left hand. Switch legs.
- **T-Rex** – Lunge walk , add some twists
- **Stork** – Balance on one foot, have them reach down and touch the floor with their hand.
- **Kangaroo** – Hopping on two feet
- **Bear** – Walking on the same hand and foot at the same time.
- **Spider** – Pretend to crawl along the wall, stay low to the floor
- **Crab** - With your belly facing up move on hands and feet. Work different directions
- **Seal** – Drag the feet, flippers, by pulling yourself along with your arms
- **Frog** – Squat down and explode out into a two foot jump
- **Inch worm** – Start with the hands on the ground and walk out to a push up position. Now walk the feet into the hands. Repeat.
- **Duck walk** – Walk in a crouched position. Keep the arms in like wings. With older players this is a great way to get them to move low into a shot.
- **“Little Sumo”** – Spread the legs wide apart. Squat with the back straight and the elbows pushing out on the knees. Keeping pressure pushing outward on the knees start moving forward with little steps.

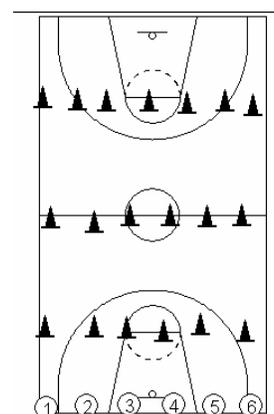
## 2. Change of speed

The purpose here is to teach the children that changing speed is one of the best ways to come under control when approaching defense.

Have them line up on the end line. Instruct them on the different speeds they can move: slow (walk), medium (jog heel toe), fast (run on toes). When they reach the pylon have them change speeds. Be careful going fast at a wall.

Load the drill:

- Mix up the speeds.
- Come to a complete stop at the pylons; or stutter at the pylons.
- Add basketballs.
- Add defense.

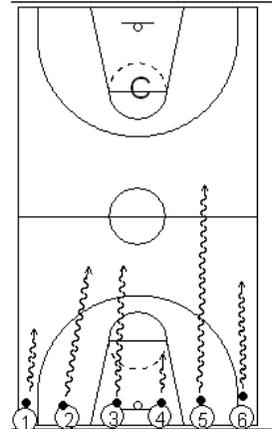


### 3. Red light green light

The players line up on the end line with a ball. One coach (or player if you are by yourself) starts with his/her back to the group at the other end. When the coach says “**green light**” the players move forward. When he/she calls “**red light**” the players must freeze. Anyone caught moving must go back to the start. Emphasize changing speed and being under control.

Load the drill:

- Make the players balance on one foot and start moving from one foot.
- Change the type of movement – transform to animal walks; stop in fun positions.



This section deals with the other fundamental movements as discussed above.

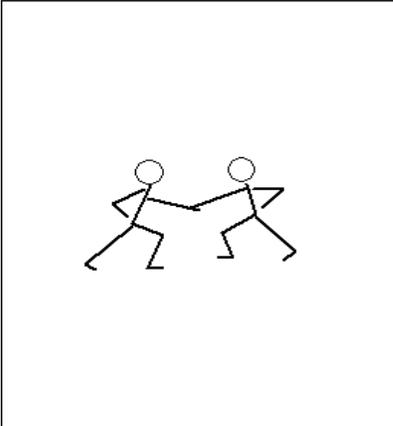
### Starting drills

It is a good idea to start drills with one of these movement patterns. It helps the athletes understand the importance of the movement and places it in its proper context. Many standard drills can be started in fun and creative ways to challenge the athletes. For example to start 1-on-1 start with a ball tussle.

**Note:** If done properly many athletes will become very fatigued when performing these activities. They will be activating muscles that are seldom used. When the athlete's form breaks it is time to stop. This is when injuries can occur.

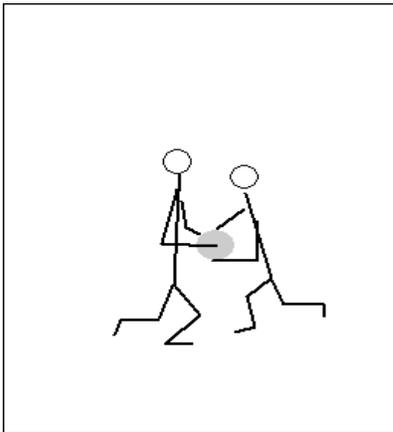
 <p>Pushing side to side</p>  <p>Pushing back to back</p>	<h3><u>Pushing</u></h3> <p>The athlete should be able to legally push using different parts of the body:</p> <ol style="list-style-type: none"> <li>With their side - when dribbling, defending, cutting</li> <li>With their front - setting screens, fronting on defense</li> <li>Back - sealing, boxing out</li> <li>Hands - many different situation</li> <li>Forearm</li> </ol> <p><u>Drill:</u></p> <ol style="list-style-type: none"> <li>back to back</li> <li>side to side</li> <li>front to front</li> </ol>
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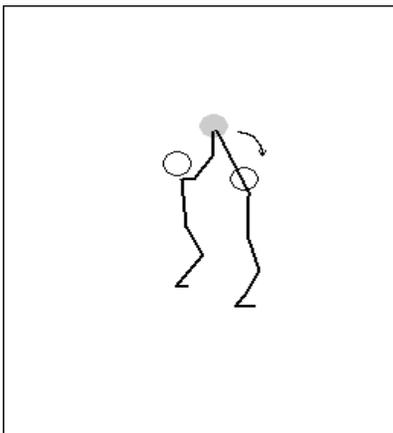
**Push Pull**

Players grasp each others forearms. On a signal they try to push and pull their partner to lose balance (move his /her feet).



**Partner Ball Tussle**

Work the core - both players grab the ball and work to twist, pull and push the ball. They give resistance to each other. After going for a designated length of time switch hand position on the ball.



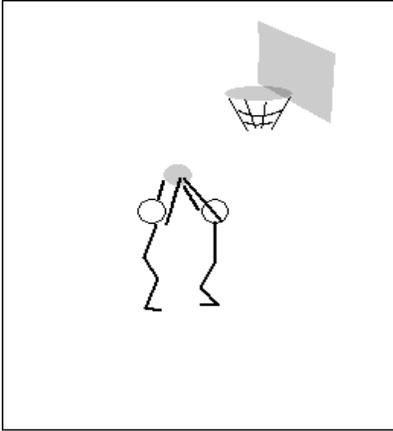
**Gain possession**

Start drills with a ball tussle. If you are playing 1-on-1 start with a rip to get possession of the ball. You can start from a high, medium or low position.

Here the player pulls the ball down simulating a rebound. The other player gives guided resistance.

(\* Caution: The person behind should not pull ball hard).



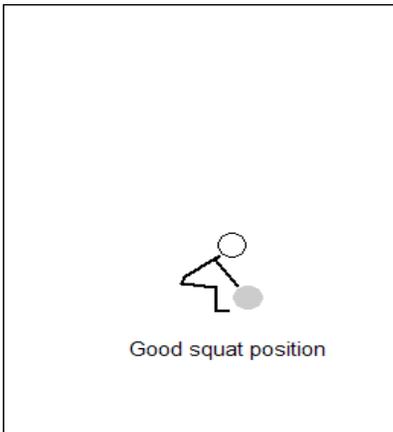


### **Gain possession into another action**

Start the drill by gaining possession. Then have the player perform a game like action.

- a) (Rip - Pass - Run)
- b) (Rip - Run - Pass)
- c) (Rip - Balance - Score - i.e. Mikan)

In this example the player rips the ball down to gain possession and then gains his/her balance and then uses a drop step move to score.



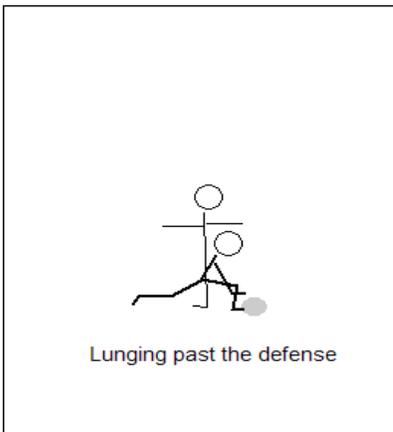
### **Squatting**

Proper bending of the joints. Activate the core. Start in a good athletic stance (squat position).

### **Ball shooting off the floor**

Start with a good squat. Do not lose sight of your toes when bending. The knees should be straight in line with toes. Raise the ball to the head and push.

Any drill where a stance is used to start. Observe good posture to begin.

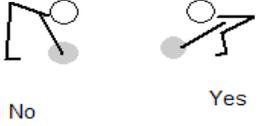


### **Lunging**

Explosive first step on offense and defense

- a) With partner lunge past the defender leading with your shoulder not your chest.
- b) Straight drive
- c) Cross over step



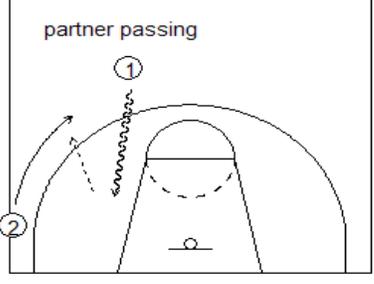


**Bending**

Athletes have to know how to bend. Also picking the ball up properly. Diving on the floor is a type of bending, taking a charge is bending

Combine bending with squatting exercises is a good idea.

Take the ball and use it like a medicine ball. Bend in all different direction. The good morning exercise is a good drill to do. Take the ball from the floor and straighten up to have the ball directly over the head.

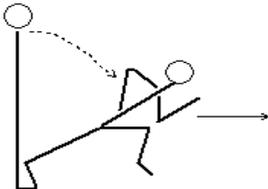


**Twisting**

Use different passing drills making sure that the release point is not always through the frontal plane. Make sure the players have to twist to catch and throw. The passer should not always face the target. Especially when throwing skip passes.

Also throwing a ball against a wall. Work on twisting to throw.

Using spin dribbles is a good idea to incorporate spinning into moving.



**Gait**

Make sure the athletes use the full foot. Many do not push off their toes. Standing still; the athlete rocks from heel to toe. This also helps with balance.

Athletes need to know the difference between jogging and sprinting. You will need to work on arm action and getting up on the toes.

**Forward lean into sprint**

This is a good drill to teach acceleration. The athletes stands straight, leans forward and then sprints out as the toe hits the floor.



## **9.2 – FOOTWORK**

To be effective in basketball, players need to be able to perform a variety of offensive skills. Since footwork makes it possible for players to simultaneously execute skills and move about on court, it is important that players learn both offensive skills and footwork.

When introducing players to the fundamentals of footwork, start without ball. The ball distracts young players and should be introduced only once players can correctly perform fundamentals without it.

This section will cover the following topics relating to Footwork:

- 9.2.1 Footwork
- 9.2.2 Ready Position/ Triple-threat position
- 9.2.3 Starting Movement
- 9.2.4 Running
- 9.2.5 Stopping
- 9.2.6 Pivoting

### **9.2.1 - Footwork**

The prerequisites of correct footwork: quickness, balance, agility and technique. Players need:

- Quickness to deceive and beat an opponent.
- Balance to maintain body control.
- Agility to change speed and body position quickly and technique to make optimal use of quickness, balance and agility.

It is recommended that players execute footwork as follows:

- Maintain a balanced position.
- Move along straight lines whenever possible.
- Change direction sharply.
- Execute combinations of footwork patterns and fakes with and without the ball.

When introducing players to the fundamentals of footwork, start without the ball – it distracts beginning players and should be introduced only once players can correctly perform fundamentals without it.

### **9.2.2 – Ready Position/ Triple Threat Position**

#### **Ready Position**

The ready position is a balance stance that provides a strong base and therefore enables players to initiate movement in any direction.

To get into a ready position, emphasize the following:

- Feet shoulder width apart, slightly staggered.
- Weight distributed evenly on balls of both feet.
- Bend ankles, knees and hips.
- Head upright and looking forward, back fairly straight.
- Arms are extended out to side in position to intercept a pass (defense); or in position to receive a pass (offense).
- Must be balanced.



### Triple Threat Position

The Triple Threat Position is an extremely important stance in basketball, as all offensive movements originate from this position. This should be one of the first skills that you teach your players, as it is something they will always have to do.

Whenever players catch the ball on the court within their shooting range, they should face the hoop and get into the *triple threat stance*. This stance allows them to become a threat to attack the defense and move quickly in any direction they choose to go.

In a *triple threat stance*, the offensive player has three movements they can make. From this position, the player can: i) shoot, ii) dribble, or iii) pass.

To get into a Triple Threat position, emphasize the following:

- Feet are shoulder width apart in a stable, balanced position.
- Shooting foot ahead of non-shooting foot in heel-toe relationship.
- Weight is evenly distributed on balls of feet.
- Knees bent, butt down, back slightly flexed.
- Chin over shooting foot.
- Hold ball with dominant hand on back of ball, with finger tips on ball, fingers comfortably spread, wrist bent back.
- Elbow of shooting arm bent to 90 degrees and pointing toward the rim.
- Non-shooting hand on the side of the ball, fingers point upward.
- Ball is held near hip and tight to the body when not preparing to shoot.

#### **Drills**

*Starting from the Triple Threat Position* – On the sound of the whistle, players take two dribbles, come to a jump stop and get into a triple threat stance. Once players are still and low in their triple threat stance, blow the whistle again. Proceed in this manner up and down the floor. Players must be balanced – it is a good idea to go around and give players a small nudge to make sure they are balanced.

### 9.2.3 - Starting Movement

It is important to initiate movement with quick, explosive steps. To start effectively, players should:

- Lean in intended direction of movement.
- Push off explosively with back foot, drive lead foot forward.
- Swing arms to increase acceleration.
- Take short steps initially, gradually lengthening them.

#### **Drills**

*Starting from the Offensive Ready Position* - Players assume the offensive ready position. On the whistle, players accelerate, taking five explosive steps, and gradually decelerate to a stationary position. The focus of this drill is on explosiveness, body lean, and arm action.



### **9.2.4 - Running**

Players need to be able to run forward, run backward, change pace while running, and change direction while running.

#### **Running Forward**

To run forward, the player runs on the balls of the feet, lifts knees high, and takes long stride forward. The upper body is erect and head is upright. The arms swing rhythmically back and forth, not from side to side. Players can increase their speed by pumping their arms forcefully.

#### **Running Backward**

Players run backward by pumping their arms back and forth and rocking from the ball to the heel of the foot. The backward lean cannot be too pronounced, or players will lose their balance.

#### **Running Drills**

The best drill for running forward/backward is simply running. Encourage players to concentrate on high knee lift, correct foot placement, optimal body lean when going forward, and rhythmic arm swing.

#### **Change of Pace Running**

In change-of-pace running, players change their running speed to gain an advantage over an opponent. To change pace, players change either the length of their stride or the frequency with which their feet hit the ground. When changing pace, players need to act convincingly and realistically, keep their balance, and make dynamic changes.

#### **Change of Direction Running**

Change-of-direction running is the basis of many offensive and defensive maneuvers. For example, players often need to change from running forward to running backward or vice versa, when coming back on defense.

It is recommended that players change direction as follows:

- Slow down, plant outside foot in the direction opposite that of the new direction.
- Flex knee of the planted leg, and drop the hips to lower the center of gravity.
- Push forcefully off the outside foot, and simultaneously take a short, powerful step in the new direction.

#### **Change of Direction Running Drills**

*Relay Races* – Players divide into groups of three or four, and line up at the end line. The first player in each line runs backward from the end line to center, forward from center to the opposite end line, backward from the opposite end line to center and forward from center to the original end line. The next player then begins, and the sequence is repeated.

*Whistle Drill* – In this drill, players react to a whistle. On the first single whistle, players start running from the offensive ready position. At each single whistle thereafter, players change direction. On the first double whistle, the drill ends.



### **9.2.5 - Stopping**

There are a number of methods of stopping in basketball: the stride stop, the two-foot jump stop and the stutter stop. In all cases, players may perform the stop with or without the ball.

In the stride stop, the feet land one after another and are staggered, making the first foot to contact the floor the pivot foot. In the two-foot jump stop, both feet land simultaneously and slightly staggered, making either foot available to be the pivot foot. In both stops, the dominant foot should be slightly advanced. In a stutter stop, the feet land after a series of stuttering (rapid fire) steps to close out offensive players and limit forward momentum.

In a Stride Stop, emphasize the following:

- Player begins in ready position and moves forward.
- Body lowers, feet land one foot after the other, slightly staggered.
- First foot to contact floor becomes pivot foot.
- Body lowers, knees bend, arms balance.
- Body in ready position.

In a Two-Foot Jump Stop, emphasize the following:

- Player begins in ready position and moves forward.
- Body lowers, two feet land simultaneously, slightly staggered.
- Body lowers, knees bend, arms balance.
- Body in ready position.

In a Stutter Stop, emphasize the following:

- Player begins in ready position and moves forward.
- Body lowers, feet slow down through a series of stutter (rapid fire) steps.
- Body lowers, knees bend, arms balance.
- Body in ready position.

#### **Stopping Drills**

*Go-Stop Drill* – Players stop and start on a signal from the coach. Emphasize heads-up running and landing with balance and control. Keep the drill short and vary the signals to keep players alert.

### **9.2.6 - Pivoting**

Pivoting is one of the most important basic basketball skills a player must master. Pivoting occurs when a player rotates his/her body position, maintaining balance with one foot in constant contact with the floor. A player can use pivots to:

- Protect the ball from defensive player.
- Improve view of court while in possession of ball.
- Square up to the basket.
- Improve passing or driving lane.
- Beat a defensive player by pivoting around him/her.

Once a pivot foot is established, it may not be changed. A player must visualize that their pivot foot is stuck to the ground, until they dribble or pass the ball. When a player catches the ball or stops dribbling the ball, the first foot to hit the floor is the pivot foot. Therefore, it is a good idea



to have a player come to a jump stop on two feet, so that their pivot foot is not pre-determined. Once this occurs, it is up to the player to choose a pivot foot based on the situation.

When pivoting, emphasize the following:

- Keep the pivot foot in constant contact with floor.
- Stay low.
- Pivot quickly and aggressively.
- Lead with elbows.
- Stay in triple threat stance.

There are two types of pivots:

- **Front Pivot** - In the front pivot, a player turns forward while pivoting on one foot. That player does not lose sight of the basket and remains in a triple threat position throughout the movement.
- **Reverse Pivot** - In the reverse pivot, the player turns their back, away from where they were. Again, the player must remain in a triple threat stance so that they protect the ball.

### **Pivoting Drills**

*Pivot Drill* – Players assume a triple-threat position, perform both front and reverse pivots to protect the ball from a defender, and return facing the basket to the triple threat position. Players must keep their knees bent throughout this drill.

*Stop and Pivot Drill* – At designated lines on the court, have each player perform a two foot or stride stop and perform either a front or reverse pivot. Have players react to a whistle at random for each stop. Have players dribble and execute footwork.

## **9.3 – PASSING AND RECEIVING**

Passing and receiving the basketball are two fundamental aspects of offensive basketball that must be worked on so children can learn to share the basketball and promote team play. The purpose of successful passing is to move the ball up the court, or to move the ball into an area to improve scoring opportunities for teammates. Every successful pass requires two things: a good passer and a good receiver.

This section will cover the following topics relating to Passing and Receiving:

- 9.3.1 Purpose of Passing
- 9.3.2 Passing Techniques
- 9.3.3 Receiving Techniques
- 9.3.4 Types of Passes
- 9.3.5 Teaching Progression
- 9.3.6 Games Approach Notes

### **9.3.1 - Purpose of Passing**

- Advance ball up court as quickly as possible.
- Achieve better court position.
- Improve shooting position and scoring opportunities.



### **9.3.2 – Passing Techniques**

When teaching passing, emphasize the following:

- Always be in a triple threat position.
- Anticipate the movements of teammates and use peripheral vision to look for open receivers.
- Focus and make eye contact on receiver's target.
- Hold ball with finger tips and finger pads while keeping elbows in near body.
- Pass ball towards target by flicking the wrists, finishing with thumbs pointed down and 'pinkies' up.
- Step in the direction of the pass to give it more power.
- Follow through as ball is released.

### **9.3.3 – Receiving Techniques**

When teaching receiving, emphasize the following:

- Show a target.
- Anticipate passes directed toward them.
- Always have hands up in position to receive ball.
- Trace flight of ball, see ball into hands.
- Cushion ball on reception.
- Get into triple threat position when ball is caught.

### **9.3.4 - Types of Passes**

#### **Chest Pass**

The chest pass is a straight, quick pass that moves on one plane. The distance between passer and receiver should be approximately the width of the key for children. This pass is often the best method to advance the ball up the court or around the perimeter, but is generally not a good penetrating pass.

When performing a chest pass, emphasize the following:

- Start in triple threat position.
- Identify target, call name of receiver.
- Hold ball close to chest with two hands.
- Fingers point to target.
- Keep elbows close to sides.
- Step into the pass.
- Extend arms forward at chest level.
- Snap wrists.
- Follow through so palms face outward and thumbs point to the floor.
- Return to ready position.

#### **Bounce Pass**

The bounce pass is similar to a chest pass except the ball hits the ground about two-thirds the distance towards the receiver and hitting the receiver in their target hands. The bounce pass is effective when either the passer and/or receiver is being pressured. The bounce pass is the most effective pass into the post to penetrate the key.



When performing a bounce pass, emphasize the following:

- Start in triple threat position.
- Identify target, call name of receiver.
- Hold ball close to chest with two hands.
- Fingers point to target.
- Keep elbows close to sides.
- Take one step towards receiver.
- Extend arms forward at chest level.
- Snap wrists.
- Follow through so palm face outward and thumbs point to floor.
- Bounce ball 2/3 of the distance to receiver.
- Return to triple threat position.

### **Overhead Pass**

The overhead pass is effective during transition to cover a longer distance in advancing and out-letting the ball up the court.

When performing an overhead pass, emphasize the following:

- Start in triple threat position.
- Identify target, call name of receiver.
- Hold ball over the top of head with two hands.
- Take one step towards receiver.
- Extend arms forward over head level.
- Snap wrists.
- Follow through so palm face outward and thumbs point to floor.
- Return to triple threat position.

### **One Handed Push Pass**

Once players have mastered the chest pass and bounce pass, they can move to the one handed push pass. This pass is slightly quicker than the chest pass and a more natural movement to make.

When performing a one handed push pass, emphasize the following:

- From triple threat position, locate target, call name of receiver.
- Ball in front of hip of lead foot.
- Shooting hand is behind ball, non shooting hand on side of ball.
- Step forward on to front foot.
- Push ball towards target with shooting hand.
- Target is receiver's chest.
- Wrist snaps and follows through.
- Fingers and thumb point at the floor.
- Return to triple threat position.

### **9.3.5 - Teaching Progression**

Passing drills should be practiced in this progression:

- Stationary – stressing the technique.
- Passing on the run; in motion.
- Games approach – Passing in the half court offense and transition.
- Incorporate fakes such as i) looking away; ii) faking one way and going the other way.



### 9.3.6 – Games Approach Notes

- Passes should be short and crisp to avoid steals and deflections.
- Create good passing angles with use of dribble.
- Do not telegraph passes.
- Do not pull up dribble to pass unless teammate is open to receive pass.
- Don't leave the ground when passing (penetration). This will lead to passer out of control and draw charges or bad passes.
- Use ball fakes to create better passing angles.
- The ball can get down court quicker with a pass than with a dribble.

#### Passing Drills

1. Wall Passing – Have players stand two to six meters from a wall and throws chest passes at the wall; the player aims at a target at about chest height and concentrates on technique. The player begins the drill close to the wall but moves farther away as skill increases. Execute other passes: bounce pass, overhead pass, one hand push pass.

2. Partner Passing (Stationary) – Have players partner up and stand about 10-15 feet apart. Player will then execute the instructed pass, back and forth to each other. The receiver must always give a target, and the passer must always try to hit that target. Execute all passes.

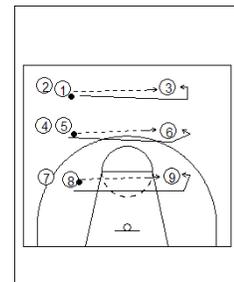
- **Load #1:** Partner Passing with 2 Balls – Have each player get a ball and stand 10-15 feet apart as before. As one partner executes a bounce pass, the other throws a chest pass.
- **Load #2:** Alternate passes each time, and go faster.

3. Partner Passing on the Move (In Motion) – Players have a partner and one ball. Stand 10-15 feet apart, and get the players to slide down one side of the floor, throwing the instructed pass back and forth. To modify this drill, have the players run down the floor, progressively faster as they improve.

