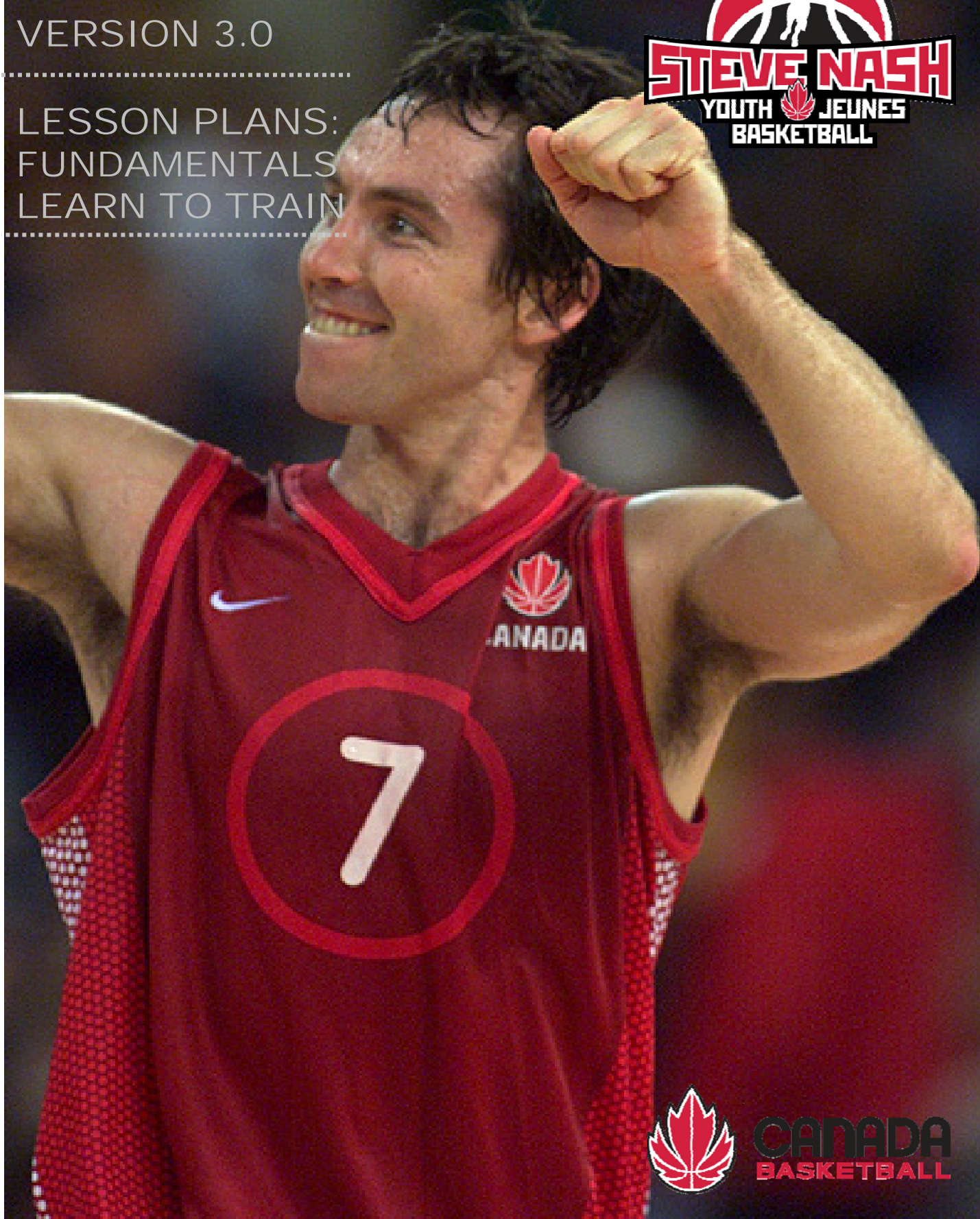


# COACHES MANUAL

VERSION 3.0

LESSON PLANS:  
FUNDAMENTALS  
LEARN TO TRAIN



**CANADA**  
BASKETBALL



STEVE NASH YOUTH BASKETBALL  
**COACHES MANUAL**



Dear Steve Nash Youth Basketball Coach:

Thank you for becoming a SNYB coach! We are thrilled to have you as part of the program and hope you are excited to be coaching youth basketball in your community. To help make your SNYB coaching experience a positive one, we have designed a 12-week practice plan/curriculum to assist you in properly running your Steve Nash Youth Basketball program at the FUNdamental and Learn to Train stage. Each set of practice plans has been carefully designed to teach the fundamental movement skills and fundamental basketball skills in a fun and exciting manner using the *games approach* teaching principle and *loading* principle.

The main objective of the Steve Nash Youth Basketball program is for the children to have fun, through the game of basketball, 'measure success with smiles'. Secondary objectives are:

- To assist the children in the development of their fundamental movement skills: running, jumping, stopping, starting, catching and throwing.
- To introduce fundamental basketball concepts in a fun inclusive environment.

Allow a brief time for free play at the start of each session. This allows for children to become acclimatized to the environment. It also encourages the children to learn on their own. Use this time to observe their behavior. Give positive feedback based on your observations.

The **fundamental movement skills** are encouraged in the early stages in order to develop the whole child. Many children may miss learning these skills if not stressed appropriately. Many school yard games can be used to teach these skills. Within the Steve Nash Youth Basketball lesson plans, the games approach teaching principle is employed to allow players to learn and practice different basketball skills in a fun and exciting way. The idea behind a *games approach* is to use mini or modified games to teach a skill, instead of focusing on the traditional method of drills and teaching through repetitions. Drills can become too repetitive and young players may lose interest quickly. Children love to play games! Keep practice fun while learning the game of basketball is critical for development and continued involvement.

At all stages, the games approach to teaching basketball has several additional benefits. Players develop critical thinking, decision making, and improve teamwork and sportsmanship. It is your job as the coach to modify how the game is played so certain skills can be developed. For example, a games approach to teaching passing would be to play 3-on-3 with the rule that there is no dribbling allowed.

The **fundamental basketball skills** taught are of a very basic nature. Shooting, passing and dribbling are the main skills at the earlier stages of development. Again, make use of fun games to practice these skills. Avoid becoming too technical. Start with the basic concept and progress through the loading principle.

**Loading** in Steve Nash Youth Basketball refers to the continual progression of a drill or modified game to increase the level of difficulty and making it more challenging for the participants. You need to ensure there is a balance between challenge and boredom and this can be accomplished through loading. The idea is to start with a basic drill or modified game and as players begin to reach a certain level of success, you add or load a new component to the activity, making it more challenging.

The lesson plans that we have designed are only a blueprint. They are a very basic, condensed version of what we hope you will be creative with and continue to improve as you experience success through the program. Do not depend solely on the practice plans. Please use your SNYB Coaches Manual as a reference guide and refer to it for diagrams, detailed explanations, and additional drills and how to load. Depending on the skill level of your players and the dynamics of your SNYB group, you as a coach can decide what is appropriate and where more or less loading is required.

Good luck coaching. Be creative, add drills and games that will excite the players, and most of all, have fun!