- **Load #1:** Three Man Passing on the Move – Players form three lines at one end of the court, and players in the center line have basketballs. As the first group of three begin to move down the floor in a parallel line and run straight down the court, the player in the middle line passes the ball to one of the outside lines, receive a pass back, turns and passes to the player on the other side. Player proceeds down the floor at faster and faster speeds, but always remains in their lines.
- **Load #2:** Three-Player Weave – Player form three lines at center. Players in the middle have basketballs and slap the ball as a signal for the first player in each line to start running. Players in the center pass to the left or the right and follow the pass. Players receiving a pass, catch the ball and pass to the player in the opposite outside lane who moves toward the ball. The player moving toward the ball then passes to the player who was originally in the middle, who shoots a lay-up.  
(A full court version of this drill can be performed by using a similar pattern and incorporating one or two extra passes.

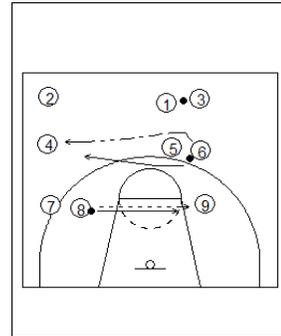
4. Pass and Replace - The players spread out in groups of three with one ball. The first player passes the ball using the designated pass. They then follows the pass to end up behind the receiver.

- \* Teaching Points: 1) Call names; 2) Give a target; 3) Move to receive the pass; 4) Run to the right jump stop and pivot to get back in line



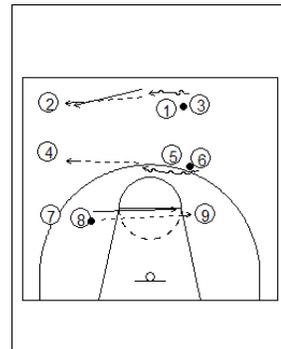
- **Load #1:** *Pass and Replace with Pressure* – The drill works the same as before only now the passer becomes a defender on the receiver. The passer is not allowed to pass. He/she must work on fakes and pivots to create a passing lane.

\* Teaching Points: 1) Beat the feet of the defender; 2) Crisp fakes; 3) Receiver have a target.



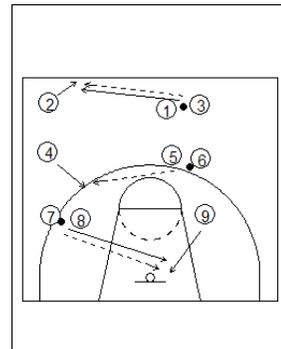
- **Load #2:** *Pass and Replace with Pressure and a Dribble* – Same as before only now the player is allowed to take a strong dribble to beat the defender.

\* Teaching Points: 1) Pivot first before dribbling; 2) Strong protected dribble using both hands; 3) Pass off the dribble or off a stop.



- **Load #3:** *Break the Three in a Row* - Same as before only the receiver must break the straight line of the ball, the defense and receiver. The passer wants to fake away from the direct the receiver cuts. You will need bigger space to do this drill.

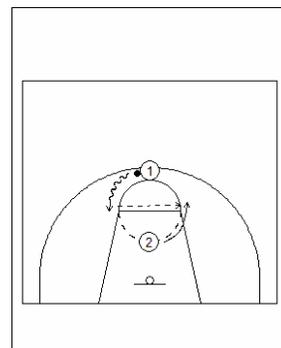
\*Teaching Points: 1) Fakes; 2) Cut to a space where defense cannot deflect the ball.



5. *Mirror Dribble* - The opposite player must move in a mirror like fashion to the dribbler. When the "mirror" puts up his/her hands the pass is thrown.

This is teaching the passer to react to a stimulus. This is now starting to add the "when" to the skill.

- **Load #1:** Add a defender who randomly goes to trap the ball handler.
- **Load #2:** Add a pass; the pass receiver must immediate pass back to the passer.



## 9.4 - BALL HANDLING/ BALL FAMILIARIZATION

Becoming comfortable with how the basketball feels is a critical first step for young players. The more often they have a ball in their hands, the quicker their touch will develop. They must be able to hold and move the ball properly before they can begin to work on fine motor skills like dribbling and shooting.

When teaching ball handling/ ball familiarization drills, emphasize the following:

- Keep eyes up and off the ball.
- Players should be in a balanced position – feet shoulder width wide.
- Use your fingertips, not your palms – fingertips exert more control.
- Learn to become comfortable with the basketball using both hands.
- Encourage players to try to go faster in these drills – Encourage mistakes!

### **Ball Handling/ Ball Familiarization Drills:**

For these drills, each player should have their own ball. It is important to encourage mistakes when doing these drills, as the more mistakes one makes, the better they become. Always try to go faster and do drills at maximum speed; especially with more advanced players.

1. *Finger Tipping* – tip ball back and forth between fingers at different heights and different distances from body.
2. *Hand Slaps* – slap ball with alternate hands; make sure to pound the ball hard.
3. *Body Circles* – players circle ball by moving the ball from one hand to the other around the body. One can start by doing circles around the head, then moving down to the chest then around the waist, down to the knees and finally ending by doing circles around the ankles. To add variety to the drill, move the ball back up the body, changing the direction of the circles.
4. *Leg Circles* – in a stride stance, circle ball around one leg, then the other.
5. *Figure 8's* – Player stands with legs shoulder width apart and weaves the ball through the legs in a figure 8 fashion. Player weaves the ball in both directions and may also perform the drill while walking forward. Work on developing speed.
6. *Pretzel* – Player holds the ball between their legs with one hand in front of their legs, the other behind. Player must keep the ball in this position while changing hands on the ball – the hand in front moves to the back, and the hand in back moves to the front. Repeat. Work on speed.
7. *See Saw* – Player holds the ball behind the knees – release the ball between the legs then catch the ball with two hands in-front of the knees – release the ball again and catch it with both hands once again behind the knees. Work on developing speed.
8. *Ball Throw* – Player start with ball in front of body, toss ball in air, clap as many times as possible and catch ball behind body. Try to increase the number of claps.



## **9.5 - DRIBBLING**

Dribbling is the act of bouncing the ball against the floor with one hand while running, walking or standing. The purpose of dribbling is to enable players to move the ball at varying speeds.

This section will cover the following topics relating to Dribbling:

- 9.5.1 Purpose of Dribbling
- 9.5.2 Dribbling Techniques
- 9.5.3 Types of Dribbling
- 9.5.4 Teaching Progression
- 9.5.5 Games Approach Notes

### **9.5.1 - Purpose of Dribbling**

- Advance the ball into offensive end when a pass is not possible.
- Improve an opportunity for passing or shooting.
- Relieve pressure in a congested area.
- Make an offensive move to the basket.

### **9.5.2 – Dribbling Techniques**

When teaching dribbling, emphasize the following:

- Start in triple threat position.
- Keep center of gravity low, body compact and moving together.
- Keep head up and never watch the ball; maintain court awareness.
- Push the ball down with fingertips; don't slap at ball.
- Keep dribble low; less chance of defender deflecting it.
- Protect the ball with body, outside leg and non-dribbling arm against defensive pressure or in congested areas.
- Learn to use both hands effectively.

The following actions violate the rules governing dribbling:

- Bouncing the ball with two hands at the same time.
- Have the pivot foot leave the floor before releasing the ball from the hand to initiate the dribble/pass/shoot.
- Letting the ball come to rest in the hand while continuing to move.
- Stopping, dribbling, and starting again in a single possession.

### **9.5.3 - Types of Dribbling**

#### **Static Dribble**

In the static dribble, players dribble the ball under control and in a stationary, protected position.

When performing Static Dribbling, emphasize the following:

- Start with knees flexed and feet shoulder width apart.
- Head up and eyes forward.
- Foot of non-dribbling hand forward.
- Ball dribbled with dribble hand slightly ahead of back foot.
- Push ball to floor using fingertips, not palms.



- Elbow bent, wrist follows through.
- As ball returns to hand, repeat the pushing motion.
- Protect the ball by keeping the non-dribbling shoulder, arm and leg between the ball and defensive players.

### **Static Dribble Drills**

1. Static Dribble Drill – Have player stand with feet shoulder width apart, knees flexed with back straight and chin up. Player bounces ball at waist height, ball is kept tight to body and bounced 'hard' to the floor. Use both left and right hands. Encourage players to stay low to the ground while keeping eyes off the ball.

- **Load #1:** Static Dribble at different height and direction.
- **Load #2:** Static Dribble adding figure-8 dribbling and around-the-leg dribbling.
- **Load #3:** Static Dribble using two balls at the same time.

2. Push Pull – Have the player bring the ball out in front of body, then back behind body with one hand. The arm and hand will be working as a lever, swing back and forth while bouncing the ball.

- **Load #1:** Push Pull at different height and direction.
- **Load #2:** Push Pull with two balls at the same time.

3. Half Cross Over – Using one hand at a time, have the player bring the ball from outside one knee to outside the other knee, back and forth in front of the body.

- **Load #1:** Half Cross Over with two balls at the same time.

4. Between Legs – Player stand with legs apart, one in front and one behind, bouncing ball through legs; switch legs.

- **Load #1:** Scissor Dribble – Same as above except now the player switches front and back leg with every bounce.

### **Dribbling with Movement – Control Dribble, Speed Dribble**

When dribbling while moving, players push the ball ahead in the direction they are going.

When Dribbling with Movement, emphasize the following:

- Review static dribbling progression.
- In triple threat position, head up and eyes forward.
- Strong hand on top of ball with fingers as wide as possible.
- In control dribble, push ball slightly ahead; in speed dribble, push ball farther out in front the greater the speed.
- Step forward with opposite foot to meet ball and continue forward at a controlled speed.

The **control dribble** is a low, controlled, protected dribble that players use while moving at medium-slow speed. Players use this dribble to improve a passing angle, move ball away from defensive pressure in congested areas or move the ball up the court toward the basket when closely guarded.

Players use the **speed dribble** when they are running near top speed and are in an uncongested area with little defensive pressure, for example, on a fast break or breakaway.



### **Dribbling with Movement Drills**

1. *Partner Control Dribble Drill* – Two players dribble within an area of the floor bounded by lines, and try to steal each other's ball while maintaining their dribble.

- **Load #1:** Using two balls at the same time.
- **Load #2:** Using more players – *Dribble Tag*.

2. *Speed-Control Dribble* – Players gather at one end of the gym and divide into groups of 3 or 4; every player in every group has a ball. On a signal, the first player from each group starts a speed dribble; on the next signal, each switches to a control dribble. Players also change hands while they are dribbling and stop and start without traveling.

3. *Speed Dribble Relay Race* – Players gather at one end of the gym and divide into teams of 3 or 4. On a signal, the first player on each team speed-dribbles to the far end of the gym, returns with the speed-dribble with the other hand, and passes to the next player on the team. The winning team is first to have all its members finish dribbling.

- **Load #1:** Using two balls at the same time.

### **Change of Direction Dribble**

When changing direction while dribbling, players plant in one direction, change dribbling hands, then push in the opposite direction.

When performing Change of Direction Dribble, emphasize the following:

- Plant outside foot.
- Bend knees.
- Lower centre of gravity.
- Push off outside foot.
- Step and transfer weight on to opposite foot.
- Keep the ball tight to the body.
- Bounce ball slightly ahead and towards opposite hand.
- Change pace-accelerate into change of direction.

Types of Change of Direction Dribble:

- Crossover in Front of Body
- Crossover Between the Legs
- Spin Dribble
- Behind the Back Dribble

### **9.5.4 – Teaching Progression**

Dribbling drills should be practiced in this progression:

- Static/ Stationary – Stressing the technique using both hands.
- Dribbling with Movement – Control Dribble, Speed Dribble.
- Change of Direction.
- Games Approach – Dribbling in the half court offense and transition.



### 9.5.5 – Games Approach Notes

- Don't over dribble, have a purpose and don't forget that there are four other players on the court.
- Dribble the ball up court with your off or weaker hand so that when the defense pressures you or overplays you, you can go to your strong hand.
- Show the defender different moves to keep him/her guessing.
- Don't waste your dribble.
- Don't pull up your dribble without the intention of passing or shooting; this invites overplay, denial and trapping.
- When dribbling on the fast break, push the ball in front to cover more distance.
- Understand the importance of attacking:

#### **1. Attacking space**

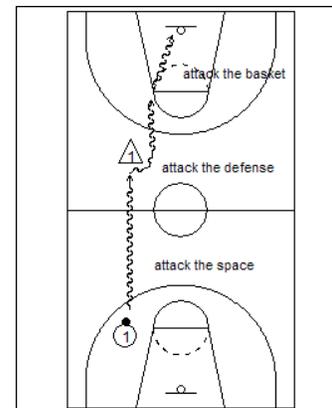
When a player with the ball has open space and no shot or passes opportunity he or she needs to close that space quickly and under control.

#### **2. Attacking the defense**

Once the defense is engaged and no pass is open and the clock is winding down, the player may need to attack the defender. This would require a different form of dribbling than attacking space.

#### **3. Attacking the basket**

Once an open drive line to the basket has been established the ball handler must quickly go to score before a defender can take away the drive line.



## 9.6 - SHOOTING

Shooting is a key basketball skill that is learned through repetition of proper techniques. Not all players become great shooters, but with good technique and plenty of practice, any player can be a good shooter.

When teaching shooting, it is important to be aware of individual differences amongst players. Not all players have the strength or coordination necessary to use the same technique, but two players can use slightly different styles and still adhere to the basic principles of shooting. Habits form early in young players – it is essential that proper technique is ingrained in athletes at an early age. The concept here is for young shooters to learn the basic shooting principles and positive action necessary to allow them to develop their shooting ability and become better shooters as they mature.

This section will cover the following topics relating to Shooting:

- 9.6.1 Basic Principles
- 9.6.2 Shooting Techniques
- 9.6.3 Teaching Progression
- 9.6.4 Games Approach Notes



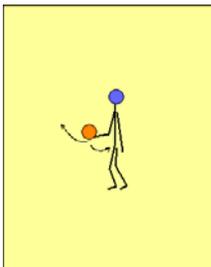
### 9.6.1 – Basic Principles

Shooting is a fine motor skill and players must practice a great deal in order to become good shooters. Fortunately, most players enjoy shooting and gladly practice it on their own. However, practicing can be much more productive if players incorporate the following basic principles:

- Aim at the hoop – have a “quiet eye” on the target.
- Select an appropriate angle of release where the elbow finishes at around forehead level.
- Use all joints that can be used – knees, elbows, and wrist.
- Incorporate hip extension to add power.
- Start from a balanced position – triple threat position.
- Practice.
- Take psychological factors into account – concentration, shot selection, and confidence.

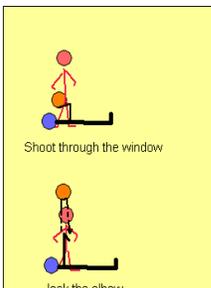
It is important for coaches to judge the following factors during the stages of an athlete’s shooting progression: i) Ball Size; ii) Basket Height; iii) Distance of shot. Using the wrong ball size, basket height and/or shooting distance can dramatically effect the player’s shooting form, compromising finesse for power. Coaches must understand the size and strength of their athletes.

### 9.6.2 – Shooting Techniques



#### **Shooting Grip**

Hold the ball in the hand with the palm up. Quickly move the ball back and forth from side to side. If the ball is not held on the finger pads the player will lose control. This is excellent for younger players who often grip the ball incorrectly. It can not be emphasized enough the number of players who start with a poor grip. So many other problems are magnified by this basic mistake.



#### **Release**

The release is the key to good shooting. To develop a consistent release, the shooter lies on his/her back and shoots the ball up in the air with one hand. The player needs to lock the elbow and wave goodbye to the ball. The ball should return to the same hand. It is important to note that the ball should come off the middle and index finger last. This will ensure the ball stays on line providing these fingers point at the middle of the basket at the finish.

Give the players a specific target of how many they should make consecutively. Too many players judge the power or distance on their shot by varying how hard or far they straighten the elbow. This leads to a very inconsistent release. This drill also checks how the ball is coming off the hand. To become a good shooter, it is important to continue to work on the consistency of a player’s release.

#### **Form Shooting using “B-E-E-E-F” techniques**

Form shooting is done at a slow pace concentrating on achieving the perfect form. The movements are exaggerated for emphasis. You can also break it down further by concentrating



on a specific body part i.e. wrist, foot, elbow. The following “B-E-E-E-F” technique will help break down proper shooting form by emphasizing Balance, Eyes, Elbow, Extension, Follow Through.

**Introducing “B-E-E-E-F” techniques**

- **Balance** - Player square up to basket with toes pointed to hoop; feet shoulder width apart with knees flexed. *(Note: When players are bending their knees, it is important to make sure their buttocks are down and back; bending knees with back straight and buttocks directly under torso is incorrect).*
- **Eyes** – Eyes should be focus on target (basket); never leaving target during shot.
- **Elbow/ Hand placement** – Extend shooting hand directly in front of you and then bend it 90 degrees (making an “L”) upward at the elbow; cup your shooting hand so that the ball fits in it with the guide hand guiding the ball in position. As the ball is raised up to the release point, guide hand fingers are pointed to the ceiling.
- **Extension** – Feet push off floor, knees straighten, hips raise, elbow lifts to shoulder height; Pushing ball up and out and releasing shot through fingertips getting rotation on the ball.
- **Follow through** – Release the ball off the fingers and push fingers through the ball while bringing his/her wrist through, to put some backspin on the ball. Follow through with the palm facing down; directing the ball into the basket.



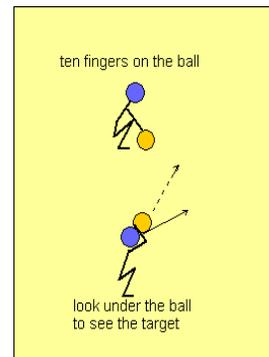
**9.6.3 – Teaching Progressions**

Shooting drills should be practiced in this progression:

- Learn the proper grip.
- Form shooting.
- Shooting from a pass.
- Shooting off the dribble.

**Frog Shooting**

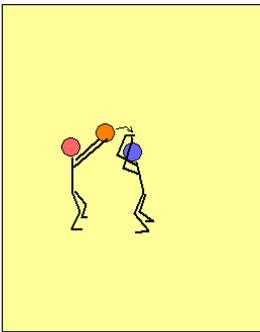
In the early stages of teaching shooting progression, it is important to teach young players emphasis on the use of the legs. Perform a squat while picking up the ball from the ground. Place ten fingers on the ball gripping the ball only using the pads of the fingers. Raise the ball to the forehead at the same time pushing with your legs. The player should be able to look under the ball to see the target at release. This is to teach the proper activation of the shooting muscles. **Note:** this should happen in a continuous motion. The children may sight the target by looking over the ball, but at the release you should encourage them to be looking under the ball. Power comes from the legs, finesse from the upper body.



**Key Emphasis:**

- Feet - should be shoulder width apart; ten toes pointed to the rim; weight on the ball of the feet.
- Knees - should be flexed; a slight rhythm bounce with the legs.
- Arms – shooting elbow should be in, not sticking or wandering to the side of the body; shooting arm is at a 90 degree angle.
- Hand – wrist is cocked back with the ball resting on the pads or finger tips; non-shooting hand is placed on the side of the ball guiding the shot.
- Head – Eyes on target the entire time.

**Follow Through** – It is important for kids at a young age to establish a proper follow through. Emphasize on the push motion shooting up and then out. At the end of the shot, the elbow must finish above the eyes to ensure proper arc. Have players hold their follow through after releasing the shot.

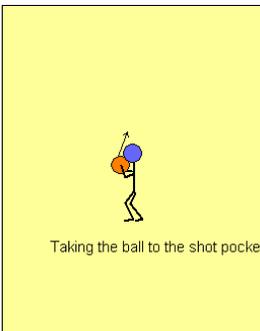


**Release Position**

The shooter starts in a loaded position with the hands ready to receive the ball. It is crucial that the player be looking under the ball and have two eyes on the target. Once the ball is in place, the player pushes up through the body, locking the elbow and holding the good follow through position. The other player can check the follow through by placing the ball back in the hands at the completion of the shot.

**Key Emphasis:**

- The key emphasis here is the final release position, not the starting position of the shot. It is important to note that due to the physical capabilities of younger players, they will tend to start at a lower position in order to place more emphasis on the legs to generate more power to their shot. As coaches, it is important to encourage them to shoot at a manner that will allow them to continue their progression while improving their shooting ability.



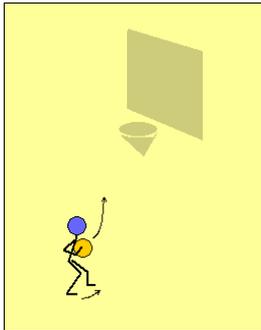
**Triple Threat to the Release point**

The player must now learn to take the ball from the triple threat position to the high release point in one piece action. This movement should be smooth and involves the coordination of the entire body. Many younger players will start to straighten their lower body before the ball is raised to the high release point. This means they have no power left for the shot. They will have to go back down or take a big step forward to generate power.

**Key Emphasis:**

- Again, at the younger age group, focus on the push motion shooting up and out. As player continue to develop their strength, emphasize more on elevating the release point.

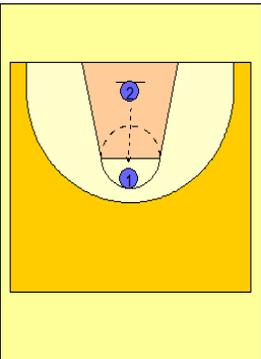




### Step to Shoot

As the player steps into the shot, he/she must load the legs. Too many of the players raise their hips. Therefore, when the second foot hit the ground, they need another way to produce power. It is usually a dropping of the shoulder to shot put the ball or by continuing to jump forward.

As the second foot hits, the player should be looking under the ball with both legs loaded so he/she can push up through the ball with one continuous motion.



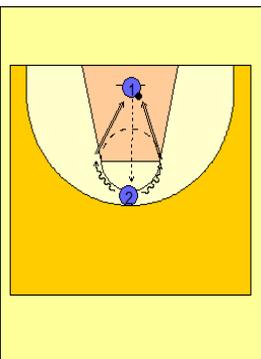
### Shooting From a Pass

It is important to work on different concepts in shooting from a pass.

- Rhythm - the player works on a nice slow movement working to "feel" his shot. Plenty of repetitions.
- Quick release - more game like trying to increase the number of shots in a certain amount of time.
- Moving into a spot - the player must move into a spot with good footwork, shoot, then move to a new spot.
- The pass angle - not all passes will come from the direction of the basket. Have the passer move to a more "game like" pass.
- Shots off the dribble - start in one spot, fake and move to another spot to shoot.
- Contested shots - have the passer chase out and apply pressure. If too close use the dribble jump shot.
- Competitive - shooting games with other pairs to concentrate on making baskets.

#### **Keys**

- Have the hips down and the hands high waiting for the pass.
- Is the shooter going to remain stationary, or step in 1-2, or hop in with two feet?
- Look for consistency.
- Quickly return to the ready position.
- Always work on good form.
- Get behind the ball.
- Shoot immediately on the catch without pivoting or bobbing.
- The passer hits the player on the move, don't let the shooter be standing still.



### Shooting Off the Dribble

Player 2 catches the pass, shot fakes and dribbles into a new spot to shoot.

#### **Keys**

- Make your shot fake look like a shot.
- Go shoulder to shoulder past the defender.
- Pound the last dribble to pick it up (for momentum).
- Ball to hand when dribbling with non-shooting hand.
- Hand to ball when dribbling with the shooting hand.
- Consistency with the feet, inside pivot, jump stop, or permanent pivot.



### **9.6.4 – Games Approach Notes**

- Always shoot within your range or spot on the floor.
- Don't force your shots; be patient.
- Square up to the basket; shoulders facing the basket when shooting.
- When shooting the ball on the catch, pivot with inside foot and square to basket.
- Use self-imagery; visualize or picture yourself making the shot.
- Be confident when shooting; tell yourself that "I will make the shot".
- Practice! Practice! And Practice shooting more! It will become second nature for players in the game.

#### **Shooting Drills**

1. *Wall Shooting* – Have players line their forearms on wall so biceps are parallel with floor. Make sure toes are pointed straight at wall and all technical points are followed very closely. Player then steps back from wall, keeping arm at 90 degrees angle. Player then places ball on shooting hand and using the entire body, shoots ball up against wall, finishing on toes and holding follow through. Important that players do not shoot the ball too high on the wall as this will lead to incorrect form.