Canada Basketball



**PRACTICE PLAN TEMPLATE**

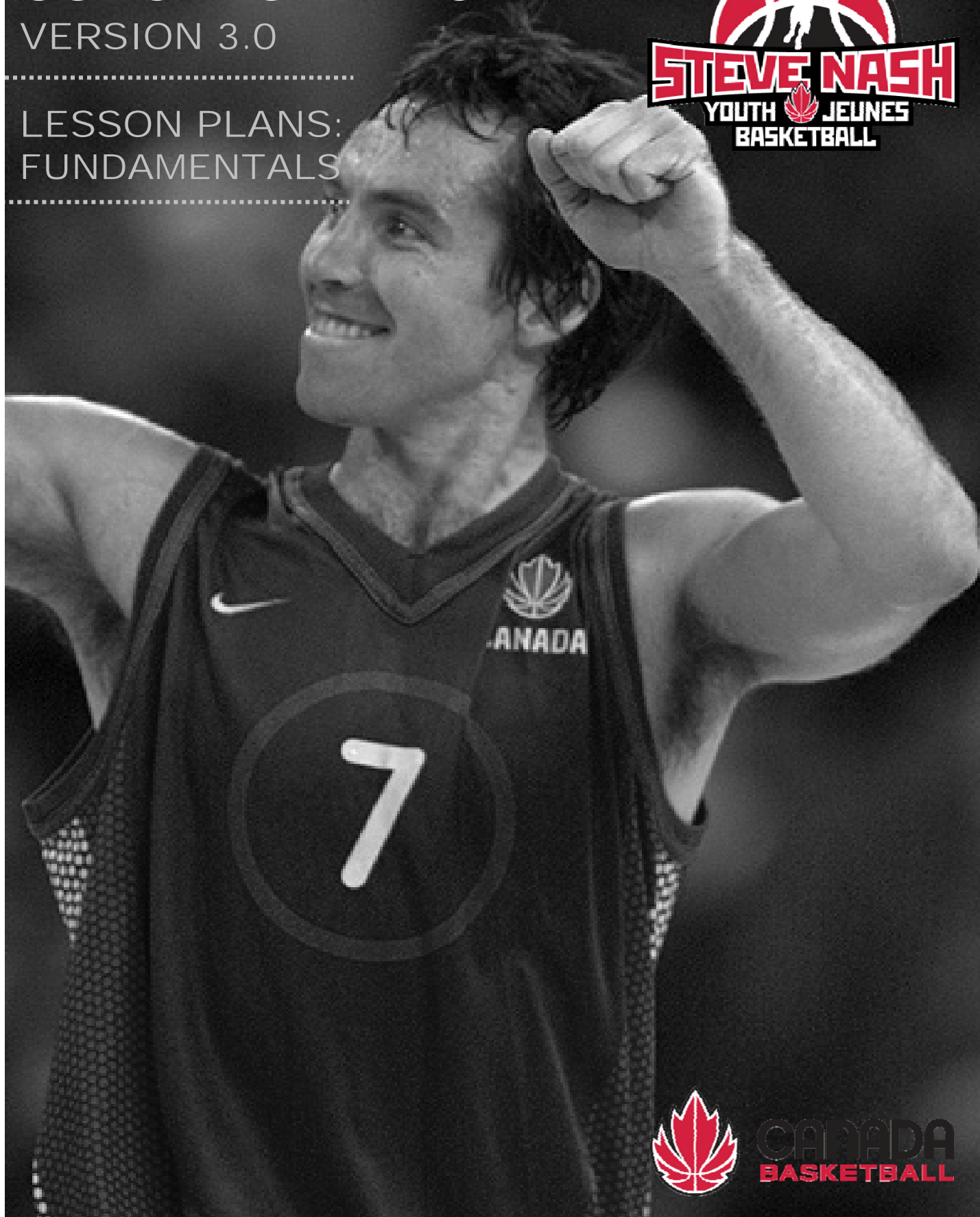
The following is a sample lesson plan that contains all of the recommended components with appropriate time allocation.

PRACTICE SECTION	TIME	KEY ELEMENTS
<p><b><u>GETTING STARTED</u></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/ Organize equipment/ 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><u>TEACHING PROGRESSION</u></b></p> <p>Prepare activities that will help participants improve sport-specific abilities and fitness.</p>	<p>VARIABLE</p> <p>30-45 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><u>GAMES</u></b></p> <p>Allow players to have fun, while making use of the skills they have been taught.</p>	<p>VARIABLE</p> <p>20-30 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><u>DEBRIEF &amp; COOLDOWN</u></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>

# COACHES MANUAL

VERSION 3.0

LESSON PLANS:  
FUNDAMENTALS



CANADA  
BASKETBALL



# 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.

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

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

1	Welcome everyone to the program and introduce coaching staff.
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 Guide.
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 (i.e. whistle, raised hand, etc)
4	Answer any questions the players may have.
5	Begin the lesson.