2. *Imaginary Shooting* – Have players partner up with one basketball between them. Players stand 10-15 feet apart. Player works on perfect shooting form as they shoot the ball back and forth to each other. After each shot, it is important that the player holds their follow through.

3. *Form Shooting* – Players stand 2 to 5 feet away from basket and shoot perfect shots into basket. Emphasize on perfect form shooting and taking their time to take the shot. After each shot, players must finish on their toes and hold their follow through. Try to get them to make a perfect swish, no rim or back board. First have them use one hand then add the balance hand to the side of the ball.

4. *Range Finder* – Player starts close to the basket working for 5 makes. Once this is completed he backs up to a new spot. The purpose is to find his shooting range from different angles and different spots on the floor. The player will know when he is out of his range when he loses his form and he cannot make five shots in ten attempts.

5. *Partner Shooting* – The players partner up with one basketball between the two of them. One player shoots while the other spots up. They player who shoots ball, follow the shot, retrieve the rebound and throws pass to partner who is spotted up anywhere within shooting range. Player who is receiving pass for shot must get into the shot ready position, so they are prepared to shoot the ball before they receive it.

To get shot ready, the player must be squared to the basket, toes pointed at the basket and have their hands up, ready to catch the ball in a shooting pocket position. This allows the player to catch and release much faster than having the player not ready to shoot.

Have the 5 or 6 groups of players at different baskets if possible and play until one group hits ten shots. After each make, players must count out their score loudly. This will also get players talking and communicating with each other.

Have players take shots from different areas on floor. i.e. Baseline, top of key, elbows, etc.

Emphasize the following:

- Get low in a shot ready position.
- Hands up ready to catch the ball.
- Have them calling for the pass.
- Stay close to the basket within shooting range.
- Be LOUD.



6. 4 UP – This drill requires two players and two basketballs. This drill begins with players shooting from opposite sides of the key, at the same time, within their shooting range. Regardless of a make or miss, they get their own rebound and alternate sides. This object is to get 4 more makes than the opponent. With younger players, you may only wish to play games to 2 points. Since players are shooting at the same time, the amount they are up or down will be constantly fluctuating, so it is crucial that players are verbal and loud, as the score of the game changes. When one player gets 4 more makes than their opponent, the game is finished.

7. Pop Out Shooting – Players are arranged into one of four lines. Two lines underneath the basket on each side of the key and two lines at each foul line extended. It does not matter where the players begin as they will all have turns from each spot. After a player from underneath the basket passes to a shooting line in the wing position, that player fills in behind that line and becomes a shooter. After a player shoots, that player goes to the passing line on the other side of the floor.

8. Step Up Shooting – This is a three player shooting drill, two basketballs are required. There is a shooter on the wing, a rebounder underneath the basket and a passer at the top of the key. The shooter assumes the shot ready position and receives a pass from the passer, but only on the command of the shooter who calls for the ball. Have the shooter take 10 to 15 shots in a row, then switch roles until each player has had a turn shooting the ball. Switch sides. Have players get low, have their hands in a shooting pocket, with a wide base before they catch the ball. On the catch, player bring the back leg forward and steps up into their shot in one motion.

9. Fill Cut to Shot – Players are divided into 2 lines. Each line is foul line extended, with one line having balls and the other without. The line without the balls cuts towards the middle and receive a pass from the passing lines. Upon catching the pass, the shooter must square to the basket and shoot the ball. The passer and the shooter then switch lines. On the catch, player's feet must hit the ground in a one-two fashion, so that the inside foot hits the ground first. Shooter must stay low, and have hands up.

10. Pull Up Jump Shots – Once a player has the ball, they may decide that they want to get closer to the basket. To do this, they will take a dribble or two towards the basket. At the conclusion of the dribble, it is important that the player comes to a one-two stop as opposed to a jump-stop. Each foot hits the floor separately in a quick continuum. This one-two stop is more effective than the jump stop as players will be able to go quickly into their shot, and be more balanced at the conclusion of their dribble. To work on this, have players randomly scattered around gym. The player is in triple threat stance, takes one dribble and comes to a one-two stop. Then have a player at the hoop, spin a ball out to themselves, pivot, and then take one dribble into a pull up jump shot.

11. Pressure Shooting Drill – Players form pairs in different shooting areas. The rebounder passes the ball to the shooter, moves forward, and puts a hand up to force the shooter to sight "through" and "over" the defender's hand while shooting. The defender does not try to block the shot. Shooters get the rebound and pass to their partner, who is now the shooter.



## 9.7 – LAY-UPS

The lay-up is a shot that is taken close to the basket. Lay-ups should be worked on from both the right and left hand sides. The lay-up is taken on the move, usually off the dribble or a pass. The name is derived from the action of shooting – that is, laying the ball off the backboard.

This section will cover the following topics relating to Dribbling:

- 9.7.1 Lay-up Techniques
- 9.7.2 Teaching Progression

### 9.7.1 – Lay-Up Techniques

When teaching lay-ups, emphasize the following:

- By using the right hand on the right side and the left hand on the left side, players can use their body to protect the ball from the defender.
- To attain maximum height on the jump, players should jump off the foot on the side opposite the shooting hand.
- Players should convert forward movement into upward momentum by leaning back slightly, dropping the hips, and shortening the last two or three strides.
- To set up the take off foot, players usually take stutter steps during the last few dribbles or just before receiving a pass.
- Players should concentrate on learning to pick up the ball with both hands.

### 9.7.2 – Teaching Progression

It is recommended that you use the following teaching progression to teach the lay-up off the dribble:

- Wall shooting
- The One-Step Lay-up
- The Two-Step Lay-up
- The Three-Step Lay-up
- The One Dribble Lay-up
- The Complete Lay-up off the dribble

#### **Wall Shooting**

Players should have a basic level of proficiency with one-handed set shot before starting to learn the lay-up – especially when learning with their weak hand. Players can develop proficiency with the weak hand by shooting one-handed set shots against a wall.

#### **The One-Step Lay-up**

The player starts from the basket in the following stance:

- The feet are parallel and shoulder width apart.
- The knees are bent.
- The player is holding the ball; the shooting hand is behind the ball, and the off hand is on the side of the ball.
- The player concentrates on a point on the backboard.



The player then takes a step with the inside foot (for example, the left foot on the right side) and shoots a lay-up. Emphasize the following points:

- Step with the correct foot.
- Simultaneously jump and drive the opposite knee upward.
- Shoot with the correct hand using the correct arm motion.

### **The Two-Step Lay-up**

To shoot a two-step lay-up, players back up one full step from the starting position for the one-step lay-up, and assume the triple threat position. They then take two steps and jump off the correct foot for shooting a lay-up. Emphasize the teaching points for the one-step lay-up and the following:

- To prepare for the jump, make the second step shorter than the first.
- Keep the ball in front – do not move it from side to side.

### **The Three-Step Lay-up**

To shoot three-step lay-up, players position themselves three running steps from the basket (choosing a reference mark on the floor often ensures consistency). They then assume the starting position for the two-step lay-up and shoot a lay-up using three steps and no dribble. Shooting in this way is actually traveling, but it helps develop a running rhythm.

### **The One-Dribble Lay-up**

This part of the teaching progression is identical to the three-step lay-up except that the player adds a dribble that coincides with the first step. The key points of this sequence are as follows:

- Dribble the ball with the outside hand (i.e. the left hand when doing a left-handed lay-up).
- The ball and the first step should hit the floor at the same time.
- Pick up the ball by letting it bounce up into the dribbling hand. Trap the ball with the off hand, thus forming a good shooting grip with the hands.

### **The Complete Lay-up off the dribble**

To perform the lay-up off the dribble, players need to be able to take stutter steps – to make it possible to arrive on the correct foot for shooting. Concentrate on jumping off the correct foot using the following progression:

- Dribble on the spot; then shoot a one-dribble lay-up.
- Start at about half-court, and dribble toward the basket at half to three-quarter speed to shoot a lay-up.

#### **Lay-Up Drills**

1. *Two Line Lay-ups* – Players form two lines, one on each side of the basket at about the 3pt line. Start with the balls on the right hand side, have the players dribble in for lay-ups. As the lay-up is shot, a player from the other line rebounds and passes the ball to the next person in the lay-up line. Players then switch lines. Perform lay-ups from both sides.

2. *Ball Spin Lay-ups* – Have players spin the balls to themselves, catch with a jump stop. The player then pivots, still in a triple-threat stance facing the basket, and dribbles in for a lay-up.

3. *Moves on Move-See Dribbling* – Start players at half court with balls. A pylon will be set up at the 3pt line of each side. Player dribbles towards pylon and executes the instructed cross over move and goes in for lay-up. Player then executes the same move on the other pylon going back the other way. As player improves, encourage them to go faster and harder.



## 9.8 - REBOUNDING

The focus of rebounding for young players should be on creating a want for the basketball. As a coach, you must place great emphasis on the importance of having possession of the ball. Any player, regardless of their size can be an effective rebounder, and it is important for young players to understand this. Rebounding, much like defense, is a choice. A player either wants to be a good rebounder or they do not.

Unlike scoring, rebounding involves all five players on the floor. Every player is a potential rebounder on each missed shot. Thus to out rebound the other team, each player must neutralize the player he or she is guarding, every time on the floor. There are some technical points that should be covered, but above all, an importance and a desire for the ball must be established.

### 9.8.1 – Rebounding Techniques

When teaching rebounding, emphasize the following:

- The first thing to do when a shot is taken is not to follow the ball, but to find your check. Rebounding begins when the shot is release, not after it hits the rim.
- Next, you must go and make contact with your check. If you can't make contact with your check, cut him/her off from going to the basket.
- Now you must turn and "Boxout" your check – getting your elbows up, arms up and out, your butt down and legs flexed. Contact must be maintained with your check.
- Finally, go and get the ball with 2 hands and 2 feet – 2 hands to secure the ball and 2 feet to land on the ground in a wide, balanced stance.
- If you can't rebound the ball, at least get a piece of the ball to "keep it alive".
- Come down with the ball chinned, and held tightly in hands with elbows out and ball below chin.
- Successful rebounding is simply a matter of desire, aggressiveness, awareness and consistency.

#### Rebounding Drills

1. *Bench Rebounding* – One players stand on a bench and holds a ball in the air. Another player jumps up, grabs the ball, and returns to the floor using proper rebounding techniques. Players may also perform this drill in pairs – one player tosses the ball against the backboard, and the other rebounds.

2. *Back to Back Box-Outs* – Have players stand back to back, and on the coach's cue, they must get low, legs wide, butt down, elbows up and push against each other. Use the center court as a market. Have each player start on either side of the line, back to back and try to push each other as far as possible.

3. *Circle Box-Outs* – Have players partner up and line up around one of the three circles on the court. Have them face each other, with one person on the inside of the circle (defender), and the other on the outside (offensive player). Place a ball in the middle of the circle. On coach's cue, the player on the outside tries to get the basketball, while the player on the inside, turns and boxes out, preventing the offensive player from getting the ball. Have them switch roles after a few tries.



4. *Bangs* – Have each player get a ball. Have them standing against the wall. On coach's cue, they put the ball above their head, keeping it high, gripped tightly between their hands and bang the ball against the wall at the top of each jump. Have them jump for ten seconds and then rest. Repeat a few times.
5. *“Big Boards”* – Have players in one straight line, just inside the foul line. Coach throws ball off back board, player must jump up, get ball with two hands, chin ball, land on floor with a wide 2 foot base and yell “BALL”.
6. *Rebounding to One-on-One* – Divide players into two separate line, from each line just inside the free throw line at the corners of the key. These two separate lines form two different teams. The players at the front of each line are up first. Coach shoots the ball and missing on purpose so there is a rebound. The two players compete to get the rebound. The player who gets the rebound tries to score while the other player plays defense. Only one shot is allowed. The teams compete to a score of five.



# 10.0 OFFENSIVE/ DEFENSIVE CONCEPTS

## 10.1 - OFFENSIVE CONCEPTS

When teaching young kids offense, some of the most important concepts to remember are that of **patients** and **spacing**. When players get the ball, they often start panicking. When this happens, their initial instinct is to do something without thinking. It is important that they slow down, not become over anxious and take the time to make their decisions.

As for spacing, everybody usually wants to be close to the ball. If players are left to figure this concept on their own it will be 10 players within 2 feet of one basketball. This leaves little or no room for that player with the ball to do much of anything. It is important that players are instructed to space out, which will give them more room to operate. It is a good idea to use the 3-point line, or other floor lines at similar distance, as a reference point. For example you may want to say to them "if your confused or don't know what to do, space out to the 3-point line."

There are several other 'rules' that may be followed depending on the skill level of your athletes:

- After every pass a player makes, they must cut or move.
- Have the offense make a certain number of passes before a shot can be taken.
- Mini, modified games, such as 2-on-2 or 3-on-3 is effective in teaching these concepts.
- When a player dribbles towards you, you must cut or get out of the way.
- Use the cut the defense gives you.

It is also important to remember that every player should learn to play every position and that offense is not about learning a pattern; it is about learning to use their skills to work together to put the ball in the basket. When players are assigned specific positions, their personal development is consequently limited.

This section will cover the following topics relating to Offensive Concepts:

- 10.1.1 Team Offense Rules
- 10.1.2 Offensive Movement Concepts

### 10.1.1 – Team Offense Rules

In team offense, players must both integrate skills into the flow of the games, understand and apply basic rules of team offense. The following team offensive rules apply at all levels of basketball:

- **See the ball** – Players should see the ball at all times by using peripheral vision and by turning their head to the ball.
- **See teammates** – Players must keep teammates in view at all times.
- **Maintain Appropriate Spacing** – Avoid cluster around the ball both on offense and on defense.



- **Attack the Middle** – Players attacking the middle can create better shot angle and passing angles.
- **Read the defense** – Players can react to defense and take advantage of what the defense gives them, and force defenders to make errors.
- **Get back on defense** – Once a team loses possession, players must get back immediately on defense.

### **10.1.2 – Offensive Movement Concepts**

Offensive concepts for each of these mini, modified games will now be explained in the following sections. Playing games of 2-on-2 or 3-on-3 are good because they are less congested, and therefore less confusion for players.

**NOTE:** Do not be overly concerned with offensive sets. It is important that we allow children to be creative and to play, which means having fun.

#### **The Straight Ball Cut**

Players on the weak side (the side away from the ball) should always be looking for opportunities to cut to the ball. Players can increase the probability that a cutting lane will be open by:

- Using fakes to keep the defender occupied on the weak side.
- Moving to stay out of the defender's line of sight.
- Cutting without hesitation and without telegraphing the cut.

#### **The Change of Direction Ball Cut**

The weak-side offensive player can create a clear cutting lane by cutting in one direction to "freeze" the defender and then changing direction to cut toward the ball. i.e. Starting low and cutting high; starting high and cutting low.

Players can use the change of direction cut effectively by:

- Making the initial cut in the direction of the defender is favoring (i.e. cut low and then high if the defender is playing low).
- Getting close to the defender before changing directions. This approach makes it difficult for the defender to cut off movement in the new direction.

#### **Give and Go Cut**

The give and go is a two-player maneuver that encourages passing, movement, spacing and cooperation. The player with the ball passes to a teammate and cuts to the basket. The cut to the basket is a straight cut if the cutting lane is open, or performs a change of direction cut if it's not open. Receiver looks to return the pass to the cutter.

#### **Give and Go Drill**

1. *Give and Go* – Have players in 2 lines, one at the top and one on the wing. The line at the top will have basketballs. The top line begins by passing the ball to the wing. After the pass has been made, this player then cuts towards the basket, gives a target hand and receives the pass back from the wing. On the catch that player then makes a lay-up or shoot.

You could also start the drill with the top line being at half court. This line then must take 3 or 4 dribbles, make a pass to the wing and cut to the basket.



### Cut and Replace (3-on-0)

The Cut and Replace concept is a basic movement of the offense. This is a very simple offense that kids will be able to grasp. To illustrate, have 3 players on offense situated with one player at the top and the other two players on the two wings. The rule here is that one of the 3 spots must always be filled (the spots being one at the top and one on either wing).

The player from the top can pass to either wing. When a pass is made player 1 must move. This player can either cut to the basket or exchange away with the opposite wing. If player 1 cuts to the basket, player from the opposite wing must replace him/her at the top. Player 1 then rotates out to the wing. When this happens the spots must be refilled, so players must rotate.

### 4-ON-4 / 5-ON-5

The basic **cut and replace** offensive movement concepts as described in the 3-on-0 section are taken and used while playing 4-on-4 and 5-on-5.

Instead of the 3 open spots that existed in 3-on-3, there are now 8 spots that can be filled.

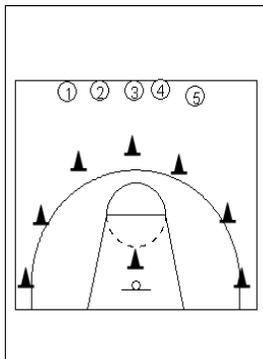


Diagram 1: Eight pylons are positioned around the floor. One at the top, two on the swing, two on the wing (foul line extended), one at the front of the basket and two in the corner. The younger the players the closer you can move the pylons to the basket. But remember that these do not have to be in the players shooting range.

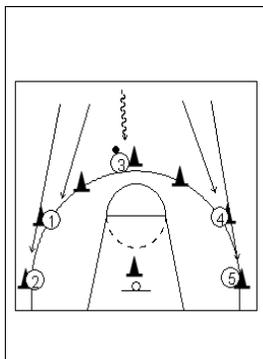


Diagram 2: When the coach says "go" the players fill five of the eight spots (no basketball). When the coach says "change" the players move to a new pylon.

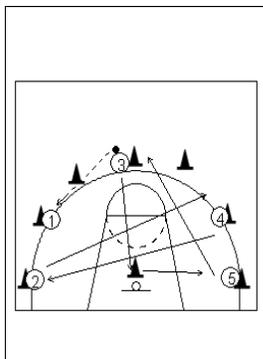
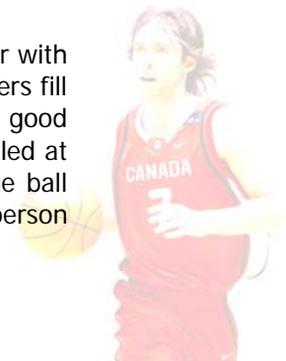


Diagram 3: This time the players start at half with a ball. The player with the ball takes it to the top or one of the wing spots. The other players fill the open spots. Ideally we want to have some balance. It is not a good ideal to have the right corner, right wing, right swing and top all filled at the same time. Make a pass, count to 3 and everyone without the ball must move to a new spot. The reason you wait is to allow the person with the ball the time to get ready.



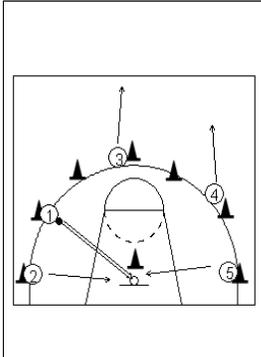


Diagram 4: Now the player who passes the ball cuts to the basket. Count to three, everyone finds a new spot. The player with the ball is taught to scan the rim first, and then look to the right and left. This is teaching players "global" basketball. Everyone plays every position.

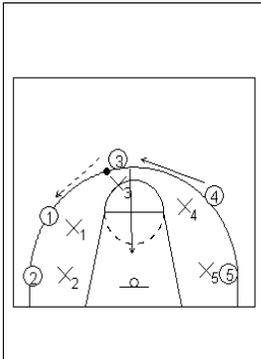


Diagram 5: Anyone above the foul line extended goes back on defense, anyone below goes for a rebound. You now have a great little offense for beginning basketball players. To score, the players incorporate the skills they have been taught. Avoid the temptation to teach a set play and putting players in assigned positions. Each time the players are on the floor let different players bring the ball up the floor and inbound the ball.

### Loading and Modifications

There are numerous variations you can implement to load and develop specific skills:

- Score by passing to a player in the key.
- Play full court.
- Have a violation if two offensive players are in the key at the same time (only if they are stopped and looking for the ball).
- Make the defense play close to the offensive to put more pressure on the ball.
- Violation for not squaring to face the basket.
- Minimum number of passes before scoring.
- Designate one offensive player to be the shooter so the offense has to work hard to get that player a shot (alternate the designated shooter and don't let the defense know who this is going to be).
- Violation for holding the ball above the head.
- One second rule
  - Offensive player must make a decision with the ball within one second upon receiving the ball. The player must pass, dribble or shoot. This forces the players to think quickly and make decisions off the dribble.
- Must use weak hand dribbles.
- Give extra points for a pass – pass (two consecutive quick passes after penetration).



## **10.2 - DEFENSIVE CONCEPTS**

Successful defense in basketball depends on each player's learning and executing a set of fundamental skills to defensive play. Any player can be a good, solid defensive player and have the opportunity to be a contributor on the defensive end.

Defense is a choice. There is some technique to becoming a good defensive player, but more importantly than learning technique is learning to consistently work hard. It is important for coaches to make an extra effort to encourage and reinforce the acquisition of defensive skills.

This section will cover the following topics relating to Defensive Concepts:

- 10.2.1 Defensive Ready Position
- 10.2.2 Defensive Footwork
- 10.2.3 Defender the player with ball/ without ball
- 10.2.4 Defensive Concepts
- 10.2.5 Team Defense
- 10.2.6 Communications

### **10.2.1 - Defensive Ready Position**

The ready position is the basic body position for defense. It is a balanced defensive stance that provides a strong base and enables players to initiate movement in any direction. Assuming this position enables defensive players to maintain a position between the offensive player and the basket, and react to the offensive player's movement.

When in a defensive ready position, emphasize the following:

- Feet shoulder width apart, slightly staggered.
- Weight distributed evenly on balls of both feet.
- Bend ankles, knees and hips.
- Head upright and looking forward, back fairly straight.
- Arms are extended out to side in position to intercept a pass.
- Hands are above elbow and below shoulder.
- Must be balanced.

### **10.2.2 – Defensive Footwork**

#### **Defensive Slides**

The defensive slides enables players to move laterally while maintaining the ready position. Players should maintain this stance unless they have been beaten, in which case they turn, run to cut off the player with the ball, and then assume the defensive ready position.

When performing defensive slides, emphasize the following:

- Point toe in direction of the slide.
- Push off the back leg and reach with the front leg while propelling the body with a strong lateral push.
- Make sure the feet do not come together or cross – maintain a wide base.
- As player slides, make sure they do not bob up and down by keeping the feet close to the floor. The level of their head must remain constant.
- When a player is sliding, have the lead hand up in a passing lane and the trailing hand down to discourage a cross over.



- If a player wishes to change direction while guarding the ball, that player must perform a “drop step” in which the trail leg is dropped back to a 45 degree angle while the lead foot is used to push off into the new direction.

### **Defensive Footwork Drills**

1. *Military Drill* – On your command of “stance!”, everybody slaps the floor and yell “stance”. This is a good time to walk around to kids and give them a light nudge to make sure they are balanced. On next command, yell “choppers”. On this command, players are to run on the spot (foot fire) while remaining in their stance. Coaches can then instruct players to perform the required movement based on the hand signals:

- If coach points left, kids defensive slide 3 times to the left (maintaining foot fire motion).
- If coach points right, kids defensive slide 3 times to the right (maintaining foot fire motion).
- If coach points up, kids jump up with a hand in the air and yell “shot” – this simulates a shot challenge.
- If coach points down, kids jump on floor and back to their feet.

This drill encourages kids to become familiar with the concept of a defensive ready position, defensive slides, hard work and gets them to be vocal.

2. *Key Slides Drill* – Players line up on one side of the key and perform lateral slides – slides from one side of the key to the other. Players may make this drill competitive by recording the number of slides in a specific period of time. Make sure they keep the correct form.

### **10.2.3 – Defending the player with ball/ without ball**

When guarding the dribbler, the following points should be followed:

- Get low and ready to move in any direction.
- Stay at least one arm’s length away from check.
- Keep eyes on the mid-section of player.
- Stay between the ball and the basket.
- Once the offensive player started to dribble, drop-step and perform defensive slides to maintain proper defensive positioning.
- Pressure the dribbler to reverse direction or pick up his/her dribble.
- If beaten, turn and sprint to regain position between the dribbler and the defensive basket.

When guarding a player without the ball, the defender must do the following:

- Be between their check and the ball.
- Be in the Ready Position.
- Point to the ball and to their man.
- Be below the ball so that they can see ball and their man.