## **FUNDAMENTAL MOVEMENT SKILLS**

### **Active Warm Up Activity:**

#### *Animal Walks*

- Players spread out along baseline
- Coach instructs players to move like animals towards opposite baseline; coach may instruct players to add in animal noise as well.
- Repeat multiple times, having players act like a different animal each time
- Examples: kangaroo, frog, snake, gorilla, bear, t-rex, etc.

### **Lesson #1 - Overview**

- Introduce the life skill and fundamental skill while the players stretch.
- **Life Skill:** Attitude (see Coaches Manual - Chapter 9.1).
- **Fundamental Skill:** running, ball awareness, throwing and catching, shooting
- **Goal:** Brief introduction of four fundamental basketball skills





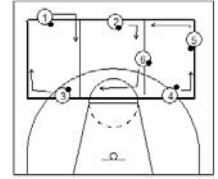
• This first lesson will allow the players to experiment with different fundamentals movements. Don't be concerned with proper execution during this first session; be more concerned with having the players experiment with each skill. You will teach the proper breakdown of the fundamental skill in each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

**Activity:**

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

*Pac Man*

- Players spread out around the gym but must stand on a line.
- One player is chosen as the "PAC man".
- Pac man moves along the lines trying to tag another player.
- Once a player is tagged, that player is now the PAC man. You cannot retag the old PAC man.
- Vary the type of movement the children use: walking, sliding, skipping, high knees, hopping, etc.

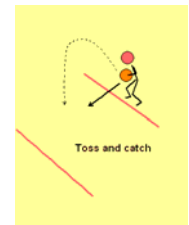


*Ball Awareness*

- Players in scatter formation with ball
- Allow players to get a feel for the ball by holding it in their hands and moving it around different parts of their bodies – neck, waist, legs, etc.
- Have the players put two hands on the ball and swing it from side to side; low to high or high to low.

*Tossing and Catching*

- Players in scatter formation with ball standing behind a line on the court.
- Start in a grizzly bear stance with the ball.
- Have the players toss the ball into the air and attempt to catch it.
- Next have the players clap and catch the ball. Make it a personal challenge – "How many claps can you make and still catch the ball"
- Instruct them to toss it high, low, off a bounce, emphasizing to keep your eyes on the ball.
- Have the player toss the ball so it goes up in the air and bounces once before it reaches the next line (About 3m away). After tossing the ball, the player runs and catches the ball. Assume a grizzly stance once you catch the ball.

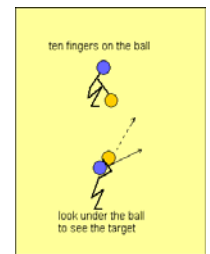


*Frog Shooting*

- Perform a squat – It is important that the "player sit in a chair".
- Place ten fingers on the ball.
- Raise the ball to the forehead at the same time pushing with the 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 player 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.

- The target does not always have to be a basket. Give the players different objects to shoot at varying heights. We want the players to discover that "finesse not power" is needed to shoot a basketball. Power comes from legs.



**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 activities will be played.
6	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
7	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.

	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive 15 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 and put players in teaching formation
<b>4</b>	Organize your teaching materials	<b>4</b>	Take attendance
<b>5</b>	Have a coaches meeting to review the days lesson	<b>5</b>	Review previous week's lesson

## Active Warm Up Activity:

### *Evolution*

- Players are scattered in an area on the court
- All players start out as an egg and bend down in a tuck position with arms around their knees so they look like an egg
- When the game starts, each player must find another egg, introduce themselves and play a game of rock, paper, scissors
- The player that loses stays an egg and the player that wins becomes a chicken, placing their arms as wings and making chicken noises as they walk around
- The chicken looks for another chicken and the egg looks for another egg to introduce themselves to each other and play rock, paper, scissors
- If players wins as a chicken they become a dinosaur, placing their hands out and roaring like a dinosaur; if players lose as a chicken, they go back to being an egg
- Dinosaurs then find other dinosaurs who they play and if they win they become an ultimate being, if they lose as a dinosaur they go back to being a chicken
- Ultimate beings raise their hands over their head like superman and look for other ultimate beings to play
- Goal is to have all players as ultimate beings

## **Lesson #2 - Overview**

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Balance (See Coaches Manual – Chapter 9.2)
- **Fundamental Skill:** Basic Movements and Stopping
- **Goal:** To master fundamental movements and learn to stop in control and balanced

## **Teaching Points: 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*

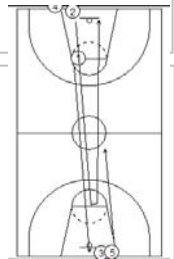
- Player begins in ready position and moves forward
- Body lowers, feet land one foot after the other, slightly staggered
- First foot to contact floor becomes pivot foot
- Body lowers, knees bend, arms balance
- Body in ready position



**Activity:**

*Stop and Go*

- 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 making two foot jump stops or stride stops on the coach's whistle
  - \*As the players jump stop, have them verbalize aloud: **"Jump Stop!"**
  - Keep the drill short and vary the signals to keep players alert.



*Run Rabbit Run*

- Player #1 starts at the foul line and Player #2 starts at the baseline
- On a signal, Player #1 takes off running to the opposite baseline, with Player #2 trying to tag the back of Player #1
- Once #2 hits the foul line, he/she changes direction and head back to the other basket
- Player #5 now enters the contest and try to tag player #2

*Red Light/Green Light*

- Players spread out along 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 one player left
- Play several times
- >> **Load:**
  - 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

**Introduce and Play Modified Game (3-on-3):**

1	Blow whistle, bring players into center court
2	Introduce the concept/object of the game in simple terms
3	Introduce the court and equipment (basket, out of bound lines)
4	Introduce the rules (Dribble Rules, Traveling Rules, Defense 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 fundamental skill and life skill
2	Make any announcements (Coaches give out uniforms to players)
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

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





# LESSON #3

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

### Active Warm Up Activity:

#### Numbers

- All player have a ball and dribble all over the court
- Coach blows whistle and yells 'groups of 5'
- Players have to get into a group of 5 as quickly as possible
- The last group to form or players that do not make a group are eliminated and stand on the perimeter of the court dribbling a ball
- Players continue dribbling the ball all over the court and the coach blows the whistle and asks players to get into 'groups of \_\_\_' (coach can pick any number)
- Repeat until there is a winner

### Lesson #3 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss Communication (See Coaches Manual – Chapter 9.3)
- **Fundamental Skill:** Ball Handling (Toss/Catch, Ball Familiarization)
- **Goal:** Become comfortable with handling the ball

### Teaching Points: Ball-Handling

#### 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 it in tight to body at chest or waist level

#### Ball Familiarization

- \* Keep eyes and head up
- **Hand Slaps:** Hold ball with two hands using fingertips for grip, slap ball back and forth between hands
- **Finger Tipping:** Tap ball between hands with fingertips (Different heights, different distances from body)
- **Funnel:** Continue tapping the ball between fingertips and move the ball down in front of the body and down to the floor and then back up over head
- **Body Circles:** Circle ball around different parts of the body (head, waist, knees, ankles)

### Activity:

#### 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)
- >> **Load:**
- When players toss the ball, have them jump and use a two-foot jump stop or stride stop when they catch the ball

*Ball Familiarization (Refer to Coaches Manual)*

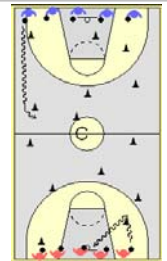
- Players in scatter formation with ball
- Coaches demonstrate ball familiarization progression, players imitate
- Try all of the ball familiarization skills