### **Defending the Dribbler Drill**

1. *Partner Zig-Zag Drill* – Players form pairs: one offensive and one defensive player. The offensive player dribbles the length of the court in a zigzag pattern while the defensive player uses drop steps and defensive slides. Defensive players should stay one arm’s length away from the ball-handler. When reaches the baseline, reverse roles and continue the drill. As players become better at this drill, they can increase the speed and intensity at which it is performed.



### **10.2.4 – Defensive Concepts**

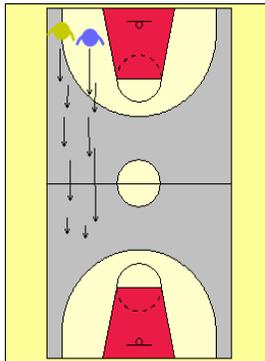
Players are often over taught the details of team defense to the point that they forget the basic concepts. Some of the basic concepts that we want to teach the players in on the ball defense:

- To mirror the offensive players movements.
- To turn the ball handler in a new direction.
- To channel the ball handler in one direction.

The following is a discovery approach method to help players discover the proper way to accomplish the concepts mentioned above.

#### **Mirror the pace of the defender**

Defenders must learn how to mirror the actions of the offensive player. These simple drills help the players discover what is important. It is crucial in all of these drills that the coach takes the time to debrief the athletes to help them remember the key lessons learned.



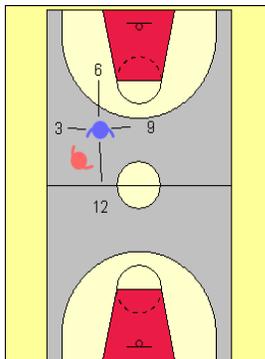
#### **Drill #1: Cops and robbers**

This is a great little game to teach players how to mirror the pace of the offensive player. It also works the offensive player on how changing pace can shake a defender.

The player chosen as leader move forward in a straight line by using the three paces - walk, jog, run and stopping. He/she attempts to get the defender to pass in front. Every time this happens a point is scored. When the players get to the other end they switch roles.

#### **Loading and Modifications**

- Monitor the speeds. Be sure the offense works on adding a variety of speeds.
- Allow fakes.
- Allow changes of direction - you need lots of room be aware of others.
- Add the ball.



#### **Drill #2: Stay in the clock**

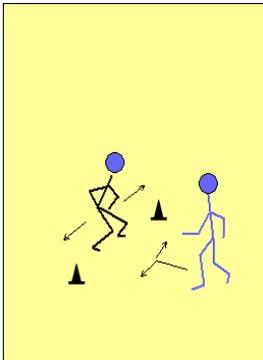
Visualize the offensive player standing on a clock. The defender wants to be in a good low stance and close enough to touch the lead hip of the offensive player. As the offensive player moves forward the defender must attempt to stay in the 1/4 of the clock from 12 to 3. The ideal is on the number 1 and 2. This is teaching the player to channel or force an offensive player to move in a certain direction. The drill is the same as cops and robbers. A point for every time the player leaves the quadrant.

#### **Loading and Modifications**

- Work in the other front quadrant.
- Add the ball.
- Allow changes of direction.

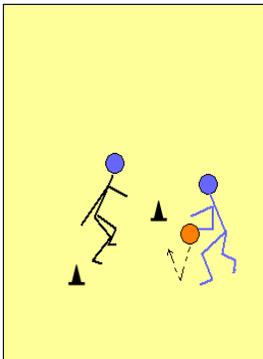


### Turn the ball handler in a new direction



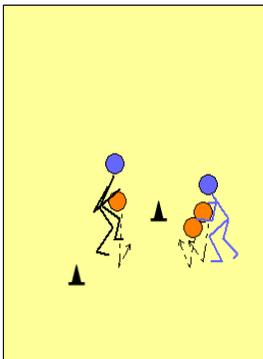
Two players partner up with two pylons (if you don't have pylons use a line on the floor). The offensive player is working on change of speed, change of direction and fakes to get between the two pylons. The defense is working on keeping his/her chest in front of the offensive player. Make them change direction.

You can go for a length of time or a certain number of times. Score a point for the offense every time he/she gets two feet passed the pylon. Put a time limit on the offense to allow the defense to have another way to score.

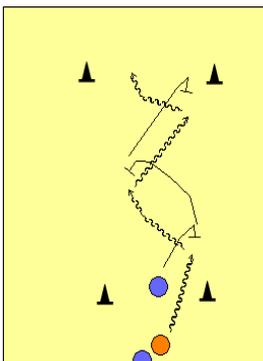


### Loading and Modifications

- The first progression is to add a ball to the offensive player. Make the offensive player turn and change direction.



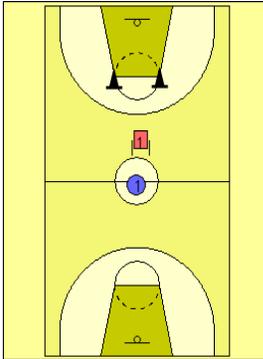
- A great way to work on ball handling is to have the offensive player dribble two balls and the defender one ball.



- Give the players a rectangle to dribble in. The defender is trying to turn the offensive player three times before he/she reaches the end of the rectangle. You can vary the number of turns required.

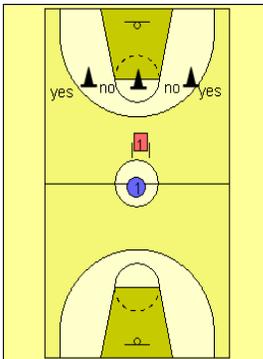


### Channel the ball handler in one direction



We now take the drill full court. Player #1 starts in the centre circle. X1 starts on the perimeter of the jump circle. With no ball involved X1 must keep #1 from running between the pylons at the foul line (you can narrow the pylons if you wish). To make it harder on the defense make the players grab the shorts. The next progression is to add the ball.

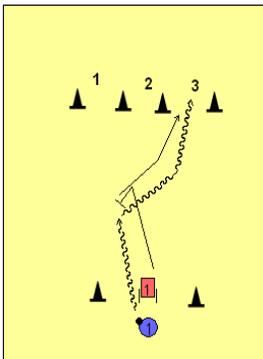
They will eventually learn it is easier to start on an angle and allow the offensive player to start running in one direction. The offense will discover that changing speeds, changing direction and fakes makes them tougher to guard. You can restrict the offense by only allowing change of direction or change of speed.



### Drill #2: Channel

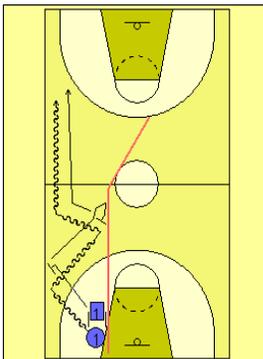
We now give the defense a reward for channeling the defense to the outside. Start with no ball.

Please note that this is a very difficult drill with out the ball, but players will gain confidence once the ball is added.



### Drill #3: Channel plus turn

We now combine the two concepts. The coach tells the defense which hole he/she is to make the defense to go through. The offense does not know. Like a sheep dog the defender works to maneuver the sheep into the corral.

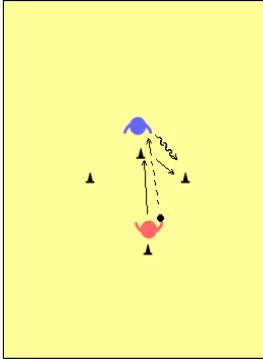


### Drill #4: Turn two times channel to the side

- The final piece is to move the drill to the full court. The goals are:
- To force the player to dribble to the sideline first.
- To turn the dribble twice in the back court.
- To make the dribbler cross half at the side line.
- To make the offense attack the basket from the wing position not the middle of the floor.



### Close out



This drill is used to help the defender learn to close out and turn the offensive player from moving forward. Force the offense to move in circles not straight lines. The defender passes the ball to the offense and sprints under control. Use a stutter to decelerate. The offense then dribbles at one of the pylons. The defender mirrors this action.

#### Loading and Modifications

- Make it a game – the offense scores by getting between the pylons.
- Allow fakes.
- Have the defense channel the player toward one of the pylons.

### 10.2.5 – Team Defense

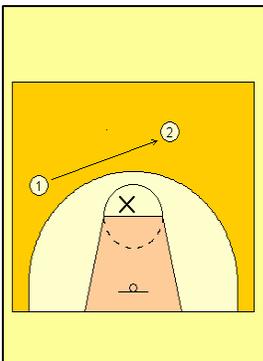
Team defense means that everybody on the floor is working together to prevent the other team from advancing the ball to an advantageous position on the floor and denying them a good opportunity for a good shot. It is not the player who is guarding the basketball that is responsible for stopping that player from scoring – it is all five defenders on the court. These defenders work as a cohesive unit, providing support for teammates wherever needed. Nowhere else in the game of basketball is communication as important as on the defensive end.

When teaching the concept of team defense to younger players, the most important concept that they need to grasp is that of **seeing** the ball, regardless of its position on the floor.

For example, if a player's check is on the side of the floor opposite to the ball, they must be able to not only see their man, but the ball as well. So that if their teammate gets bat off the dribble, the off the ball defender can be there to help.

Therefore, the "help side defender", as they are called, must be in a **Man-You-Ball** relationship. This means that the defender is between the man they are guarding and the ball. They are able to see both. He is in a position called a **Pistol Stance**, in which he has both fingers pointing: one at their check and one at the ball. If a player is in this stance, that player will be aware of where the ball is and where their check is.

To see both the ball and defender's check, that defender must be **below the line of the ball**.



The line of the ball is as follows:

- If player 2 has the ball, player 1's defender is a step back of the line of the ball.
- In being a step back of the line of the ball, 1's defender is able to see what 2 is doing.
- If 2 happens to drive the ball to the basket, 1's defender may provide help to stop the dribble.



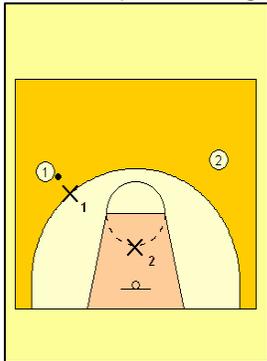
To teach this concept, have players organized into the 3 positions as above. The defender is responsible for 1 but remains one step below the line of the ball. Have the ball with 2. On the coach's cue, 2 drives the ball to the basket, while 1's defender (X) must stop the ball. If 2 can go all the way to the basket and score a lay-up, he does. If he gets stopped, the drill is completed and new players step in.

**NOTE:** This should be all that younger players are capable of handling. At this age, concepts should be kept simple with more emphasis placed on the fundamentals than team concepts.

For older or more advanced players, other defensive concepts and commands can be introduced, but there still should not be a large emphasis on this. Most time should be spent on fundamentals.

### Advanced

From this 1-on-2 configuration, we can then move to a 2-on-2 configuration to better illustrate the concepts of being in the correct positions to help teammates.



In the following diagram, 1 and 2 are on offense and being guarded by two defenders. 1 has the ball, x1 is guarding the ball and must say "Ball!" to alert teammates. 2 is on the opposite wing and their man is in a help side position and is one step below the line of the ball. Their verbal call must be "Help!" If the ball is changed to player 2 then the player x2 says "Ball!" while x1 says "Help!" If the player guarding the ball gets beat on penetration then the help side must be in position to provide help. When teaching this drill, you must maintain control of the situation by dictating when a pass or drive occurs. When the concepts of "Ball" and "Help" have been established, you can move on to the final defensive command – "Deny."

### Teaching the Deny Stance

The purpose of the denial stance is to not allow the defender's check to catch the ball.

When denying the ball on the right hand side of the floor, the defender must have his back to the ball, yet his head must be rotated in such a way that he can see the ball and their check. Their right hand is out in the passing lane, discouraging the pass to the wing. Their feet are shoulder width apart.

#### Deny Drills

1. *Denial Stance Drill* – To practice the denial stance have players line up on the baseline and on the coach's cue, they will slide up to the free throw line and back to baseline, using perfect denial stance sliding technique. Go back and forth several time, or until technique is adequate. Now have two players on the wing. Defender 1 is denying the ball from the offensive player, who is going half speed to start, from the wing down to the block. 1 continues to deny the ball 3 times up and down. The defender's verbal is now "denial."  
To progress in this drill, have the offensive player increase the speed at which they make their cut and this will force the defender to go faster and work harder.



### Deny Drills

2. 2-on-2 – Have 2 players on each wing, 1 on offense and 1 on defense. We can work on all 3 defensive stances in this drill. These stances are “**help**”, “**ball**” and “**deny**.” The ball begins with the coach at the top of the key.

**Rule #1** – If a player is 1 pass away from catching the ball, that player must be denied. If the coach is at the top of the key in the middle of floor, both defenders must yell “deny, deny, deny.” The coach can then dribble the ball to one side of the floor. The defender on this side will then be in a denial stance and yell “deny” while the defender on the other side of the floor will be in a help stance and yell “help”.

**Rule #2** – If the defender is guarding a check who is 2 passes away; they must be in a help stance. The coach has the option of dribbling back over to the other side, so that players must change their stance again, or coach can throw the ball to one of the offensive players and they can play 2-on-2.

EMPHASIS SHOULD BE PLACED ON THE FOLLOWING:

- Getting into the proper stance – help, ball, denial.
- Talking loud all the time. This is great for kids as it forces them to talk. Talking is important for two reasons.
  1. So they talk to each other to let each know where each other are and what they are doing.
  2. So that they talk to themselves – if players are talking out loud they are usually concentrating.
- Correct denial stance. Correct help stance – Pistols.

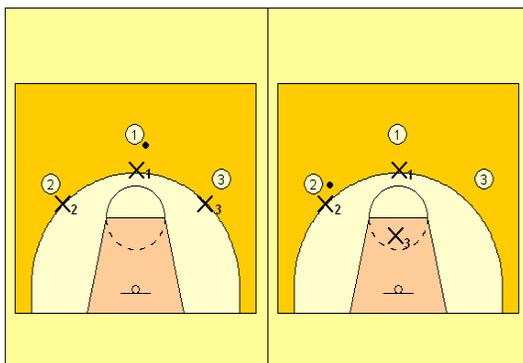
3. 3-on-3 - Once players are familiar with all 3 stances (help, deny and ball), you can then put them into a 3-on-3 situation where they will be able to move quickly from stance to stance.

To begin, have players in the following positions- 3 on offense on the perimeter and 3 on defense.

The following rules apply:

- Players may only pass the ball on the coach’s cue.
- Players must talk the entire time, calling out the stance they are in.
- 3 things a player can say – “Ball”, “Help” and “Deny”.
- Every time a pass is made all players must rotate to new, correct position.
- Remember rule **#1** and **#2**.

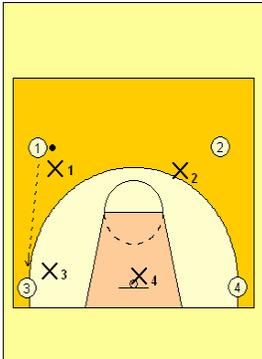
To simulate a situation where help side may come into play, have the defender guarding 2, slap floor on coach’s cue of “go”. This will force the help side defender X3, to provide help, making the situation game like.



### **Deny Drills**

4. *4-on-4 Shell* – Organize players as follows:

Again, the above rules apply. Players must constantly be talking. Coach should control the ball movement only allowing players to pass after the defense is set. Before each pass is made, players must be aware of their stance (Ball, Help, or Deny). After 6 passes, players are allowed to shoot the ball.



### **10.2.6 – Communications**

Talking while on court is essential to successful team defense. Communication both increases enthusiasm for playing defense and keeps players informed about important aspects of play, including:

- Who is guarding the ball in a breakdown situation.
- Whether help is needed.
- Whether help is available.
- When a shot is taken.

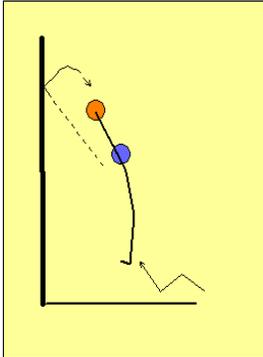
Communication is facilitated when players know exactly what to say in particular situations. It is therefore important that players work out with their teammates what terms to use in specific situations. For instance, the player guarding the ball might say “help” to indicate that he or she is beaten, the help side defender might use “alone” to indicate that no help is near, or everyone who sees a shot might call “shot” to indicate that a shot has been taken.

### **10.3 – TRANSITION**

When teaching transition or fast break basketball, we are really trying to do is to get our young players, running, and passing the basketball, and making decisions at a faster pace in the full court.

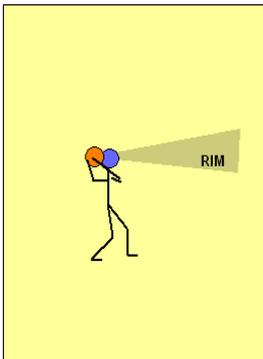
The following is a break down of drills to help players improve on the skills required to play transition basketball.





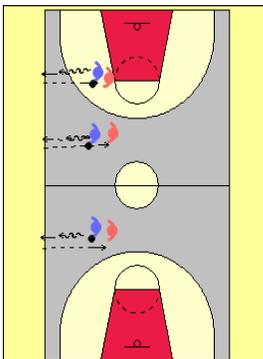
### Starting On Offense

The first break down drill is tossing the ball off the wall jumping and rebounding. We want the players to learn to jump and catch the ball with two hands. Call "ball".



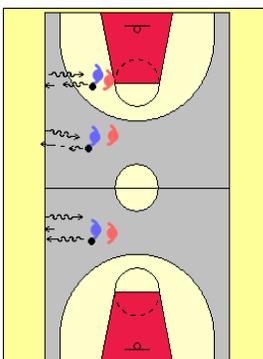
### Land Like A Quarterback

Ideally we want the player to land so they are looking down the floor with the ball being held by the ear with two hands. This requires them to do a quarter turn in the air. Their eyes should be on the far rim. Have someone hold up fingers or touch different parts of the body. This ensures that the player is scanning. Be sure to practice turning both ways.



### Drill #1: *Dribble Toss Rebound*

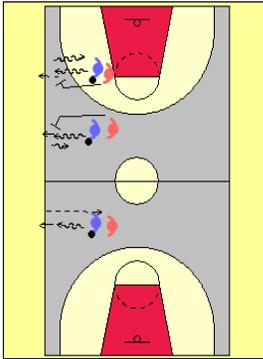
Have athletes partner up and spread out along the wall. The first player dribbles the ball up and tosses it off the wall. He/she jumps calls ball and rebounds with two hands making the quarter turn in the air. On landing he/she must call out how many fingers his/her partner displays. The ball is passed and the other partner goes. Work dribbling and rebounding both ways.



### Breakout Dribbles

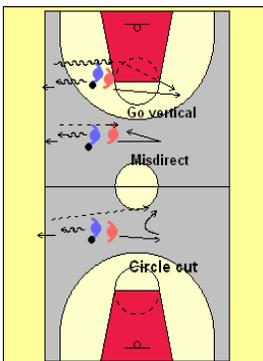
Now when the ball is rebounded the player scans the rim and sweeps the ball with a strong break out dribble. Take two hard dribble and hand the ball off to your teammate who repeats the drill.





### Add a guided defender

This time the partner follows the first player to the wall. On the rebound, jam the rebounder to the right or left. The rebounder uses the break out to the proper side. Don't allow them to turn their back and dribble to the sidelines. The dribble must go vertical.

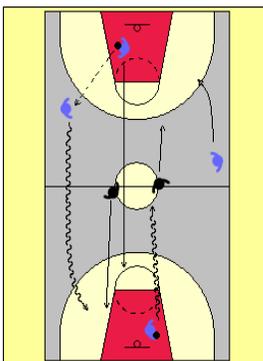


### Outlet

We now want to concentrate on the outlet. Once the ball is secure we want to start by going vertical. This puts instant pressure on the defense and creates space. If the rebounder is in trouble we can cut straight back to the ball. If the player breaks out we continue to go long. As players improve they add the circle cut where they curl in front of the defender as they cut back. This gets their momentum going vertical. This can happen early or late. As players go long they must always be scanning their teammate with the ball.

### Loading and Modifications:

- Full Court.
- Defend the rebounder.
- Defend the outlet.
- Defend both the rebounder and the outlet.
- Start from a box out.
- Play live two-on-two



### 2-on-1 in Small Space

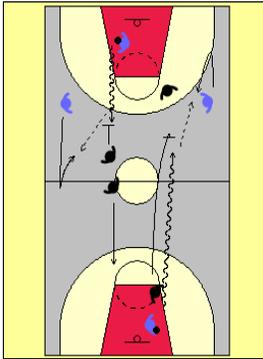
A good progression is to play 2-1 in small spaces. The rebounder can either break out dribble or make the outlet. The players can fill the wing and swings or front rim on one side of the floor. The defenders are working on making fakes and deciding who to guard.

### Loading and Modifications

- Start the defender in different places.
- Jam the rebounder to give a read.

The player in front must decide to create space for a teammate or to attack the lone defender. If attacking we like to go through the elbow. This gives the best chance to score at either angle.





### 2-on-2 in Small Space

Now they play 2 on 2. The key teaching point here is for the outlet to recognize when his/her teammate is in trouble. This could be early or late.

**Note:** Again it is important that the coach mix up the spacing the players play in. Do not always use wing-swing. Sometimes play swing and swing or any other combination.



# 11.0 PRACTICE PLANNING

Planning is one of the most important areas with which beginning coaches must become familiar. By planning practices and games to meet the needs of the players, coaches can take a significant step in developing their athletes through the athlete development pyramid more effectively.

A full age-appropriate lesson plan (16 sessions) have been designed to assist you in running weekly sessions. (Please see Appendix) The plan have been designed as a resource. You can use the plans verbatim, as a rough guide, or even not at all. The extent to which you choose to use the plans will depend on your basketball coaching experience and your level of comfort in teaching children.

Although the full curriculum contains 16 sessions, you may not choose to run all sessions. If so, choose the lessons you wish to use and save the others for another season. Another option is to combine some of the plans, or create your own plan based on the activities that you feel are most effective.

We encourage you to be creative. If you have other activities you enjoy teaching, please incorporate and use them. A successful coach allows their own personality, vitality and leadership to motivate and create a positive and rewarding environment.

The suggested time allotted for each session is as follows;

- FUNdamendals (ages 5-8)
  - 75 min.
- Learn to Train (9-11)
  - 90 min.
- Train to Train (12-13)
  - 120 min.

## 11.1 – PRACTICE PLAN MAKE-UP

Each of the practice plans have been designed and divided into the following sections:

### **Getting Started**

The initial portion of the lesson plan covers the time before the players arrive at the gym, the first few minutes after the players arrive at the gym and a warm-up activity.

### **Teaching Progression**

The heart of each practice plan is the teaching progression. During this portion of the plan the head coach will introduce the skill of the day, the players will practice the skill and the group will divide up to take part in activities to practice the day's skill.



### Cooperative Play and Games

This time has been set aside to play games. This time has been designed to allow the player's to have fun, while making use of the skills they have been taught.

### Debrief and Cool Down

This time is used to reflect on the training session while going through a series of stretches and movements designed to increase flexibility and aid in the recovery of the participants. The reflection portion is aimed at reviewing the teaching points and skills of the day's session. It can also be used to gain feedback on what participants liked and disliked about the session.

## 11.2 – STEPS IN PREPARING TO RUN A SUCCESSFUL SESSION

If you are a beginning or novice coach, we strongly recommend that you follow the practice plans carefully. Following the practice plans carefully will require some advance preparation. The list will prepare you to run a successful session:

- Review the upcoming **Practice Plan** prior to the session.
- Become comfortable with how to set up and run each activity (visualize).
- Maximize activity time and minimize waiting time - make use of gym space.
- Review the skill and rule of the session.
- Consult the **Skill Description** to review how to teach the skill – be sure to provide simple, clear and precise instructions. Keep them brief.
- Review **Teaching Techniques & Teaching Tips** sections of the handbook.
- Familiarize yourself with the teaching formations and choose one you like.
- Practice the skill and rule at home to be sure you are comfortable teaching both.
- Arrive at the facility 15 minutes early to conduct a safety check (**Facility Safety Checklist**) and discuss the role each coach will play during the session.
- Bring a copy of the **Practice Plan** to the gym.
- Designate a head coach who will introduce the skill and rule.
- Run the session according to the schedule in the **Practice Plan**.

When running a session you should be aware of both the needs of the group and of the individuals.

No time has been allocated for water or bathroom breaks, but children will require them throughout each session. If you sense the children need a short break to drink water or go to the bathroom, allow time at the end of an activity.

### Skill of the Day

- A skill of the day should be taught in each practice session.
- This skill should be the emphasis of the practice session.
- Then teaching a skill, allow yourself 4-6 minutes of lecture time. The remainder of the time should be spent breaking down the skill with your athletes and practicing the skill.
- Each skill should be worked on using 3 to 4 drills or variations of loading or modifying a particular drill to increase the challenge for the athletes.
- Be sure to change drills to suit the skill level of your players.



### 11.3 – STEPS IN RUNNING AN ACTIVITY

Within each Practice Plan are a number of activities that are designed to help teach basketball skills and help the players have fun. The following list of steps will prepare you to run a successful activity:

- Have a thorough understanding of the skill you will teach and the activity you will use.
- Decide how you will teach the skill/activity (teaching formation, teaching points, cue words, length of time).
- Call the players into a small area and put them in a teaching formation.
- Talk slowly and clearly projecting your voice so that everyone can hear and understand.
- Keep instructions to short and concise.
- Repeat instructions and key words.
- Briefly explain the skill using language the players can understand (keep it simple).
- Use a player to demonstrate the skill.
- Answer any questions about the skill the players might have.
- Briefly explain how the activity works and the player rotation.
- Divide the players into small groups to perform the activity.
- Assign each group to a coach.
- Begin the activity.
- Walk through the activity and give positive and corrective feedback to the players.
- Be enthusiastic and reward great efforts.
- Evaluate the activity for future reference.

### 11.4 – ORDER OF ACTIVITIES IN THE TEACHING PROGRESSION

Practices often feature several activities aimed at developing a variety of abilities. Paying attention to the order in which activities take place in the teaching progression part of the practice may increase the probability of achieving the desired goal. Here are a few general guidelines about the optimal order of activities.

#### **Early in the Teaching Progression . . .**

Participants are not tired, so try to plan for:

- Activities to acquire **new** techniques, skills, or motor patterns.
- Activities that develop or require coordination or balance.
- Activities that develop or require speed.

#### **Then consider . . .**

- Activities to develop or require speed-endurance.
- Activities that develop or require strength.
- Activities that develop or require strength-endurance.

#### **Later in the Teaching Progression . . .**

Athletes may be tired, so try to plan for:

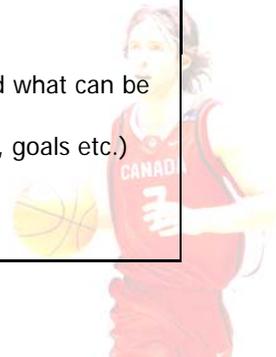
- Activities to consolidate skills already acquired.
- Activities that develop or require aerobic endurance.
- Activities to develop flexibility.



## 11.5 – PRACTICE PLAN TEMPLATE

The following is a sample lesson plan that contains all of the recommended components with appropriate time allocation.

<b>PRACTICE SECTION</b>	<b>TIME</b>	<b>KEY ELEMENTS</b>
<p><b>GETTING STARTED</b></p> <p><b>INTRODUCTION</b> – Greet participants and let them know what will be taking place.</p> <p><b>WARM-UP</b> – Prepare the body for the efforts of the training session</p>	<p>VARIABLE</p> <p>2-3 MIN</p> <p>5-12 MIN</p>	<p><b>Before Practice Begins:</b></p> <ul style="list-style-type: none"> <li>• Inspect facilities</li> <li>• Organize equipment</li> <li>• Greet athletes</li> </ul> <p><b>At beginning of practice:</b></p> <ul style="list-style-type: none"> <li>• Review goals of practice and activities planned</li> </ul> <p><b>Warm-up:</b></p> <ul style="list-style-type: none"> <li>• Exercises or games to loosen muscles and raise body temp</li> <li>• Progressive dynamic stretching</li> <li>• Gradual increase in intensity that will not tire participants</li> <li>• Quick transition between end of warm-up, the explanations / instructions given for the first activities and the activities themselves.</li> </ul>
<p><b>TEACHING PROGRESSION</b></p> <p>Perform activities that will help participants improve sport-specific abilities and fitness</p>	<p>VARIABLE</p> <p>30-60 MIN</p>	<p><b>Three or more activities linked in the proper order:</b></p> <ul style="list-style-type: none"> <li>• Activities that challenge participants so that they can learn and improve while enjoying themselves</li> <li>• Participants involved in an activity most of the time (i.e. not standing around and waiting in line)</li> <li>• Participants allowed lots of practice for each activity</li> <li>• Activities that are appropriate for the age, fitness, and ability levels of the participants and are relevant to the sport</li> </ul>
<p><b>GAMES</b></p> <p>Allow players to have fun, while making use of the skills they have been taught</p>	<p>VARIABLE</p> <p>20-40 MIN</p>	<p><b>Cooperative Play and Games</b></p> <ul style="list-style-type: none"> <li>• Modified games that promote and encourage skill development through fun, mini, modified games</li> <li>• See Rules for age-appropriate games.</li> </ul>
<p><b>DEBRIEF &amp; COOLDOWN</b></p> <p>Begin recovery, debrief participants and tell them about the next session</p>	<p>VARIABLE</p> <p>5-12 MIN</p>	<ul style="list-style-type: none"> <li>• Gradual decrease in intensity</li> <li>• Stretching, especially of muscles most used</li> <li>• Provide and ask for feedback on what went well and what can be improved.</li> <li>• Inform participants about next session (i.e. logistics, goals etc.)</li> <li>• Team cheer</li> <li>• Speak with participants before they leave.</li> </ul>



# 12.0 OFFICIALS OVERVIEW

## 12.1 - MISSION

Steve Nash Youth Basketball helps promote the participation and development of youth officials in an encouraging and positive environment. Our mission is to train new Officials and to educate children, Coaches and Parents on basic rules of the game. Steve Nash Youth Basketball strives to put Officials into an educating role, rather than a policing role, working cooperatively with Coaches to teach the game and to teach skills.

## 12.2 - PHILOSOPHY

*Facilitate play, educate children.*

- Be a teacher of the rules of the game through reinforcing learning and praising positive behavior.
- Support the program's five core values:
  - FUNdamentals
  - Learning
  - Activity
  - Success
  - Respect
- Introduce and reinforce a positive relationship between Coaches, Referees and children.

## 12.3 - ROLE OF AN OFFICIAL

An Official is a teacher who reinforces the rules and skills of the game. An Official praises good play. The Official must be friendly, patient and positive in relating to children and must strive to be consistent and impartial.

An Official facilitates the flow of the game in a fair and friendly manner, using judgement when helping to ensure children enjoy their experience while following the game's rules.

## 12.4 - OFFICIALS CREED

*As an Official in Steve Nash Youth Basketball, I will...*

- Assist in teaching and promoting the program's philosophy, core values, and the game of basketball.
- Enjoy what I am doing and show that enjoyment to the players.
- Work in conjunction with Coaches, parents and volunteers to support children's learning, participation, personal success and development.



- Help make basketball fun and enjoyable for all participants.
- Dress, speak and behave in a professional manner.
- Always be fair, impartial, approachable, open and encouraging.
- Know and understand the Steve Nash Youth Basketball game, its concepts and its rules.
- Help players understand the Steve Nash Youth Basketball game, its concepts and its rules.
- Exercise judgment and discretion, making decisions that are in the best interests of the players.
- Ensure a safe learning atmosphere for the players.
- Maintain a player first focus at all times.

## **12.5 - OFFICIALS SIGNALS**

The Steve Nash Youth Basketball Game makes use of five signals. These signals are the following:

- Begin/resume play
- Dribble violation
- Travel violation
- Foul
- Out-of-bounds.

The use of a minimal number of signals serves to introduce players to the presence and role of the Official without establishing the Official as the ultimate authority.



### **Begin and Resume Play**

To begin play or to resume play after an interruption, begin the sequence by extending the arm straight into the air, palm open. Then drop the arm in a chopping motion to signal beginning/resumption.



### **Dribble Violation**

Move the hands, palms open, in an up-and-down or patting motion; the signal should be delivered at a height midway between the navel and the chest; briefly explain what has happened.



### **Travel Violation**

Rotate closed fists around each other in a circular fashion at a height midway between the navel and the chest; hold the signal long enough for the violating player to see it; briefly explain what has happened.



STOP CLOCK FOR FOUL  
(blowing whistle  
simultaneously)

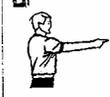


One clenched fist,  
other palm down pointing

### Foul Signal

Arm extended straight into air, fist closed; hold signal long enough for the fouling player to see it; briefly explain what has happened.

OUT-OF-BOUNDS  
AND/OR  
DIRECTION  
OF PLAY



Point finger  
parallel to side lines

### Out-Of-Bounds

Point to the spot where the ball went out of bounds, followed by pointing in the direction of the ball when play resumes.



# 13.0 RULES

Steve Nash Youth Basketball contains three distinct developmental groups: FUNdamentals, Learn to Train and Train to Train. This means that the established rule set for each group must facilitate each stage of development.

FIBA rules will be the basis for each rule set with each group having its own set of approved modifications to assist in long term athlete development.

## 13.1 - APPROVED RULE SETS

### FUNdamentals

The suggested rule set for the FUNdamentals group will be playing **Small Ball**.

An overview of the Small Ball rules that will be used is covered in the next section.

### Learn to Train

The suggested rule set for the Learn to Train group will be playing **FIBA Mini Basketball**.

An overview of the FIBA Mini Basketball rules that will be used is covered in the next section.

A complete and up to date Mini Basketball rules guide can be obtained free of charge on the FIBA website at [www.fiba.com](http://www.fiba.com).

### Train to Train

The suggested rule set for the Train to Train group will be playing **Full FIBA**.

A complete and up to date FIBA rules guide can be obtained through your PTSO or directly from the FIBA website at [www.fiba.com](http://www.fiba.com).

## 13.2 - SMALL BALL GAME RULES

Small Ball game rules for 5-6 year-olds are similar to those for 7-8 year-olds.

### **Object of the Game in Small Ball**

- To have fun playing basketball.
- Use and develop skills.
- Be a team player.

**EQUIPMENT** - *Baskets comprising rings and nets.*



Each of them shall be:

- 2.1336 m (7 ft) above the floor for boys and girls of 5 - 6 years of age
- 2.4384 m (8 ft) for children 7 – 8 years of age.

### **SCORING AREAS**

A scoring area is designated at each end of the court. This area consists of a basket, located at the mid-point of the endline, as well as three shooting spots, each within 5 feet of the centre of the basket. The placement of the shooting spots can be changed before each game, provided each spot remains within 5 feet of the basket.

### **TEAM COMPLIMENT**

#### **Number of Players**

Before the game the players are divided into groups of 3 or 4 per group. Each player will have the opportunity to play an equal amount of time.

#### **Number of Coaches**

There can be either one or two Coaches per team.

- If only one Coach is present, he/she remains on the sideline encouraging team concepts and supervising substitutes.
- If two Coaches are present, one Coach is on the court facilitating play (for example, encouraging team concepts) while the other Coach remains at the team bench to supervise substitutions.

**NOTE:** If you only have one Coach per team, try to recruit a parent to supervise the substitutes to allow the Coach to concentrate on facilitating play.

#### **Number of Officials**

It is ideal to have one designated Official for the game. However, if a team has two Coaches, the on-court coach can serve in place of an Official.

#### **Suggested Playing Time**

Suggested playing time for each shift will be four minutes, straight running time. Officials and Coaches should strive to minimize interruptions of playing time. However, when it is necessary to interrupt the game (for an injury or for any other valid reason determined by the Official), the Official will approximate the time of interruption and extend playing time appropriately. If a game clock is being used, then the clock will be stopped during the interruption.

The Official will verbally alert players and Coaches when twenty seconds of playing time remains. In the event that a volunteer is not available to run a game clock, the Official will be responsible for keeping time on a watch.

### **THE GAME**

#### **How the Game is Played**

*How the game begins:*

- When players come onto the court at the beginning of the game and at the beginning of each shift, they shake hands with the player they will be guarding.
- The players each point towards the basket they will be scoring on.



- The Official then gives the ball to a player in the backcourt.
- That player then attempts to advance the ball, at which time the game begins and the clock starts.

*How Additional shifts begin:*

- Using alternating possession will make sure a different team starts each shift with possession of the ball.

### Defending

Each player on the defending team guards only his/her opposing player, staying at arm's length distance from the player. Players may not guard an opposing player until after that player has crossed over the mid-court.

**NOTE:** If one or more players fail to observe the distance restriction, the Official may briefly interrupt the game and correct the situation without penalty.

### Scoring

There will be no score kept during the game.

When the offensive team scores, the opposing team will get possession of the ball, becoming the offensive team.

### Advancing the Ball

The ball may be advanced by dribbling or passing. To move around the court with the ball, a player must bounce (dribble) the ball with the following restrictions:

- The ball must not come to rest in his/her hand between bounces.
- Each player is limited to a maximum of four bounces when dribbling.
- If the ball does come to rest in the dribbler's hand(s) during the dribble, or if the dribbler has bounced the ball the limit of four times, then the dribble is considered to have ended. That player must then pass or shoot for a goal (if on a shooting spot).
- **The dribbler may not touch the ball with both hands simultaneously.**

**NOTE:** The Official, or on-court Coach, should be available to the offensive team as an additional receiver. If a player has ended his/her initial dribble and is having difficulty finding a teammate to pass to, that player may pass to the Official/Coach. The Official can then resume play by passing to another player on the offensive team.

### VIOLATION

#### Dribble

If the dribbler dribbles for a second time after his/her initial dribble has ended, or dribbles more than four consecutive times, then a dribbling violation has occurred. **If the dribbler has touched the ball simultaneously with both hands a dribbling violation has also occurred.**

#### Correction for Dribble Violation

The Official interrupts play and briefly explains the error. Play then resumes from the point of interruption with the same player continuing to control the ball. If, however, that player repeats



the error, a dribble violation has occurred and the ball is awarded to the opposing team for a throw-in at the nearest sideline.

### **Travel**

- While not dribbling, a player who is holding the ball may not take more than one step (movement of both feet).
- To advance the ball by passing, the passing player may not move more than one step (movement of both feet) before releasing the pass.

### **Correction for Travel Violation**

The Official interrupts play and briefly explains the error. Play then resumes from the point of interruption with the same player continuing to control the ball. If, however, that player repeats the error, a travel violation is called and the ball is awarded to the opponents for a throw-in at the nearest sideline or endline.

### **Out-of-Bounds**

A player who is in contact with the ball must not touch or move beyond the sidelines or endlines.

### **Correction for Out-of-Bounds Violations**

The ball is awarded to the opposing at the point where the violation occurred.

### **Shooting**

- Players may attempt to score only from the designated shooting spots. If a player attempts to score from a position other than at a designated shooting spot, then a shooting violation has occurred.
- Once a player has attempted an unsuccessful shot, that player may not attempt another shot until a teammate has done so first.

### **Correction for Shooting Violation**

There is no loss of possession of the ball resulting from a shooting violation. The ball becomes dead when a shooting violation has occurred. The Referee briefly explains the error. Play resumes with the violating team being given the ball.

### **Fouls**

- Defensive players can not use hands, arms or extended legs to prevent an opponent from advancing or passing the ball, nor use the body to push a stationary opponent from their position.
- Offensive players will not use hands, arms or extended legs to prevent a defensive player from securing the ball or preventing a pass.

### **Correction for Fouls**

Any violation of the above results in the ball being awarded to the team not committing the foul at the point nearest to where the foul occurred.

**NOTE:** A record of the number of fouls is not kept, neither for individual players nor for a team.



### **13.3 FIBA MINI BASKETBALL RULES**

Mini Basketball is a modification of the adult game that has been adapted to the needs of children.

The philosophy is quite simple: do not make children play a game that is not suitable for their physical and mental development, but change the adult game to suit them.

The aim of Mini-Basketball is to provide opportunities for children of all abilities to enjoy rich and quality experiences, which they will transfer to Basketball with enthusiasm.

#### **Definition**

Mini-Basketball is a game for boys and girls who are eleven years or less in the year the competition begins.

Mini-Basketball is played by 2 teams of 5 players each. The aim of each team is to score in the opponents' basket and to prevent the other team from scoring.

**Equipment** - *Baskets comprising rings and nets.*

Each of them shall be:

- 3.05 m above the floor for boys and girls of 10 - 11 years of age
- 2.60 m for children under 10.

#### **Beginning the Game**

- Each game is started by a jump ball in the centre circle administered by the game official. The clock begins when the ball is legally tapped by one of the jumpers.
- All other periods and jump ball situations will use the alternating possession method.
- For the start of the second half the teams shall exchange baskets.

#### **Jump Ball and Alternating Possession**

- A jump ball occurs when the official tosses the ball in the centre circle between two opponents at the beginning of the first period.
- During a jump ball, the two jumpers shall stand inside the half of the circle nearest to their own basket. The non-jumpers shall remain outside the circle until the ball has been tapped.
- The ball shall be tapped by one or both of the jumpers only after it has reached its highest point.
- If a player violates during the jump ball, the opposing team will be given possession and a throw-in.
- If there is a violation by both teams or if the official makes a bad toss, the jump ball shall be retaken.

A jump ball situation occurs when:

- Two or more players of opposing teams have one or both hand(s) firmly on the ball (held ball).
- The ball goes out-of-bounds and the officials are in doubt or disagree which of the opponents last touched the ball.
- The ball goes out-of-bounds and it was last touched simultaneously by two opponents.



- A live ball lodges on the basket support.
- A double foul is called.
- To begin periods 2, 3 and 4.

The alternating possession is a method of causing the ball to become live with a throw-in rather than a jump ball, i.e. in all jump ball situations, teams will alternate possession of the ball for a throw-in at the place nearest to where the jump ball situation occurred.

The team that did not gain control of the ball on the court after the jump ball at the beginning of the first period will start the alternating possession.

### **Status of the Ball**

- The ball can be either live or dead.
- The ball becomes live when:
  - During the jump ball the ball is legally tapped by a jumper.
  - During a free throw, the ball is at the disposal of the free-throw shooter.
  - During a throw-in, the ball is at the disposal of a player for the throw-in.
- The ball becomes dead when:
  - Any field goal or free throw is made.
  - A referee blows his whistle.
  - The game clock sounds for the end of a period.

### *Exceptions*

- The ball does not become dead and the goal counts, if made, when:
  - The ball is in flight on a shot for a field goal and
    - A referee blows his whistle.
    - The game clock sounds for the end of a period.
  - A player commits a foul on any opponent while the ball is in control of the opponent in the act of shooting for field goal and who finishes his shot with a continuous motion, which started before the foul occurred.

### **Goal - When Made and its Value**

- A goal is made when a live ball enters the basket from above and remains within or passes through the net.
- A goal from the field counts two points and a goal from a free throw counts one point.
- After a field goal or successful last free throw, the opponents shall have the ball to make a throw-in within 5 seconds, from any point on or behind the endline.

### **End of the Game. Tied Score**

- The game shall terminate on the sounding of the game clock signal indicating the end of the playing time. If the score is a tie at the expiration of the fourth period, the result shall stand and no extra time shall be played.

### **Substitutions**

- Each player must play in two periods, except a player who is injured, disqualified or has committed five fouls. Each player shall therefore sit on the bench as a substitute for the remaining two periods, except when it is necessary to replace a player who is injured, disqualified or has committed five fouls.



### How the Ball is Played

- The ball is played with the hand(s) only and may be passed, shot or dribbled in any direction, subject to the restrictions of these Rules.
- To run with the ball, **deliberately** kick or strike it with the fist is a violation. However, to **accidentally** come in contact with the ball with any part of the leg is not a violation.

### Control of the Ball

- A player is in control of the ball when:
  - They are holding a live ball.
  - They are dribbling a live ball.
- A team is in control of the ball when a player of that team is in control of a live ball or when the ball is being passed between team-mates.

### Player in the Act of Shooting

- A player is in the act of shooting when, in the judgement of the official; they start an attempt to score. The act of shooting ends when the ball has left the shooter's hand(s), and in case of an airborne shooter, both feet have returned to the floor.

## VIOLATIONS

### Definition

- A violation is an infraction of the Rules that is penalised by awarding the ball to the opponents for a throw-in from out-of-bounds at the place nearest to where the infraction took place.

### Throw-In

- A throw-in occurs when the ball is passed into the court from out-of-bounds, at the place indicated by the official, except if it is after a field goal or a last successful free throw.
- When the official hands or tosses the ball to the player who is to take the throw-in they have five seconds to throw the ball into play.
- When a throw-in is being taken, no other player may have any part of his body over the boundary line; otherwise the throw-in is retaken.

### Player-Out-of-Bounds. Ball Out-of-Bounds

- A player is out-of-bounds when he touches the floor or any object on, above or outside the boundary line, except a player.
- The ball is out-of-bounds when it touches a player, the floor or any object, including the backboard support or the back of the backboard on, above or outside the boundary lines.

### Pivot

- A pivot is the legal movement in which a player who is holding the ball, steps once or more than once in any direction with the same foot, while the other foot, called the pivot foot, is kept at its point of contact with the floor.
- Establishing a pivot foot for a player who catches a ball on the court:
  - While standing with both feet on the floor:
    - The moment one foot is lifted, the other becomes the pivot foot.
  - While moving or dribbling:
    - If both feet are off the floor and the player lands, the foot that lands first becomes the pivot foot.



### Progressing with the Ball

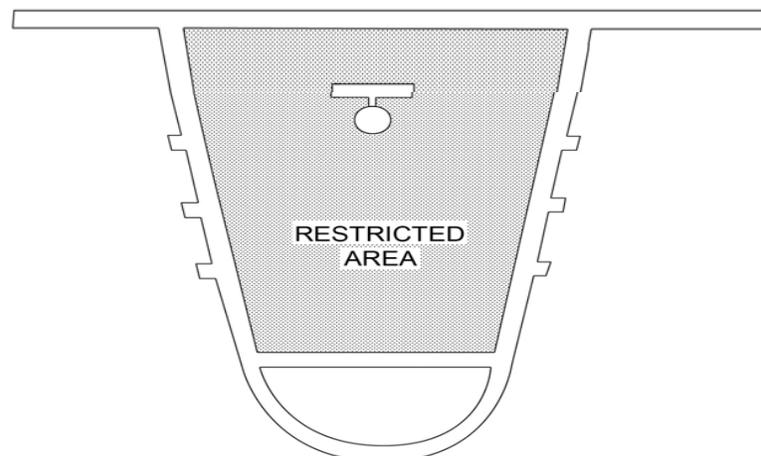
- A player may progress with the ball in any direction within the following limits:
  - Progressing with the ball for a player who has established a pivot foot:
    - While standing with both feet on the floor:
      - To start a dribble, the pivot foot may not be lifted before the ball is released from the hand(s).
      - To pass or shoot for a field goal, the player may jump off a pivot foot, but neither foot may be returned to the floor before the ball is released from the hand(s).
    - While moving or dribbling:
      - To start a dribble, the pivot foot may not be lifted before the ball is released from the hand(s).
      - To pass or shoot for a field goal, the player may jump off a pivot foot and land on one foot or both feet simultaneously. After that both feet may be lifted but may not be returned again to the floor before the ball is released from the hand(s).
  - To progress with the ball in excess of these limits is a **travelling** violation and the ball is awarded to the opponents for a throw-in.

### Dribbling

- If a player wishes to progress while in control of the ball, they must dribble, that is to bounce the ball on the floor with one hand.
- A player is not allowed to:
  - Dribble the ball with two hands at the same time.
  - Let the ball come to rest on the hand(s) and then continue to dribble.
- To dribble a second time after the first dribble has ended is a violation (**double dribble**) and the ball is awarded to the opponents for a throw-in.
- The following are not considered as dribbles:
  - Successive shots for a field goal.
  - Tapping the ball from the control of another player and then recovering it.

### Three Second Rule

- A player shall not remain in the opponents' restricted area for more than three seconds whilst his team is in control of the ball in his frontcourt and the game clock is running.



### Closely Guarded Player

- A player who is holding a live ball on the court is closely guarded when an opponent is in an active guarding position at a distance of no more than one normal step away.
- A violation shall be called if a closely guarded player with the ball does not pass, shoot or dribble the ball within five seconds. The ball is then awarded to the opponents for a throw-in.

### Ball Returned to Backcourt

- A player who is in control of a live ball may not cause the ball to be illegally returned to his backcourt. This restriction is valid also for the throw-ins.
- The ball has been illegally returned to the backcourt when a player of the team, in control of the ball, is the last to touch the ball in his frontcourt, after which that player or a team-mate is the first to touch the ball in his backcourt.
- To return illegally the ball to the backcourt is a violation (**over and back**) and the ball is awarded to the opponents for a throw-in from the nearest place to where the violation took place.