*Ball Handling Relay*

- Divide players into 2-4 teams and have teams line up on baseline
- Hand Slap ball to other baseline and back
- Tag the next player in line
- Repeat with Finger Tipping to the baseline and back
- Repeat with Body Circles around the waist and knees
- >> **Load:**
- Add pylons so that players must zigzag and change directions
- Focus on keeping eyes and head up

*Memory Chain*

- The group spreads out along the respective baselines; each player has a ball
- The first player must dribble to the pylon and perform a ball handling action (i.e. around the neck, around the waist, etc), and then dribble and score a basket
- The second person must go to the first pylon and repeat what the first player did and then go to a second pylon and perform a new task
- Each successive player must remember what the players in front performed



**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #4

\* Music will be needed for this lesson.

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Active Warm Up Activity:

*Follow the Leader*

- Choose a player to be the first leader
- Players follow the leader around the gym as leader performs various ball familiarization drills
- On whistle, the leader goes to the end of the line and the next player in line becomes the leader
- Leaders should be encouraged to be creative and use challenging tricks (various types of body circles, toss & catch etc.)
- Make sure that all players have the opportunity to lead the group (if you have a fairly large group, make two groups to play follow the leader)

## Lesson #4 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Confidence (See Coaches Manual – Chapter 9.4)
- **Fundamental Skill:** Dribbling
- **Goal:** Dribbling with control of the ball

## Teaching Points: Dribbling

*Stationary Dribble*

- Start with knees bent and feet shoulder width apart
- Head up and eyes forward
- Feet staggered with one foot slightly ahead of the other
- Ball dribbled with dribble hand slightly ahead of back foot
- Push ball to floor using fingertips, not palm
- Elbow bent, wrist follows through
- As ball returns to hand, repeat the pushing motion
- Protect the ball by keeping the non dribbling hand extended forward, elbow flexed and arm across body between the ball and defensive player

## Activity:

*Introduce Dribbling*

- Players in scatter formation with ball facing the coach
- On whistle, players take one dribble on the spot and then pick up the ball (normal dribble, right hand)
- Repeat one dribble with left hand
- Continue increasing the number of dribbles players take before holding the ball

>> **Load:**

- Stationary Dribble at different height – high, low
- Stationary Dribble – side to side, front to back



*Music Dribbling*

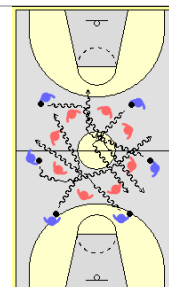
- Players in scatter formation with ball
- Players dribble around the court when music begins
- When music stops, players stop and perform a static dribble on the spot
- When the music starts again players continue to dribble around the court
- Start and stop the music several times
- Repeat, music starts, players dribble high, music stops players dribble low
- Repeat, with the players increasing speed of dribbling
- Repeat, dribble with other hand

*Volcano's and Valley's*

- At your local sports or dollar store, you can get the smaller circular cones, with a hole in the middle.
- Place them randomly in a large circle(s), half looking like Volcanoes and the other flipped on the top small hole for Valleys.
- Each player while dribbling a basketball goes and stands over a Volcano or Valley. When coach says go, as fast as you can, Volcano players go and flip over the Valleys and the Valley players flip over Volcano's.
- When coach says stop, see who has the most Valley's or Volcano's.

*Mouse Trap*

- Divide the group into two separate teams
- One forms a circle that on command can join hands – this group is the mouse trap
- The other players, the mice, each have a ball and are dribbling outside the circle
- The coach tells the players the mouse trap is now open
- The players freely dribble in and out of the circle
- When they enter the circle, they cannot exit through an adjacent spot
- When the coach give the visual signal for the mousetrap to close, the players in the circle join hands trapping any dribblers inside. Keep score of how many players (mice) were trapped



*Shake What your Momma Gave You*

- Put players in evenly balanced lines on the baseline with one ball per group.
- Opposite each line, put a hula hoop at centre court.
- When coach says go, first player dribbles to hula-hoop, puts ball down, swings hula-hoop around their hips (shake it) 5 times, drops the hula-hoop, grabs the ball and dribbles to the end hoop and takes one shot.
- They then dribble back and pass from a certain point to the next person in line.
- Everyone goes until all finished and winning team goes crazy!