## FOULS

### Definition

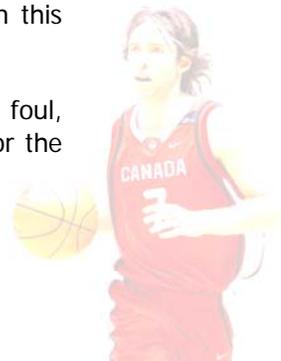
- A foul is an infraction of the rules concerning illegal personal contact with an opponent and/or unsportsmanlike behaviour.

### Personal Foul

- A personal foul is a player's foul, which involves contact with an opponent.
- A player shall not hold, block, push, charge, trip or impede the progress of an opponent by extending his hand, arm, elbow, shoulder, hip, knee or foot, nor by bending his body into an "abnormal" position nor use any rough tactics.
- If personal contact occurs and results in an unfair advantage, not intended by the Rules, the official shall call a personal foul against the player responsible for the contact.
- If the foul is committed on a player who is not in the act of shooting, the ball is awarded to the opponents for a throw-in.
- If the foul is committed on a player who is in the act of shooting and the shot for goal is not successful, he is awarded two free throws.
- If the foul is committed on the player who is in the act of shooting and the shot for goal is successful, no free throw is awarded and the game is started by a throw-in taken by the opponents from the endline.

### Unsportsmanlike Foul

- An unsportsmanlike foul is a personal foul, which in the opinion of a official, is not a legitimate attempt to directly play the ball within the spirit and intent of the Rules.
- If a player in an effort to play the ball causes excessive contact (hard foul), then this contact shall also be judged to be unsportsmanlike.
- A player charged with two unsportsmanlike fouls shall automatically be disqualified.
- Two free throws are awarded to the player who was fouled by an unsportsmanlike foul, unless this player was shooting and succeeded in scoring followed by a throw-in for the same team at the centre line extended, opposite the scorer's table.



### Disqualifying Foul

- A disqualifying foul is any flagrantly unsportsmanlike behaviour of a player.
- Two free throws are awarded to the opponents followed by a throw-in for the same team at the centre line extended, opposite the scorer's table.

### Double Foul

- A double foul is a situation in which two opponents commit personal fouls against each other at approximately the same time.
- A personal foul shall be charged against each offending player and a jump ball situation occurs.

## RULES OF CONDUCT

### Technical Foul

- In Mini-Basketball all players shall always show the best spirit of cooperation, sportsmanship and fair play.
- Any deliberately or repeated non-compliance with the spirit of this Rule shall be considered as a technical foul, which is a **behaviour non-contact foul**.
- The official may try to prevent technical fouls by warnings or even overlooking minor technical infractions, unless there is repetition of a similar infraction after a warning.
- Two free throws shall be awarded to the opponents, followed by a throw-in for the same team at the centre line extended, opposite the scorer's table.

## GENERAL PROVISIONS

### Free Throws

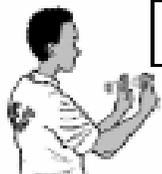
- A free throw is an opportunity given to a player to score one point, uncontested from a position behind the free-throw line and inside the semicircle.
- The free-throw shot shall be made within five seconds after the ball is at the disposal of the free-throw shooter. Whilst the player is attempting a free throw, he shall not touch the free-throw line nor the restricted area, until the ball enters the basket or strikes the ring.
- When a player is attempting a free throw, a maximum of five other players shall occupy the restricted area places:
  - Two players from the defending team may occupy the two places near the basket.
  - Two players from the shooter's team may occupy the next two places.
  - One player from the defending team may occupy one of the next two places.
- The players in the restricted area places:
  - Shall not occupy rebound places to which they are not entitled.
  - Shall not enter the restricted area or leave the places until the ball has left the hand(s) of the free-throw shooter.
- All the players who are not in these places shall be behind the free-throw line extended until the ball touches the ring or it is evident that it will not touch it.
- If the last free throw does not touch the ring, the ball is awarded to the opponents for a throw-in from the free-throw line extended.
- No player from either team may touch the ball until it touches the ring.



- An infraction of these Rules is a violation:
  - If committed by the free-throw shooter, the point, if made, shall not count and ball is awarded to the opponents for a throw-in from the free-throw line extended unless there is a further free throw to be administered.
  - If a free throw is successful, all violations committed by any player(s) other than the shooter are disregarded and the point shall count.
  - If a free throw is not successful and a violation is committed by:
    - A team-mate of the shooter during the last free throw, the ball shall be awarded to the opponents for a throw-in from the free-throw line extended unless there is a further free throw to be administered.
    - An opponent of the shooter, a substitute free throw shall be awarded to the shooter.
    - Both teams on the last free throw, a jump ball situation occurs.



**OFFICIALS' SIGNALS**

 (One finger, one point) 'Flag' from wrist <b>TWO POINTS</b>	 Wave arms across body <b>CANCEL SCORE</b>	 Open palms, Fingers together <b>STOP THE CLOCK</b>	 Rotate fists <b>TRAVELLING</b>
 Patting motion <b>ILLEGAL DRIBBLE</b>	 Fingers sideways <b>3 SECOND VIOLATION</b>	 Finger extended <b>BALL RETURNED TO BACKCOURT</b>	 Violation signal Direction of play <b>VIOLATION OUT OF BOUNDS</b>
 Thumbs up <b>JUMP BALL SITUATION</b>	 Clenched fist <b>PERSONAL FOUL</b>	 Hold up number of player <b>TO DESIGNATE OFFENDER</b>	 Signal foul, imitate pushing <b>PUSHING</b>
 Signal foul, strike wrist <b>ILLEGAL USE OF HANDS</b>	 Signal Foul, grasp wrist <b>HOLDING</b>	 Both hands on hips <b>BLOCKING</b>	 Clenched fist striking open palms <b>CHARGING</b>
 Waving clenched fists <b>DOUBLE FOUL</b>	 <b>TECHNICAL FOUL</b>	 Grasp wrist <b>UNSPORTSMANLIKE FOUL</b>	 <b>DISQUALIFYING FOUL</b>
 Fingers together <b>TWO FREE THROWS</b>	 Index finger <b>ONE FREE THROW</b>		



### **13.4 - DUTIES AND POWERS OF MINOR OFFICIALS**

#### **Definition**

- The minor officials will include the scorekeeper and the timekeeper.

#### **Scorekeeper**

- The Scorekeeper is responsible for the Scoresheet.
- They keep a running summary of the points scored, recording the field goals and free throws made.
- They will also operate the alternating possession.

#### **The Scoresheet - Instructions to the Scorekeeper**

- A. Before the game starts fill in, using capital letters:
- The names of the teams.
  - Date, time, place, number of the game and name of the competition.
  - Names of official(s).
  - Names of the players.
  - Names of the coaches.
- B. During the game:
- Complete the running score requirements.
  - At the end of each period, put a circle round the latest scores of each team and rule a line immediately below them.
  - Enter the scores for each half in the appropriate boxes.
  - Mark and count fouls of each team.
- C. After the end of the game:
- Complete the "Final Score" and the name of the winning team.
  - Sign the scoresheet and have it counter-signed by the timekeeper and at last by official(s).

#### **Timekeeper**

- The Timekeeper shall be provided with a game clock and a stopwatch and shall:
  - Measure playing time and intervals of play.
  - Ensure that a signal sounds very loudly at the end of playing time in a period.
- The Timekeeper shall measure playing time as follows:
  - Starting the game clock when:
    - During a jump ball, the ball is tapped by a jumper.
    - During a throw-in the ball touches or is touched by a player on the court.
    - A last free throw is unsuccessful and the ball continues to be live, the ball is touched by a player on the court.
  - Stopping the game clock when:
    - Time expires at the end of playing time in a period.
    - A referee blows his whistle.



# APPENDICES

- I) Basketball in Canada
- II) Canada Basketball
- III) Steve Nash Foundation
- IV) Contact Information
- V) Sample Lesson Plans
- VI) Basketball U Glossary

## I) BASKETBALL IN CANADA

Basketball was invented in 1891 by Dr. James Naismith of Almonte, Ontario. The game's early origins can be traced to a school yard game played by Dr. Naismith during his days in Almonte, although he invented the game while teaching a physical education class at the International YMCA training school in Springfield, Massachusetts. The original game had just 13 rules and made use of a peach basket that hung 10 feet above the gym floor.

Shortly after the turn of the century, basketball was being played in Canada at schools and by amateur teams. The sport caught on quickly, as Canada sent a representative to the Olympics as early as 1936 and a representative to the World Championships as early as 1954.

The game today has seen many changes and modifications to Dr. Naismith's original version. Many rules have been added, court dimensions and markings have changed and there are now professional leagues for men and women worldwide.

The world's most well recognized league, The National Basketball Association, has origins in Canada. The league's first game was played at Maple Leaf Gardens on November 1, 1946 and featured the Toronto Huskies and the New York Knickerbockers. Today the league has a franchise in Canada, the Toronto Raptors.

Today, people of all ages play amateur basketball in Canada. At the highest level, Canada sent its fourth women's team and ninth men's team to the 2000 Olympics in Sydney, Australia. At the University and College level, basketball is played in the Canadian Interuniversity Athletic Union (CIAU) and the Canadian Colleges Athletic Association (CCAA) with more than 90 colleges and universities competing.

Canadian amateur basketball is governed by Canada Basketball, the national sporting organization for basketball. Canada Basketball administers the men's and women's national team programs, national championships for provincial teams and other programs. Each province has a Provincial Sport Organization to govern basketball within that province (for example, Basketball BC). The Provincial Sport Organizations run provincial teams to compete in National Championships, provide Provincial Championships for club teams as well as various other basketball development programs for Athletes and Coaches.



Basketball is currently recognized as the second most popular team sport in the world, surpassed in participation only by soccer. Basketball ranks third worldwide, amongst all sports, in actual number of participants behind only soccer and athletics. Still growing rapidly, basketball's popularity in Canada is only beginning to reach its potential.

## II) CANADA BASKETBALL



Canada Basketball is the National Sporting Organization for the sport of Basketball in Canada. Canada Basketball is respected throughout the world and is recognized by the International Amateur Basketball Federation (FIBA) and the Government of Canada as the sole governing body of the sport of amateur basketball in Canada.

Canada Basketball represents all basketball interests, provides leadership, coordination and direction in all areas of the sport of basketball. Canada Basketball is a not-for-profit organization run under a sound business model by a volunteer board of directors and with professional staff members to manage the affairs of the organization.

### **Canada Basketball's Mission**

"To exercise a leadership role in the promotion and development of amateur basketball in Canada."

"To provide aspiring young Canadians with the opportunity to represent their country on an international level."

Canada Basketball's goal is to achieve targets in the following development areas:

- Self Reliance
- Athlete
- Participation
- Leadership
- Sport Environment

The primary goals of Canada Basketball include:

- Promoting participation in basketball.
- Educating, training and developing athletes, coaches and officials.
- Managing and providing support to the national teams.
- Coordinating national activities of member associations.
- Representing Canada Basketball interests nationally and internationally.



### III) STEVE NASH FOUNDATION



The Steve Nash Foundation is a 501 organization formed in 2001 to assist underserved children in their health, personal development, education and enjoyment of life. Like its NBA MVP founder, the Foundation is fast becoming a leader in assisting... to a slightly shorter population.

Through grants to public service and nonprofit entities, the Foundation aims to grow health in kids by funding projects that encourage participation in physical activity and other healthy life choices, provide services to children affected by poverty, illness, abuse, or neglect, and create opportunity for education, play, and empowerment. The Foundation focuses its resources on communities in Phoenix, Arizona, and British Columbia, Canada, but has recently begun to expand its scope to include critical need areas abroad.

The Foundation pursues creative, innovative projects that fill an observed need in a particular community. As a general rule, the Foundation does not provide funds for general operating expenses, and instead looks for capital and other projects that will directly benefit a community's youth. Grant amounts depend upon the applicant organization's project budget. Generally, the Foundation does not fund the same organization twice in the same calendar year, nor does it fund state agencies, religious programs, college or university administrations, or individuals. Members of the Board of Directors and Foundation staff comply with the Patriot Act in making funding decisions.

The Foundation also seeks to afford thoughtful solutions to community needs through its own projects. Equipping a post-operative pediatric cardiology ward in Paraguay to provide basic necessities for infants and their families, establishing an all-access, all-kids basketball center in the Greater Toronto Area to build hope through hoops for kids, energizing kids through Steve Nash Youth Basketball, and uniting civic outreach, corporate and social service organizations to show kids how to get involved in their communities are examples of the daily work of the Foundation's small but dedicated staff.

Finally, we believe that corporations must share responsibility for the well-being of our communities. The Foundation encourages environmentally friendly office practices, and offers grantees assistance in developing their own recycling and energy conservation programs. We highlight the important work of other individuals and organizations, using our website to increase their exposure, and contribute to their efforts. Further, we are proud to be working with young people that excel in their chosen fields. We contract for services with new companies, and welcome their energetic leadership and fresh voices.

The Steve Nash Foundation. Growing health in kids.

For more information on the Steve Nash Foundation, visit [www.stevemash.org](http://www.stevemash.org).



## IV) CONTACT INFORMATION

### National Sporting Organization

#### Canada Basketball

1 Westside Drive, Unit 11  
Toronto, ON  
Canada M9C 1B2

Phone: (416) 614-8037  
Fax: (416) 614-9570  
Web: [www.basketball.ca](http://www.basketball.ca)

### Provincial & Territorial Sporting Organizations (PTSO)

Basketball British Columbia  
7155 Kingsway, Unit #310  
Burnaby, BC V5E 2V1

Phone: (604) 718-7773  
Fax: (604) 525-7762  
Web: [www.basketball.bc.ca](http://www.basketball.bc.ca)

#### Basketball Alberta

11759 Groat Road  
Percy Page Centre  
Edmonton, AB T5M 3K6

Phone: (780) 427-9044  
Fax: (780) 422-2663  
Web: [www.basketballalberta.ab.ca](http://www.basketballalberta.ab.ca)

#### Basketball Saskatchewan

2205 Victoria Drive  
Regina, SK S4P 0S4

Phone: (306) 780-9264  
Fax: (306) 525-4009  
Web: [www.basketball.sask.com](http://www.basketball.sask.com)

#### Basketball Manitoba

200 Main Street  
Winnipeg, MB R3C 4M2

Phone: (204) 925-5773  
Fax: (204) 925-5929  
Web: [www.basketball.mb.ca](http://www.basketball.mb.ca)

#### Basketball Ontario

1185 Eglinton Avenue East, Unit #409  
Toronto, ON M3C 3C6

Phone: (416) 426-7200  
Fax: (416) 426-7360  
Web: [www.basketball.on.ca](http://www.basketball.on.ca)

#### Quebec Basketball Federation

4545, avenue Pierre-de-Coubertin  
CP 1000, Succursale M  
Montreal, QC H1V 3R2

Phone: (514) 252-1037  
Fax: (514) 252-3357  
Web: [www.basketball.qc.ca](http://www.basketball.qc.ca)

#### Basketball New Brunswick

53D Clark Road  
Rothesay, NB E2E 2K9

Phone: (506) 849-4667  
Fax: (506) 849-4668  
Web: [www.basketball.nb.ca](http://www.basketball.nb.ca)

#### Basketball Nova Scotia

5516 Spring Garden Road  
Halifax, NS B3J 1G6

Phone: (902) 425-5450  
Fax: (902) 425-5606  
Web: [www.basketball.ns.ca](http://www.basketball.ns.ca)

#### Basketball P.E.I.

40 Enman Crescent  
Charlottetown, PEI C1A 7K7

Phone: (902) 368-4110  
Fax: (902) 368-4548  
Web: [www.sportpei.pe.ca](http://www.sportpei.pe.ca)



Newfoundland & Labrador Basketball Association

Building 810, Pleasantville, Rm201      Phone: (709) 576-0247  
East White Hills Road                      Fax: (709) 576-8787  
St. John's, NFLD A1A 5J7                      Web: [www.nlba.nf.ca](http://www.nlba.nf.ca)

Basketball Yukon                              Phone: (867) 633-5311  
4061 – 4<sup>th</sup> Avenue                              Fax: (867) 667-3199  
Whitehorse, YK Y1A 1H1                      Web: [www.basketballyukon.ca](http://www.basketballyukon.ca)

Basketball Northwest Territories          Phone: (867) 873-3032  
Box 44    Fax: (867) 920-4047  
Yellowknife, NT X1A 2N1                      Web: [www.bnwt.ca](http://www.bnwt.ca)



# LESSON #1

\* The first two lessons will not run in the same manner as the others. There are several administrative tasks that are necessary during the first two lessons in order to get the program off on the right track and running smoothly. We suggest that you follow these first two lessons closely.

**SKILL:** Introduction

**RULE:** Listening

<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>	
<b>1</b>	Arrive at the gym 25 min early	<b>1</b>	Greet parents and players as they arrive
<b>2</b>	Set up the equipment (balls, baskets)	<b>2</b>	Allow supervised free play
<b>3</b>	Perform a facility safety check	<b>3</b>	Blow the whistle
<b>4</b>	Organize your teaching materials	<b>4</b>	Instruct the players to put the balls away
<b>5</b>	Have a coaches meeting to review the days lesson	<b>5</b>	Call the players in and have them sit with their parents
<b>6</b>	Designate a "Head Coach" for the session	<b>6</b>	Wait for quiet
<b>7</b>	Have ready a list of the player's names	<b>7</b>	Take attendance

**After taking attendance, address the players and their parents, covering the following:**

1.	Welcome everyone to the program
2.	Outline the program's philosophy, mission, goals and core values
3.	Outline how each session will work
4.	Reiterate that the program can always use more volunteers
5.	Hand out to the parents: Schedule, Contact Sheet, Parents Manual
6.	Explain the procedure when players arrive (for future sessions) <ul style="list-style-type: none"> <li>- Arrive</li> <li>- Change into uniform</li> <li>- When whistle blows: 1<sup>st</sup> - Put balls away; 2<sup>nd</sup> - Come in to center court and sit down quietly</li> </ul>
7.	Answer any questions the parents may have

**Once you have finished your introduction to the group:**

1.	Have the parents move to the area where they can sit during the session
2.	Put the players into a teaching formation
3.	Explain the commands you will use when addressing the children (ie whistle, raised hand etc.)
4.	Answer any questions the players may have
5.	Begin the lesson

### Warm Up Activity:

#### *Basketball Ready Position*

- Demonstrate a proper basketball ready position
- Put players in scatter formation, no balls
- Players run on spot, on whistle players get into basketball stance
- Coaches walk through group testing for balance
- Repeat multiple times using different movements on the spot (hopping, skipping)

### Education

Introduce the rule and skill of the day.

**Rule:** When the coach is talking, everyone stops and listens

**Skills:** Footwork, Dribbling, Passing, Shooting

**Goal:** Brief introduction of four basic basketball fundamentals



\* This first lesson will allow the players to experiment with the different fundamentals of the game of basketball. Don't be concerned with proper execution during this first session, be more concerned with having the players experiment with each skill. You will teach the proper breakdown of the fundamental skill in each of the future lessons.

**Activity**

Introduce each skill to the group as a whole and then break into smaller groups to execute the activities.

*Footwork*

- Divide players in three equal lines along baseline, no balls
- Select three lines as stopping lines
- Players start in basketball stance
- On whistle, first players runs to first line, stops, gets in stance, then runs to next line, repeating until reaching other end of court
- On next whistle, next player in line repeats
- Repeat from other end of court
- Repeat running in zig zag, changing direction at each line

*Dribbling*

- Players in scatter formation with ball
- Demonstrate dribble, have players practice stationary dribble
- On the whistle, allow players to dribble freely throughout court
- Repeat asking players to vary height of dribble
- Repeat asking players to dribble with opposite hand

*Passing*

- Players in partners, 6-8 ft apart, with one ball
- On whistle, players pass ball in to partner
- Count consecutive passes without dropping ball
- Try to beat score
- Repeat having player bounce the ball to partner (count consecutive passes)
- Repeat with players passing with one hand

*Shooting*

- Players in scatter formation, demonstrate shooting technique
- Players stand 3ft from wall, shoot at target on wall 7ft high
- Repeat several times
- Put players in equal lines, 8-10 ft from basket, players with ball
- On whistle, first player dribbles to basket and shoots
- Repeat giving each player five shots at basket

**Wrap Up**

- |  |
|--|
| 1. Call players in, sit in semicircle, wait for quiet  |
| 2. Show players how to sit with ball (crossed legged, hands on knees, ball resting in lap)   |
| 3. Bring the parents into the group or speak loud enough so parents can hear   |
| 4. Remind parents of next session, explain importance of attending and being on time   |
| 5. Explain that in normal sessions a skill will be taught and the modified game will be played   |
| 6. Explain how teams will be divided to ensure competitive balance   |
| 7. Explain each player keeps the ball they are holding, and parents must label ball with player's name, player's must bring ball to each session |
| 8. End on a positive note (cheer), dismiss group   |



# LESSON #2

\* Bring permanent marker to label balls of players who haven't done so. Have players divided into teams before the session. No balls will be needed for the activities in this session.

**SKILL:** Movement

**RULE:** Sportsmanship

Before the Players Arrive		After the Players Arrive	
1	Arrive 15 min early	1	Free play for the players
2	Set up equipment	2	Blow the whistle
3	Conduct facility safety check	3	Put players into a teaching formation
4	Organize teaching materials	4	Take attendance
5	Have a coaches meeting	5	Review previous week's lesson.

### Warm-up Activity:

#### *My Hand Shake Buddy*

- Players spread out
- Each player finds someone to shake hands with
- After player has shaken hands with first buddy, walk to another buddy to shake hands
- Change ways players walk (arms out wide, swaying back and forth etc.).
- Change greetings between players (low five, high five etc.)

### Education

Introduce the rule and skill of the day.

**Rule:** Discuss friendship (encourage players to learn names of four other players)

**Skill:** Movement (Stopping/Changing Direction)

**Goal:** To stop/change direction on balance and under control

### Teaching Progression: Stopping

#### *Two-Foot Jump Stop*

- Player begins in ready position and moves forward
- Body lowers, two feet land simultaneously, slightly staggered
- Body lowers, knees bend, arms balance
- Body in ready position

#### *Stride Stop*

- Player begins in ready position and moves forward
- Body lowers, feet land one foot after the other, slightly staggered
- First foot to contact floor becomes pivot foot
- Body lowers, knees bend, arms balance
- Body in ready position

#### *Change of Direction*

- Lower shoulder in the direction the child wants to go.
- Plant hard the outside foot
- Push in the new direction
- Shift weight on to new foot
- Move forward



**Activity:**

*Stopping, Changing Direction*

- Players in scatter formation
- Players run on spot
- On whistle, players execute a two foot (one beat) jump stop
- Repeat with:
  - Faster run on the spot
  - Quieter jump stop. (Try to land softly)
  - Repeat, three steps with stride stop
  - Repeat, with players running around court (each time with different movements), changing directions

\*As the players jump stop, have them verbalize aloud: **"One Beat Stop or Jump Stop!"**

*Change of Direction Relay*

- Players in two lines, four feet between players
- First in line runs in and out of the line of players to end, turns around and comes back running in and out of line
- First in line touches second in line who goes to front of line before repeating
- Allow every player a chance to run through the line

*Red Light/Green Light*

- Players spread long baseline, coach at center
- Coach calls out "Green Light", players run forward
- Coach calls out "Red Light" players stop and get in stance
- Players try to run to other end of court, if not in stance on "Red Light", players are eliminated
- Repeat until on player left
- Play several times

**Introduce and Play Modified Game**

1. Blow whistle, players in scatter formation
2. Introduce the concept/object of the game in simple terms
3. Introduce the court and equipment (basket, shooting spots, out of bounds)
4. Introduce the rules (Dribble Rules, Defense Rules, Shooting Rules)
5. Introduce referee, explain role in game
6. Explain shift rotations, substitutions and equal time
7. Put players into balanced teams
8. Play the game

**Wrap Up**

1. Review the lessons skill and rule
2. Make any announcements
3. End on a positive note (for example, cheer), dismiss group

**Post Lesson Tasks:**

- Evaluate teams for balance and make necessary adjustments
- Coaches Meet



# LESSON #3

**SKILL:** Ball Handling

**RULE:** Fair Play

	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive 15 min early	<b>1</b>	Free play for the players
<b>2</b>	Set up equipment	<b>2</b>	Blow the whistle
<b>3</b>	Conduct facility safety check	<b>3</b>	Take attendance
<b>4</b>	Organize teaching materials	<b>4</b>	Review previous week's lesson
<b>5</b>	Have a coaches meeting	<b>5</b>	Begin lesson

## Warm-up Activity:

### *Circling Together*

- Put players in circle holding hands
- Players move in one direction using a specific type of movement (stepping, sliding, skipping, galloping, hopping)
- On whistle players break away and run to a spot on court, get into stance
- On next whistle, players re-form circle and move with new movement

## Education

Introduce the rule and skill of the day.

**Rule:** Explain the concept of Fair Play in Sports

**Skill:** Ball Handling (Toss/Catch, Ball Familiarization)

**Goal:** Become comfortable with handling the ball

## Teaching Progression: Ball-handling

### *Ball Familiarization*

- Hold ball with two hands using fingertips for grip
- Slap ball with alternate hands
- Slide hands over ball
- Tap ball between hands with fingertips
- Different heights, different distances from body
- Circle ball around body
- Circle ball around different areas (head, waist, knees, ankles)

### *Toss and Catch*

- Throw ball into air with two hands
- Extend hands above the head where ball will land
- Receive ball with two hands
- Cushion ball on reception and bring in tight to body at chest or waist level

## Activity

### *Ball Familiarization*

- Players in scatter formation with ball
- Coaches demonstrates ball familiarization progression, players imitate
- Repeat



*Experimental Toss*

- Players in scatter formation with ball
- On whistle, toss ball into the air and receive it
- Repeat, giving specific directions on how to toss ball
- Use different ways to toss ball (high, low, close, far etc.)
- Allow players to experiment after following instructions

*Tossing With Movements*

- Repeat previous drill, adding movements for players while ball is in air
- Movements (clapping hands, 1/4 turn, 1/2 turn, jog on spot)

*Toss and Exchange*

- Repeat previous activity with players putting ball on floor and moving to another ball after catch
- Players pick up another ball and toss it in the air
- Change movements between balls (skip, crawl, duck walk, hop backwards etc.)

**Introduce and Play Modified Game**

- |   |
|---|
| 1. On whistle, balls away, players sit quietly            |
| 2. Coach calls out teams, player go to coach, set up game |

**Wrap Up**

- |  |
|--|
| 1. Review the lessons skill and rule                             |
| 2. Make any announcements (Coaches give out uniforms to players) |
| 3. End on a positive note (for example, cheer), dismiss group    |



# LESSON #4

\* Music will be needed for this lesson.

**SKILL:** Static Dribbling

**RULE:** Gratitude

Before the Players Arrive		After the Players Arrive	
1	Arrive 15 min early	1	Free play for the players
2	Set up equipment	2	Blow the whistle
3	Conduct facility safety check	3	Take attendance
4	Organize teaching materials	4	Review previous week's lesson
5	Have a coaches meeting	5	Begin lesson

## Warm-up Activity:

### *Frozen Dribble Tag*

- Players spread out, players with ball
- Choose two players to be "chasers", other players dribble throughout court
- If chasers tag dribbler they become frozen and must do a ball handling drill on spot
- To be "freed" a teammate must crawl through their legs
- Change chasers every minute

## Education

Introduce the rule and skill of the day.

**Rule:** Explain being grateful to people who help you (parents, coaches, teachers)

**Skill:** Dribbling (Static, Experimental)

**Goal:** Dribbling with control of the ball

## Teaching Progression: Static Dribbling

### *Dribbling Stance*

- Feet shoulder width apart
- Head up and eyes forward
- Knees bent
- Left foot forward
- Ball dribbled with dribble hand slightly ahead of back foot
- Non dribbling hand extended forward, elbow flexed across body

### *Dribbling Motion*

- Dribble hand on top of ball with fingers as wide as possible
- Push ball to floor using fingertips (not palms)
- Elbow bent, wrist follows through
- As ball returns to hand, repeat the pushing motion

## Activity

### *Static Dribbling*

- Players in scatter formation with ball
- On whistle players dribble on the spot
- Repeat, vary height of dribble, count consecutive dribbles, alternate hands
- Repeat, coach holds up fingers, players shout out number of fingers



*Music Dribbling*

- Players in scatter formation with ball
- Music starts players dribble, music stops players hold ball in ready position
- Repeat, music starts, players dribble high, music stops players dribble low
- Repeat, music starts, players dribble fast, music stops players dribble slow

*Follow the Leader*

- Players in semi circle formation with ball
- One player demonstrates type of dribble (high,low, fast, slow, alternate hands etc)
- Other players imitate
- Give each player a chance to be the leader

*Partner Mirroring*

- Players in partner with balls, 5 ft apart
- Lead partner executes a type of static dribbling, other partner imitates
- Repeat several times with different types of static dribbles, switching leaders each time
- Repeat switching partners

**Introduce and Play Modified Game**

- |   |
|---|
| 1. On whistle, balls away, players sit quietly            |
| 2. Coach calls out teams, player go to coach, set up game |

**Wrap Up**

- |   |
|---|
| 1. Review the lessons skill and rule                          |
| 2. Make any announcements                                     |
| 3. End on a positive note (for example, cheer), dismiss group |



# LESSON #5

**SKILL:** Triple Threat Position

**RULE:** Court Boundaries

	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive 15 min early	<b>1</b>	Free play for the players
<b>2</b>	Set up equipment	<b>2</b>	Blow the whistle
<b>3</b>	Conduct facility safety check	<b>3</b>	Take attendance
<b>4</b>	Organize teaching materials	<b>4</b>	Review previous week's lesson
<b>5</b>	Have a coaches meeting	<b>5</b>	Begin lesson

## Warm-up Activity:

### *The Land of the Raptors*

- Choose 2 players to be Raptors
- Divide court into thirds
- Put Raptors in middle 1/3 and everyone else on one end
- On whistle, players run through *The Land of the Raptors*
- If a Raptor tags someone, he/she becomes a Raptor as well
- Keep playing until only person is left

## Education

Introduce the rule and skill of the day.

**Rule:** Explain court boundaries used in the game (demonstrate an out of bounds violation)

**Skill:** Triple Threat Position

**Goal:** Introduce correct body position for shooting

## Teaching Progression: Triple Threat Position

### *Body Position*

- Feet shoulder width apart, in balanced stance
- Shooting foot ahead of non-shooting foot in heel-toe relationship
- Weight on balls of feet
- Knees bent, butt down, back straight
- Chin over shooting foot

### *Hand & Arm Position*

- Finger tips on ball, comfortably spread, wrist bend back
- Non shooting hand on side of ball, fingers point upward
- Thumbs of both hands form a "T", but do not have to touch
- Elbow of shooting arm bent to 90° and pointing toward the rim
- Keeping same arm & hand position, ball near hip when not preparing to shoot

## Activity

### *Random Stops*

- Players in scatter formation, no balls
- Players walk randomly
- On whistle, Players jump stop into triple threat position
- When in position Players yell out "Triple Threat"
- Coaches move through group and test players for balance (gentle push on shoulders)
- Repeat several times using different types of movement (hopping, sliding, running backwards etc.)



*Follow the Leader*

- Players in partners, no ball
- One partner leads the other around the court
- Leader decides when to stop and get into triple threat position
- Other partner must follow and imitate the movements
- Repeat, switching leader to follower
- Repeat, switching types of movements
- Repeat, exchanging partners

*Triple Threat Tag*

- Players play tag, with three Players designated as taggers
- When tagged, Players must get into triple threat position
- To be "freed", another Player must give a "high five" with their shooting hand
- Repeat, changing taggers

**Introduce and Play Modified Game**

- |   |
|---|
| 1. On whistle, balls away, players sit quietly            |
| 2. Coach calls out teams, player go to coach, set up game |

**Wrap Up**

- |   |
|---|
| 1. Review the lessons skill and rule                          |
| 2. Make any announcements                                     |
| 3. End on a positive note (for example, cheer), dismiss group |



# LESSON #6

**SKILL:** Footwork (Pivoting)

**RULE:** Travelling

	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive 15 min early	<b>1</b>	Free play for the players
<b>2</b>	Set up equipment	<b>2</b>	Blow the whistle
<b>3</b>	Conduct facility safety check	<b>3</b>	Take attendance
<b>4</b>	Organize teaching materials	<b>4</b>	Review previous week's lesson
<b>5</b>	Have a coaches meeting	<b>5</b>	Begin lesson

## Warm-up Activity:

*How to Get from A to B*

- Players spread along baseline
- Ask players to go from baseline to foul line using a specific movement (for example, skipping, hopping, sliding, crawling)
- Give the players a new type of movement to get to the center line
- Repeat, to next foul line and opposite end line
- Repeat, allow players to choose their own movements
- Repeat, allow one player to choose movements for group

## Education

Introduce the rule and skill of the day.

**Rule:** Explain and demonstrate a travelling violation (moving without dribbling)

**Skill:** Footwork (Pivoting)

**Goal:** Rotate body, without travelling, to protect ball

## Teaching Progression: Pivoting

- Start in Triple Threat Position
- Back foot (pivot foot) in constant contact with floor
- To pivot, front foot leads body in 45 degree rotation
- Body can pivot backward (reverse pivot), or forward (front pivot)

## Activity

### *Pivot Drill*

- Spread players along sideline in triple threat position without ball
- Players have one foot in front of line, other foot behind line
- Coach says "**Pivot!**" the players rotate front foot forward one step
- Coach says "**Return!**" the players return to triple threat position
- Coach says "**Pivot!**" the players rotate front foot forward a quarter turn
- Repeat several times monitoring players progress
- Next have players run on the spot
- On whistle, players jump stop into triple threat position and execute a front pivot
- Repeat using a jog, and then other movements



*Protect the Ball - One Partner*

- Players in partners, one ball
- Player with ball on a line, player without ball is arms length distance apart
- Player without ball cannot touch the player with the ball
- Player with ball in Triple Threat Position pivots to protect ball
- Player without ball tries to touch ball without touching player
- Repeat, switching player with ball
- Repeat, switching partners

*Pivot Relay Race*

- Put players in four equal lines on baseline, one ball each line
- First player dribbles to other end of court, jump stops, pivot around to face line and dribble back to line
- Next player in line repeats this sequence
- Continue until each player has gone, first line to finish wins
- Repeat, allowing players to shoot ball to self after pivoting

**Introduce and Play Modified Game**

- |   |
|---|
| 1. On whistle, balls away, players sit quietly            |
| 2. Coach calls out teams, player go to coach, set up game |

**Wrap Up**

- |   |
|---|
| 1. Review the lessons skill and rule                          |
| 2. Make any announcements                                     |
| 3. End on a positive note (for example, cheer), dismiss group |



# LESSON #7

**SKILL:** Dribbling with Movement

**RULE:** Double Dribble

	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive 15 min early	<b>1</b>	Free play for the players
<b>2</b>	Set up equipment	<b>2</b>	Blow the whistle
<b>3</b>	Conduct facility safety check	<b>3</b>	Take attendance
<b>4</b>	Organize teaching materials	<b>4</b>	Review previous week's lesson
<b>5</b>	Have a coaches meeting	<b>5</b>	Begin lesson

## Warm-up Activity:

*Raptors/Lakers*

- Two lines, 20 ft apart, at middle of court
- Players in one line are Lakers, players in other line are Raptors
- Coach yells either Raptors or Lakers. If coach yells Raptors, Raptors chase Lakers to end zone trying to catch them
- If they catch a Laker, that player joins Raptors line
- Play until everyone is in one line, then repeat

## Education

Introduce the rule and skill of the day.

**Rule:** Explain and demonstrate a double dribble violation.

**Skill:** Dribbling (Movement)

**Goal:** Dribble under control while moving

## Teaching Progression: Dribbling with Movement

\* Review static dribbling progression

- In Triple Threat Position, head up and eyes forward, knees slightly bent
- Strong hand on top of ball with fingers as wide as possible
- Push ball forward, slightly ahead of body
- Step forward with opposite foot to meet ball and continue forward at a controlled speed

## Activity

### *Dribble to Jump Stop*

- Players in scatter formation with ball
- On whistle, each player starts to dribble with movement
- Next whistle, every player jump stops into triple threat
- Next whistle, players begin dribbling again
- Continue, adding pivoting after jump stop
- Continue, adding toss and catch after pivoting

### *Music Dribbling*

- Players in scatter formation with ball
- Players dribble with movement when music begins
- When music stops, players stop and perform a static dribble on the spot
- When the music starts again players continue to dribble with movement
- Start and stop the music several times
- Repeat, with the players increasing speed of dribbling
- Repeat, dribble with other hand



*Dribble Tag*

- Players in scatter formation with ball, three taggers without ball
- Players dribble with movement, taggers attempt to knock away ball from dribblers
- If dribbler loses control of ball, dribbler puts away ball and becomes tagger
- Last player dribbling is winner
- Repeat using new taggers

**Introduce and Play Modified Game**

- |   |
|---|
| 1. On whistle, balls away, players sit quietly            |
| 2. Coach calls out teams, player go to coach, set up game |

**Wrap Up**

- |   |
|---|
| 1. Review the lessons skill and rule                          |
| 2. Make any announcements                                     |
| 3. End on a positive note (for example, cheer), dismiss group |



# LESSON #8

**SKILL:** Shooting Mechanics

**RULE:** Shooting Spots

	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive 15 min early	<b>1</b>	Free play for the players
<b>2</b>	Set up equipment	<b>2</b>	Blow the whistle
<b>3</b>	Conduct facility safety check	<b>3</b>	Take attendance
<b>4</b>	Organize teaching materials	<b>4</b>	Review previous week's lesson
<b>5</b>	Have a coaches meeting	<b>5</b>	Begin lesson

## Warm-up Activity:

### *Fishes/Whales/Seaweed*

- Two "whales" at mid-court, rest of players, "fishes", spread along baseline
- Whales call out "here fishy, fishy" and "fishes" attempt to get to other baseline without being tagged by a "whale"
- If tagged players must stand where they were tagged and become seaweed
- Seaweed can also tag "fishes" but can't move to tag
- Game ends when all fishes have been tagged

## Education

Introduce the rule and skill of the day.

**Rule:** Explain why we use the shooting spots (helping players improve shooting form)

**Skill:** Shooting (Mechanics BEEEF)

**Goal:** Teach players use proper shooting mechanics

## Teaching Progression: Shooting Mechanics (B-E-E-E-F)

- Balance:** Triple Threat Position
- Eyes:** Focus on target (basket), never leaving target during shot
- Elbow:** Points at the basket
- Extension:** Feet push off floor, knees straighten, hips raise, elbow lifts to shoulder height
- Follow Through:** Push ball upwards, fully extend elbow upwards, snap wrist, push ball off fingertips, point fingers at ground

## Activity

### *Self Shooting*

- Players in scatter formation with ball, players stand on a line, take one step back
- From Triple Threat players shoot the ball in the air using BEEEF mechanics
- Players hold follow through until ball hits the ground
- Players try to shoot the ball in the air so that it lands on the line in front of them
- Players retrieve their ball and repeat
- Count consecutive times they can hit line

### *Target Shooting*

- Players in line formation with ball, 3ft from wall
- Each player chooses a target on the wall 9ft high
- Players shoot ball at target using BEEEF mechanics (hold follow through until ball hits wall)
- Players shoot ball ten times and then switch spots with another player
- Have players count consecutive times they can hit the target



*Partner Mirroring*

- Players in partners, 5 ft apart, one ball
- Player with ball in triple threat shoots ball in air to self, player without ball imitates BEEEF mechanics
- Repeat several times switching shooter each time
- Repeat switching partners

*Basket Shooting Relay*

- Players in equal lines, 10 ft from basket, one ball per line
- On whistle, first player dribbles to basket, jump stops and shoots at basket
- Player rebounds own shot, dribbles back to line hands ball to next player
- Next player repeats
- Play until each player has 5 turns, line with most made baskets wins

**Introduce and Play Modified Game**

- |   |
|---|
| 1. On whistle, balls away, players sit quietly            |
| 2. Coach calls out teams, player go to coach, set up game |

**Wrap Up**

- |   |
|---|
| 1. Review the lessons skill and rule                          |
| 2. Make any announcements                                     |
| 3. End on a positive note (for example, cheer), dismiss group |



# LESSON #9

**SKILL:** Passing/ Receiving

**RULE:** Defense

	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive 15 min early	<b>1</b>	Free play for the players
<b>2</b>	Set up equipment	<b>2</b>	Blow the whistle
<b>3</b>	Conduct facility safety check	<b>3</b>	Take attendance
<b>4</b>	Organize teaching materials	<b>4</b>	Review previous week's lesson
<b>5</b>	Have a coaches meeting	<b>5</b>	Begin lesson

## Warm-up Activity:

### *Chain Tag*

- Players in scatter formation, choose one player to be "it"
- When player is tagged, players join hands to form a chain
- The players on either end of the chain try to tag others without letting go
- When all players are a part of a chain, the game is completed
- Repeat, with new player "it"
- For large groups, chains can separate when they have more than 6 people

## Education

Introduce the rule and skill of the day.

**Rule:** Explain and demonstrate that each player must guard another player

**Skill:** Passing and Receiving

**Goal:** Pass the ball to a target; Control the ball on reception

## Teaching Progression:

### *Receiving*

- Receiver gives a target hand
- Hands move to a position to receive ball, fingers pointing upwards with hands close together
- Eyes trace flight of ball, see ball into hands
- Hands cushion ball on reception, bringing ball in towards body
- Player gets into Triple Threat Position on completion of reception

### *Passing*

- Passer is in Triple Threat Position
- Passer calls the receiver's name and focuses on the receiver's target
- Passer pushes the ball towards the target, stepping one foot forward with the pass
- Passer follows through, extending elbow and snapping wrist as ball is released toward target

## Activity

### *Wall Passing*

- Players in line formation, 3 ft from wall, with ball
- Players in Triple Threat Position choose a target on the wall at chest height
- Players try to pass off the ball to the target on the wall and receive the pass without the ball hitting the ground
- Have players move back one step after making 10 passes
- Repeat, changing target heights
- Repeat, exchanging spots on the wall



*Partner Passing*

- Players in partners, 6 ft apart, one ball
- Players in Triple Threat Position facing partner
- Player with ball calls name of receiver, receiver gives target
- Player with ball passes to receiver
- Repeat, with partners passing back and forth 10 times
- Repeat, switching partners
- Repeat, increasing distance between partners by 2 ft

*Hot Potato*

- Players form a circle, 6ft between players, one ball
- When music starts players pass ball to next player around circle
- Players chant "Hot Potato, Pass it on, Pass it on, Pass it on"
- When music stops player with ball is eliminated, last player playing is winner
- Repeat

*Snakes and Ladders*

- Players in line formations, 5ft apart, 6 players in each line, first player has a ball
- First player calls name of next player and passes ball
- Passer runs to end of line, 5ft in front of closest player
- Receiver of first pass pivots towards next player, calls name and passes
- After passing, player runs to end of line, 5ft in front of closest player
- Repeat until each line reaches the opposite baseline

**Introduce and Play Modified Game**

- |   |
|---|
| 1. On whistle, balls away, players sit quietly            |
| 2. Coach calls out teams, player go to coach, set up game |

**Wrap Up**

- |   |
|---|
| 1. Review the lessons skill and rule                          |
| 2. Make any announcements                                     |
| 3. End on a positive note (for example, cheer), dismiss group |



# LESSON #10

**SKILL:** Defensive Stance

**RULE:** Substitutions

	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive 15 min early	<b>1</b>	Free play for the players
<b>2</b>	Set up equipment	<b>2</b>	Blow the whistle
<b>3</b>	Conduct facility safety check	<b>3</b>	Take attendance
<b>4</b>	Organize teaching materials	<b>4</b>	Review previous week's lesson
<b>5</b>	Have a coaches meeting	<b>5</b>	Begin lesson

## Warm-up Activity:

*What time is it Mr. Wolf*

- Players in line formation along baseline, coach stands at center court
- Players call out "What time is it Mr. Wolf?"
- Coach (Mr. Wolf) calls out a time (for example: 5 o'clock)
- Players move forward the number of steps given in the time (in this case, 5 steps)
- Players then call to Mr. Wolf again
- When Mr. Wolf answers "Lunch Time", Mr. Wolf chases players back to the baseline
- Players tagged by Mr. Wolf join Mr. Wolf at centre court

## Education

Introduce the rule and skill of the day.

**Rule:** Explain and demonstrate why there are substitutions and why we give players equal time

**Skill:** Defensive Stance

**Goal:** Players understanding basic defensive position and stance

## Teaching Progression: Defensive Stance

- Feet shoulder width apart
- Knees bent, butt over heels, body low, weight balanced
- Back straight and leaning slightly forward
- Head up, eyes forward
- Hands up, thumbs pointing to shoulders

## Activity

### *Scatter Stance*

- Players in scatter formation
- Players run on the spot
- On whistle, players jump stop into stance
- Players yell "Defense" loudly when in stance
- Repeat several times

### *Tracing the ball*

- Players in partners with one ball
- Player with ball in Triple Threat
- Player without ball in defensive stance, one arms length away from ball
- Player with ball moves ball by pivoting
- Player in defensive stance follows the ball with hands and yells "ball" on each move
- Repeat switching offense and defense
- Repeat, switching partners



*Monkey in the Middle*

- Players in groups of three, one ball
- Two players are 8ft apart and on offense, one player in middle on defense
- Players on offense try to pass the ball to each other, player on defense traces ball before pass is made, then runs to other offensive player and traces ball again
- Repeat changing offensive and defensive players

**Introduce and Play Modified Game**

- |   |
|---|
| 1. On whistle, balls away, players sit quietly            |
| 2. Coach calls out teams, player go to coach, set up game |

**Wrap Up**

- |   |
|---|
| 1. Review the lessons skill and rule                          |
| 2. Make any announcements                                     |
| 3. End on a positive note (for example, cheer), dismiss group |



# LESSON #11

**SKILL:** Give and Go

**RULE:** "Practice Makes Perfect"

	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive 15 min early	<b>1</b>	Free play for the players
<b>2</b>	Set up equipment	<b>2</b>	Blow the whistle
<b>3</b>	Conduct facility safety check	<b>3</b>	Take attendance
<b>4</b>	Organize teaching materials	<b>4</b>	Review previous week's lesson
<b>5</b>	Have a coaches meeting	<b>5</b>	Begin lesson

## Warm-up Activity:

### *Charlie Over the Ocean*

- Players spread out along the baseline, while two players go to centre court
- Teach Players following verse "Charlie over the ocean, Charlie over the sea, Charlie caught a blackbird, but can't catch me."
- On the word "me" players try to run to opposite baseline without being tagged by players in middle
- Players caught go to center court and become chasers
- Continue until all players are tagged
- Repeat, with players dribbling basketball

## Education

Introduce the rule and skill of the day.

**Rule:** Explain that players need to practice fundamental skills to get better

**Skill:** Shooting (Set Shot)

**Goal:** Introduce the team offensive concept of give and go, with two players working together

## Teaching Progression: Give and Go

- Player with ball in Triple Threat targets a receiver and calls his/her name
- Receiver shows a target, player with ball passes to receiver
- Passer cuts to an open space on the court and jump stops
- Receiver looks to return the pass to the cutter

## Activity

### *Give and Go Drill*

- Players form a line, coach 6ft away, each player with ball
- First player in line passes to coach then cuts to a shooting spot
- Cutter jump stops on shooting spot and shows a target
- Player receives return pass from coach
- After players show that they understand the give and go concept, they can follow pass reception with a shot.

## Introduce and Play Modified Game

- |   |
|---|
| 1. On whistle, balls away, players sit quietly            |
| 2. Coach calls out teams, player go to coach, set up game |

## Wrap Up

- |   |
|---|
| 1. Review the lessons skill and rule                          |
| 2. Make any announcements                                     |
| 3. End on a positive note (for example, cheer), dismiss group |



# LESSON #12

**SKILL:** Chest Pass

**RULE:** Travelling

	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive 15 min early	<b>1</b>	Free play for the players
<b>2</b>	Set up equipment	<b>2</b>	Blow the whistle
<b>3</b>	Conduct facility safety check	<b>3</b>	Take attendance
<b>4</b>	Organize teaching materials	<b>4</b>	Review previous week's lesson
<b>5</b>	Have a coaches meeting	<b>5</b>	Begin lesson

## Warm-up Activity:

### Fun Instructions

- Players sit at center court
- Give instructions to players to do three different tasks (touch certain lines, execute movements etc.)
- Players return to centre court immediately after completing tasks
- Repeat five times with different tasks

## Education

Introduce the rule and skill of the day.