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



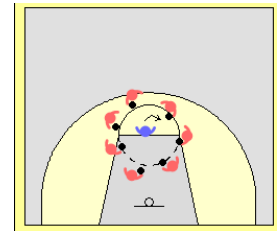
# LESSON #5

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### Guess Who

- Each player has a ball and stand in a circle
- One player is chosen as 'it' and stands in the middle and close his/her eyes
- Choose one player as the leader as he/she leads the group in ball handling drills
- The others must follow the leader
- When ready, the player who is 'it' opens his/her eyes and tries to guess who is the leader
- Note: The leader should switch the action as often as possible when 'it' is not looking



## Lesson #5 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Focus & Determination (See Coaches Manual – Chapter 9.5)
- **Fundamental Skill:** Dribbling
- **Goal:** More Dribbling!

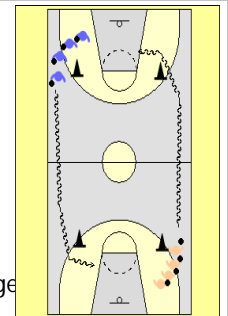
## Activity:

### Roller Derby

- Place four pylons in a rectangle to form a track (you decide the size of the race track).
- Place the players on two teams. It is best to have them wear different colors for ease of identification.
- Each player has a ball.
- On the signal to start, everyone on both teams starts to dribble around the track in the pre-determined direction.
- The object is to pass players of the opposing team.

### >> Load:

- The coach calls change or blows a whistle – the players who were at the end and at a disadvantage advantage if he/she can quickly change direction.

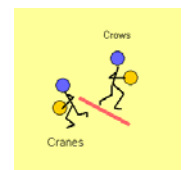


### Wolves and Sheep

- All players with a basketball.
- Put 2-3 better ball handlers in centre circle. Others evenly divided in each key area (Sheep's Pen).
- When the coach hollers, "The Wolves are away", the sheep can come out of their pens and dribble around the outside of the gym.
- When the coach hollers, "The Wolves are home", the wolves can dribble out of the centre circle and try and tag a sheep, while dribbling.
- If they tag any sheep before they get back in either pen, they become wolves for the next hunt.

### Crows and Cranes

- Players line up with a partner on either side of a line.
- The players are designated Crows or Cranes.
- When the coach calls out the word "crows", all of those players must dribble to a safety area before the "cranes" can tag them.
- Have another line a short distance away as the safety area.



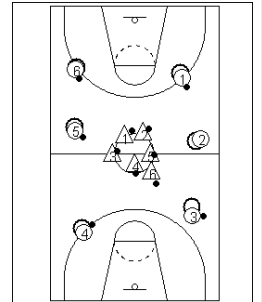


*Castles*

- Player's partner up; each pair has two basketballs, a hoop and some beanbags.
- The player inside the hoop protects the bean bags.
- The player outside the hoop visits the other hoops and attempts to steal the beanbags.
- If a player is tagged by the defender, he/she must visit another hoop.
- If a beanbag is stolen, the player returns to his/her home and switches places.
- The coach can also call switch forcing the players to switch positions.

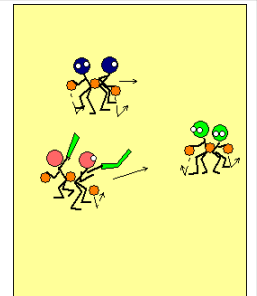
**>> Load:**

- To add more basketball skills, make the players score a lay-up when tagged before they can return to attempt a steal.



*Pressure Tag*

- The players partner up with a teammate.
- They place a ball on their backs and must keep it there with pressure.
- Each player also has a ball that they dribble.
- At first, let them practice moving about, working together.
- When the tag game starts, one pair is given pool noodles.
- They are moving about trying to tag the other pairs.
- If tagged with the noodle, that pair now becomes "it". No re-tags allowed.