**Rule:** Explain and demonstrate a travelling violation as a result of moving the pivot foot.

**Skill:** Passing (Chest Pass)

**Goal:** Pass the ball to a target using a proper chest pass

## Teaching Progression: Chest Pass

- Start in triple threat position
- Identify target, call name of receiver
- Hold ball close to chest with two hands
- Fingers point to target
- Keep elbows close to sides
- Take one step towards receiver
- Extend arms forward at chest level
- Snap wrists
- Follow through so palms face outward and thumbs point to floor
- Return to triple threat position

## Activity:

### Wall Passing

- Players spread out along the baseline or side court, 3ft from wall, with ball
- Players in Triple Threat Position choose a target on the wall at chest height
- Players chest pass ball to target
- Players catch return pass off the wall
- Players make 10 passes then move back a step
- Repeat, changing target heights
- Repeat, exchanging spots on the wall



*Partner Passing*

- Players in partners, 6 ft apart, one ball
- Players in Triple Threat Position facing partner
- Player with ball calls name of receiver, receiver shows target
- Player with ball chest passes to receiver
- Repeat, with partners passing back and forth 10 times
- Repeat, switching partners
- Repeat, increasing distance between partners by 2 ft

*Square Passing*

- Players in groups of 4, one ball per group
- Players in square formation, 4ft apart
- Players chest pass ball around square
- On whistle, players change direction of passes
- On whistle, change spots

*Semi Circle Passing*

- Players in groups of 6 in semi circle formation, 3 ft apart
- One ball with player in middle of semi circle
- Player with ball passes to first person in semi-circle, pass is returned
- Player in middle repeats, passing to each player in semi-circle
- Repeat, rotating player in middle
- Repeat, increasing distance of player in middle and speed of passes

**Introduce and Play Modified Game**

- |   |
|---|
| 1. On whistle, balls away, players sit quietly            |
| 2. Coach calls out teams, player go to coach, set up game |

**Wrap Up**

- |   |
|---|
| 1. Review the lessons skill and rule                          |
| 2. Make any announcements                                     |
| 3. End on a positive note (for example, cheer), dismiss group |



# LESSON #13

**SKILL:** Set Shot

**RULE:** Foul

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Free play for the players
2	Set up equipment	2	Blow the whistle
3	Conduct facility safety check	3	Take attendance
4	Organize teaching materials	4	Review previous week's lesson
5	Have a coaches meeting	5	Begin lesson

## Warm-up Activity:

### *Move like an Animal*

- Players spread out along baseline
- Coach instructs players to move like animals towards opposite baseline
- Repeat multiple times using different animal each time
- Examples: hop like a Kangaroo, spring like a frog, slither like a snake, hunch like a gorilla, Bear on all fours

## Education

Introduce the rule and skill of the day.

**Rule:** Explain and demonstrate a foul

**Skill:** Set Shot

**Goal:** Properly execute a set shot

## Teaching Progression: Set Shot

- Review shooting mechanics (Triple Threat, BEEEF)
- From Triple Threat, take one dribble
- Jump stop into triple threat, under control/on balance
- Focus eyes on target
- Point elbow at target
- Extend knees
- Shoot ball at target with proper follow through
- Allow players to jump when skill is refined

## Activity

### *Self Shooting*

- Players in scatter formation with ball
- From Triple Threat, players take one dribble and jump stop
- Players shoot the ball in the air using BEEEF mechanics
- Players hold follow through until ball hits the ground
- Players try to shoot the ball in the air so that it lands two feet in front of them
- Players retrieve the ball and repeat
- Repeat using two dribbles



*Target Shooting*

- Players spread out along sideline with ball, 5ft from wall
- Each player chooses a 9ft high target on the wall
- Players take one dribble and jump stop
- Players shoot ball at target using BEEEF mechanics (hold follow through until ball hits wall)
- Players shoot ball ten times and then switch spots with another player
- Count consecutive times hitting target

*Basket Shooting Relay*

- Players in equal lines, 10 ft from basket, one ball per line
- On whistle, first player dribbles to basket, jump stops and shoots at basket
- Player rebounds own shot, dribbles back to line hands ball to next player
- Next player repeats
- Play until each player has 5 turns, line with most made baskets wins

*Around the Court Shooting*

- Players dribble around outside of court
- As they approach each basket, players jump stop and shoot at each basket
- Repeat, changing dribbling direction around court

**Introduce and Play Modified Game**

- |   |
|---|
| 1. On whistle, balls away, players sit quietly            |
| 2. Coach calls out teams, player go to coach, set up game |

**Wrap Up**

- |   |
|---|
| 1. Review the lessons skill and rule                          |
| 2. Make any announcements                                     |
| 3. End on a positive note (for example, cheer), dismiss group |



# LESSON #14

**SKILL:** Bounce Pass

**RULE:** Defense

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Free play for the players
2	Set up equipment	2	Blow the whistle
3	Conduct facility safety check	3	Take attendance
4	Organize teaching materials	4	Review previous week's lesson
5	Have a coaches meeting	5	Begin lesson

## Warm-up Activity:

### *Simon Says*

- Players in scatter formation, coach at center court
- Coach gives a direction to players
- Players are only to follow direction if coach says "Simon Says" before giving direction
- If coach doesn't say "Simon Says", players must continue last direction
- Players who follow direction without coach saying "Simon Says" must sit down until game is completed
- Repeat several times

## Education

Introduce the rule and skill of the day.

**Rule:** Explain and demonstrate defensive position (being between player and basket)

**Skill:** Passing (Bounce)

**Goal:** Pass the ball to a target using a proper bounce pass.

## Teaching Progression: Bounce Pass

- Start in triple threat position
- Identify target, call name of receiver
- Hold ball close to chest with two hands
- Fingers point to target
- Keep elbows close to sides
- Take one step towards receiver
- Extend arms forward at chest level
- Snap wrists
- Follow through so palms face outward and thumbs point to floor
- Bounce ball 2/3 of the distance to receiver
- Return to triple threat position

## Activity

### *Wall Passing*

- Players in line formation, 3 ft from wall, with ball
- Players in Triple Threat Position choose a chest high target on the wall
- Players bounce pass ball to target on wall
- Players catch ball as ball returns
- Players make 10 passes, then move back a step
- Repeat, changing target heights
- Repeat, exchanging spots on the wall



*Partner Passing*

- Players in partners, 6 ft apart, one ball
- Players in Triple Threat Position facing partner
- Player with ball calls name of receiver, receiver shows target
- Player with ball bounce passes to receiver
- Repeat, with partners passing back and forth 10 times
- Repeat, switching partners
- Repeat, increasing distance between partners by 2 ft

*Square Passing*

- Players in groups of 4, one ball
- Players in square formation, 4ft apart
- Players bounce pass ball around square
- On whistle, players change direction of passes
- On whistle, change spots

*Monkey in the Middle*

- Players in group of three, one ball
- Two players are 8ft apart and on offense, one player in middle on defense
- Player on offense try to pass the ball to each other, player on defense tries to intercept the pass
- If ball is intercepted, player on defense goes on offense, player who made the pass goes on defense

**Introduce and Play Modified Game**

- |   |
|---|
| 1. On whistle, balls away, players sit quietly            |
| 2. Coach calls out teams, player go to coach, set up game |

**Wrap Up**

- |   |
|---|
| 1. Review the lessons skill and rule                          |
| 2. Make any announcements                                     |
| 3. End on a positive note (for example, cheer), dismiss group |



# LESSON #15

**SKILL:** Change of Direction Dribbling

**RULE:** Too Many Dribbles

	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive 15 min early	<b>1</b>	Free play for the players
<b>2</b>	Set up equipment	<b>2</b>	Blow the whistle
<b>3</b>	Conduct facility safety check	<b>3</b>	Take attendance
<b>4</b>	Organize teaching materials	<b>4</b>	Review previous week's lesson
<b>5</b>	Have a coaches meeting	<b>5</b>	Begin lesson

### Warm-up Activity:

*Duck, Duck, Goose*

- Players are seated in a circle
- One player walks around outside of circle tapping players on shoulder
- Walking player says duck as each sitting player is tapped
- Walking signals a race when he/she says "goose" when tapping a sitting player
- Walking player runs around circle, sitting player runs around circle in opposite direction
- First of the two players to sit in open spot in circle stays while the other player becomes tapper
- For large groups, run more than one Duck, Duck, Goose circle

### Education

Introduce the rule and skill of the day.

**Rule:** Explain and demonstrate the 4 dribble rule (explain why it is used)

**Skill:** Dribbling (Change of Direction)

**Goal:** Dribble under control while changing direction

### Teaching Progression: Change of Direction Dribbling

- \* Review static dribbling
- \* Review dribbling with movement

- Plant outside foot
- Bend knees
- Lower center of gravity by getting lower
- Push off outside foot
- Step and transfer weight on to opposite foot
- Bounce ball slightly in front of middle of body having ball bounce to opposite hand
- Keep dribble low, at knee level
- Progress in new direction

### Activity

#### *Changing Direction*

- Players in scatter formation with ball
- On whistle, players dribble randomly
- Players change direction at every line
- Repeat, changing direction every whistle



*Follow the Leader*

- Players in partners with ball
- Leader dribbles randomly around court randomly changing directions
- Follower must follow and imitate
- Repeat, switching leader and follower
- Repeat, switching partners

*Lose the Caboose*

- Players in equal lines with ball
- Leader leads line randomly around court changing directions
- Followers must follow and imitate
- If followers fall out of line, follower joins a new line
- Repeat switching last follower to leader
- Repeat, players in new lines

*King's Court*

- Divide the court into four areas, designate one area as king's court
- Players in scatter formation with ball, all in king's court
- Players dribble changing direction, players who lose ball move to next area
- Each time player loses control move to next area
- Last player left in king's court is winner
- Repeat

**Introduce and Play Modified Game**

- |   |
|---|
| 1. On whistle, balls away, players sit quietly            |
| 2. Coach calls out teams, player go to coach, set up game |

**Wrap Up**

- |   |
|---|
| 1. Review the lessons skill and rule                          |
| 2. Make any announcements                                     |
| 3. End on a positive note (for example, cheer), dismiss group |



# LESSON #16

**SKILL:** Push Pass

**RULE:** Post Game Activities

	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive 15 min early	<b>1</b>	Free play for the players
<b>2</b>	Set up equipment	<b>2</b>	Blow the whistle
<b>3</b>	Conduct facility safety check	<b>3</b>	Take attendance
<b>4</b>	Organize teaching materials	<b>4</b>	Review previous week's lesson
<b>5</b>	Have a coaches meeting	<b>5</b>	Begin lesson

## Warm-up Activity:

*Follow the Leader*

- Player in scatter formation with ball
- One player is chose to lead group
- Chosen player does a trick with ball and others try to imitate
- Repeat several times switching leader

## Education

Introduce the rule and skill of the day.

**Rule:** Explain why we have post game activities of high fives and cheers

**Skill:** Passing (Push)

**Goal:** Pass the ball to a target using a proper push pass

## Teaching Progression: Push Pass

- From triple threat position, locate target, call name of receiver
- Ball in front of lead foot hip
- Shooting hand is behind ball, non shooting hand on side of ball (same as shooting)
- Step forward on to front foot
- Push ball towards target with shooting hand
- Target is receiver's chest
- Wrist snaps and follows through
- Fingers and thumb point at the floor
- Return to triple threat position

## Activity

*Wall Passing*

- Players in line formation, 3 ft from wall, with ball
- Players in Triple Threat Position choose a chest high target on the wall
- Players push pass ball to target
- Players catch ball as ball returns
- Players make 10 passes then move back a step
- Repeat, changing target heights
- Repeat, exchanging spots on the wall



*Partner Passing*

- Players in partners, 6 ft apart, one ball
- Players in Triple Threat Position facing partner
- Player with ball calls name of receiver, receiver shows target
- Player with ball push passes to receiver
- Repeat, with partners passing back and forth 10 times
- Repeat, switching partners
- Repeat, increasing distance between partners by 2 ft

*Square Passing*

- Players in groups of 4, one ball
- Players in square formation, 4ft apart
- Players push pass ball around square
- On whistle, players change direction of passes
- On whistle, change spots

**Introduce and Play Modified Game**

- |   |
|---|
| 1. On whistle, balls away, players sit quietly            |
| 2. Coach calls out teams, player go to coach, set up game |

**Wrap Up**

- |   |
|---|
| 1. Review the lessons skill and rule                          |
| 2. Make any announcements                                     |
| 3. End on a positive note (for example, cheer), dismiss group |



## VI) BASKETBALL U GLOSSARY

### **Advancing the Ball**

Passing or dribbling the ball up the court towards the basket.

### **Alternate Hand Dribble (Crossover Dribble)**

Bouncing the ball from one hand to the other in order to protect the ball.

### **Assist**

The last pass that leads directly to a scored basket.

### **Backboard**

The rectangular structure to which the rim is attached.

### **Backcourt**

The area of the court from the baseline up to and including the centre line. The half of the court containing the basket that a team is defending.

### **Ballside (Strongside)**

The side of the frontcourt where the ball is located.

### **Ball Handler**

The player in possession of the ball.

### **Ball Handling**

Dribbling, passing or receiving the ball.

### **Balance**

A state in which a player's centre of gravity is low, enabling the player to make a strong move in any direction.

### **Bank Shot**

A shot that is bounced off the backboard in an attempt to score.

### **Baseline (Endline)**

The line marking the end of the court, extending from sideline to sideline.

### **Basket**

The combination of the rim and backboard. Also refers to a scored shot.

### **B-E-E-E-F**

An acronym for the proper shooting mechanics progression.  
Balance-Eyes-Elbow-Extension-Follow Through

### **Bench**

The area outside the court where the coach and substitutes sit.



### **Big Motor Skill**

A substantial movement not requiring precise control that usually involves large muscle groups (for example, jumping).

### **Block and Trap**

A method of receiving the basketball in which one hand blocks the ball from behind and the other hand traps the ball in towards the receiver's body. The hand that blocks the ball must cushion the ball on its reception.

### **Bounce Pass**

A pass where the ball is bounced on the floor before reaching the receiver.

### **Boxing Out (Blocking Out)**

Preventing the opponent from securing a rebound by making contact with an opponent while holding a position between him/her and the basket.

### **Centre of Gravity**

The part of a player's body that controls equilibrium and balance. The centre of gravity is located in the player's mid-section.

### **Change of Direction**

Occurs when the player is moving in one direction and plants the outside foot, lowers the centre of gravity and pushes in a new direction.

### **Change of Direction Dribbling**

Bouncing the ball with one hand across the body to the other hand, while changing direction.

### **Change of Pace**

Occurs when a player in motion either speeds up or slows down his/her movement.

### **Chest Pass**

A two-handed pass pushed from the passer's chest towards the receiver's chest area or target hand.

### **Coach**

The person who teaches the players the fundamentals of the game and guides them during training and competition.

### **Control Dribble (Power Dribble)**

A low dribble in which the ball handler positions his/her body between the ball and the defender. This is used to protect the ball from a pressuring defender.

### **Court (Floor)**

The competition area or playing surface.

### **Court Awareness**

An individual's level of intuitiveness of where his/her other teammates and opponents are and how his/her actions can benefit their team.



### **Court Balance**

An offensive concept where the offensive team is spread out evenly on both sides of the key in the front court.

### **Cut**

A quick offensive move in a specific direction. A cut is used to get free from the defense to receive a pass or go after a rebound.

### **Dead Ball**

The time period when the ball is not in play (for example, during an out of bounds violation).

### **Defense**

The act of trying to prevent the opposition from scoring.

### **Defensive Slide (Step Slide)**

Defensive stance movement where the player takes a step in the desired direction and then slides the other foot in that same direction.

### **Defensive Stance**

The position a player assumes when playing defense.

### **Dominant Hand/Foot**

An individual's preferred hand/foot for performing motor tasks

### **Double Dribble**

An illegal dribble that occurs when the player:

1. Bounces the ball with both hands at the same time.
2. Bounces the ball, catches the ball, then starts bouncing the ball again without the ball having touched another player.

### **Dribble**

When a player repeatedly bounces the ball on the floor with one hand, causing the ball to return into that hand. Dribbling is used to control, or advance the ball.

### **Dribbling Stance**

The player is balanced, low and in triple threat position to dribble the ball with control.

### **Drive to the Basket (Penetration)**

To cut or dribble towards the basket with possession of the ball.

### **Experimental Learning**

Allowing the players to try different methods of executing a skill so that the player's will discover the proper way to execute that skill on their own.

### **Faking**

Moving the ball in one direction with the intent of making an opposing player believe the ball is really going to go in that direction.



### **Fastbreak (Transition Offense)**

Beginning with a defensive rebound, a team attempts to advance the ball quickly up the court with the intention of scoring. This is a transition from defense to offense.

### **Feedback Phase**

The time in which the coach allows the players to describe the activity they have just completed. This teaching technique allows the players to learn through experimental learning.

### **Field Goal (Made Shot)**

Occurs when the ball is shot through the rim while in play.

### **Fine Motor Skill**

A movement requiring precise control of the muscles (normally smaller muscles), (for example, shooting).

### **Flexibility**

The range of motion an individual has in various body joints. In general, flexible individuals are less prone to injury.

### **Follow Through**

The continuation of the shooting motion after the ball is released from the hand.

### **Foul**

Illegal contact between opposing players.

### **Foul Line**

The line parallel to the baseline and 15 feet from the basket where foul shots are taken.

### **Foul Shot (Free Throw)**

An uncontested shot given to a player after that player is fouled in the act of shooting. This shot is also awarded on a common foul after the fouling team has accumulated a given number of fouls. This is commonly referred to as bonus or penalty shot.

### **Front Court**

The area of the court between the centre line and the opposition's baseline. The half of the court containing the basket that a team is trying to score on.

### **Front Pivot**

Rotation with one foot planted on the floor. The moving foot follows the front of the rotating body.

### **Fundamentals**

The basic skills of the game: ball handling, dribbling, passing, shooting, rebounding, movement and individual defense.

### **Give and Go**

An offensive move in which a player passes to a teammate and immediately cuts towards an open spot on the court. The receiver then passes the ball back to the original passer, to advance the ball or attempt to score.



### **Guarding**

Attempting to prevent an opposing player from scoring or receiving a pass.

### **Halfcourt**

Half of the court in which one team attempts to stop the opposition from scoring on their basket.

### **Halfcourt Line**

The line that divides the court into two equal halves.

### **Helpside (Weakside)**

The side of the front court opposite where the ball is located.

### **Inbounds**

The area within the endlines and sidelines of the court where the game is played.

### **Inbounds Pass (Throw In)**

The act of throwing the ball into play.

### **Jab Step**

An offensive move in which the offensive player with the ball executes a small step with the forward foot towards the defender in an attempt to drive the defender off balance.

### **Jump Ball**

Procedure for putting the ball into play. The official tosses the ball into the air between two opposing players. The opposing players attempt to tap the ball to a teammate to gain control. A jump ball occurs at the beginning of each game and when two players from opposite teams have control of the ball at the same time.

### **Jump Shot**

A shot taken while jumping.

### **Jump Stop**

Stopping motion by landing on two feet, either at the same time (two-foot) or in succession (stride stop).

### **The Key (Free Throw Lane)**

The lane in front of each basket designated by markings on the court. The lane begins at the baseline and ends at the foul line.

### **Lay Up (1 Foot, 2 Feet Power)**

A shot taken by jumping towards the basket and shooting the ball off the backboard.

### **Live Ball**

A ball that is in play.

### **Loose Ball**

A ball that is in play, but not in any one player's control.



**Mental Rehearsal (Visualization)**

Reviewing the process of executing a skill in the mind before attempting to physically execute the skill.

**Mirroring**

Practicing a skill by imitating someone who is executing the skill properly.

**Non Shooting Foot**

The foot opposite the shooting foot in the back of the staggered stance. The non shooting foot serves as the pivot foot.

**Non Shooting Hand**

The hand which works to help guide and balance the ball when shooting.

**Out-of-Bounds**

The area outside of and including the baselines and sidelines.

**Pass**

When a player in control of the ball throws the ball to a teammate for the purpose of controlling or advancing the ball. There are three types of passes that are ideal for young children: chest, bounce and push.

**Passer**

The player who passes the ball.

**Passing Lane**

The direct, uncontested line from the passer to the receiver.

**Personal Foul**

Occurs when a player makes illegal contact with an opposing player, creating an advantage for that player or his/her team.

**Piston Action**

The constant pushing motion up and down of the arm as a player dribbles.

**Pivot**

Occurs when a player rotates his/her body position, maintaining balance with one foot in constant contact with the floor.

**Pivot Foot**

The foot that remains on the ground while pivoting. The first foot that contacts the ground when the player stops must be used as the pivot foot.

**Plant**

The action of securing a foot on the floor and transferring the majority of weight onto that foot. This is done in anticipation of stopping, starting or changing direction.

**Positive Reinforcement (Positive Feedback)**

Encouraging a player to continue by telling them they are performing a skill properly.



**Possession**

When a player is in control of the ball.

**Power Lay Up**

A shot close to the basket in which the player jumps towards the basket off of two feet and shoots the ball off the backboard.

**Practice Session**

A designated time for the players to work on skills, techniques and tactics in an effort to improve.

**Presentation Phase**

The time in which the coach explains and demonstrates a skill to be practiced by the players.

**Push**

The action of transferring weight from a planted foot to another part of the body. The purpose is to start or change direction.

**Push Pass**

A pass where the ball is pushed towards the receiver from a triple threat position to the receiver's target.

**Quickness**

The short burst of speed used by a player to move from one area of the court to another.

**Ready Position (Stance)**

A balanced stance where the feet are slightly more than shoulder width apart. The foot of the dominant hand is slightly forward. Both knees are bent and the player is almost in a seated position. This stance is also known as the triple threat position (from the position an offensive player with the ball can dribble, pass or shoot). By widening the stance and spreading the arms this stance also becomes proper defensive position.

**Rebound**

A missed shot that reflects off the backboard or rim and is caught by a player.

**Receiver**

A player who attempts to catch a pass.

**Reverse Pivot**

Movement in which the player rotates while keeping one foot planted on the floor. The moving foot follows the back of the rotating body.

**Set Shot**

A shot which a player attempts from triple threat position.

**Scorer**

The player who puts the ball through the rim on a shot.

**Screen (Pick)**

Occurs when an offensive player positions him/her to block a defensive player's movement. This technique is used to try and get a teammate free of the defense.



**Screener**

The offensive player who sets the screen. The player must have established position on the floor before the contact is made, or a violation will be called by the referee.

**Shot**

A throw at the basket in an attempt to score.

**Shooter**

A player who attempts to score on the opponents basket.

**Shooting Foot**

The foot in the front of the staggered stance.

**Shooting Hand**

The hand positioned underneath the ball that pushes the ball towards the basket.

**Sidelines**

The lines marking the length of the court.

**Spacing**

The distance between the players on the court.

**Spatial Awareness**

A player's recognition of the relationship between the occupied area of the court, the unoccupied area and the distance between the players on the court.

**Speed Dribble**

A higher dribble, pushed out in front of the body to allow the player to move quickly down the court while dribbling.

**Sports(wo)manship**

Positive performance, attitude and relations among all participants.

**Squared Up**

When a player's head, shoulders, hips, knees and feet face the basket.

**Static Dribbling**

Stationary dribbling in one area of the court.

**Steal**

When a defensive player legally takes the ball away from an offensive player in control of the ball.

**Stride Stop (1-2 Stop)**

A method of stopping in which the player plants one foot and then plants the second foot, gathering the body into a ready position.

**Substitute (Reserve)**

A player that replaces a teammate on the court.



**Target**

A destination that a player attempts to reach by throwing, passing or shooting the ball.

**Teaching Formations**

A way of assembling a group of players for instruction (for example, line, scatter and semi-circle).

**Throw In (Inbounds Pass)**

When the ball is passed inbounds from out of bounds to restart play after a violation.

**Timeout**

A break in play to give the coach an opportunity to discuss the game with the players.

**Travel**

An illegal move in which the pivot foot leaves the floor before the ball is released for a dribble. The pivot foot can be moved to shoot or pass, but the ball must be released before the pivot foot hits the ground again.

**Transition**

When teams change from offense to defense, or from defense to offense.

**Triple Threat Position**

The offensive ready position in which the player has control of the basketball and is in a position to shoot, pass or dribble.

**Turnover**

When the offense loses possession of the ball.

**Violation**

When a player violates a rule, causing a stoppage in play and resulting in the other team taking possession of the ball through a throw in.

**Warm Up**

Exercises done at the beginning of a session to give players' muscles a chance to warm up and heart rate to increase.