**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief





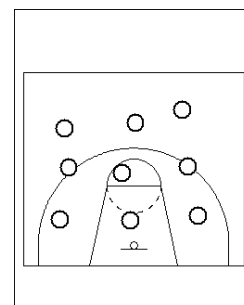
# LESSON #6

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Active Warm Up Activity:

### Musical Hoops

- The children spread out around the gym.
- There should be one spot markers or put pylons in the corners of the badminton lines.
- The players move randomly around the court doing a specified movement: running, skipping, sliding, hopping.
- When the music stops, the players must find a hoop by putting a foot inside the hoop.
- Once inside the hoop the players are given a fundamental movement to do: balance on one foot (move your arms, move your head up and down, side to side) squat, lunge, twisting, tracking, ball handling.
- Repeat a number of times.



## Lesson #6 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Goal Setting (See Coaches Manual – Chapter 9.6)
- **Fundamental Skill:** Passing and Receiving
- **Goal:** Pass the ball to a target using a proper chest pass; Control the ball on reception

## Teaching Points: Passing

### 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

### 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

## Activity:

### Wall Passing

- Players stand 3 feet away from a wall
- Players throw a chest pass at about chest height and concentrate on technique
- To help players, coaches can put a target on the wall (paper, sticker)
- >> **Load:**
- Players move farther back from the wall as skill and strength increases



*Partner Passing*

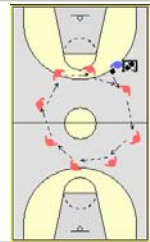
- Players in partners, 5 feet apart, one ball
- Players in Triple Threat Position facing partner
- Player with ball calls name of receiver, receiver gives target
- Player with ball chest passes to receiver
- Repeat, with partners passing back and forth 10 times
- >> **Load:**
- Repeat, increasing distance between partners (1 giant step back)

*Square Passing*

- Players in groups of 4, one ball per group
- Players in square formation, 4 feet apart
- Players chest pass ball around square
- On whistle, players change direction of passes

*Pass the Buck*

- Players arrange themselves in a circle
- Coach starts by passing a ball to one player; this ball is passed around the circle
- Coach keeps adding more and more balls into the circle
- Go until someone has two balls, a fumble or bad pass is made
- The object is to cooperate to see how many balls the team can get going
- >> **Load:**
- Call reverse and the balls must be passed in the opposite direction



*Star Passing*

- Players form 1 circle (2 circles if large group) with 1 ball
- Player with the ball chest passes to another player in the circle and calls the name of the player they are passing to (cannot pass to the player directly beside them)
- This player passes to a different player in the circle and calls their name
- Continue passing the ball around the circle
- >> **Load:**
- Have players remember the passing order (who they got the pass from and who they passed to) and continue passing in the same pattern
- Increase the speed of passing

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #7

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Active Warm Up Activity:

### *Keep Away*

- Players in groups of 4 in square formation
- Two players inside the square are defense and their goal is to get the basketball
- The other players must pass the ball around to try and keep the ball away from the defense
- There is no dribbling allowed
- If defense intercepts the ball, defense becomes offense and player who made the pass goes on defense

## **Lesson #7 - Overview**

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Hard Work & Discipline (See Coaches Manual – Chapter 9.7)
- **Fundamental Skill:** Passing and Receiving
- **Goal:** Pass the ball to a target using a proper bounce pass; Control the ball on reception

## Teaching Progression: Passing

### *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

### *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

## Activity:

### *Partner Passing*

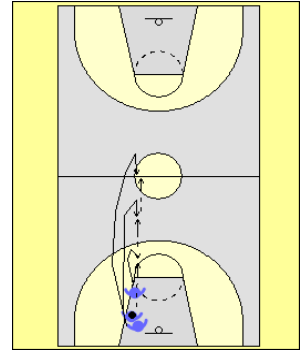
- Players in partners, 5 ft apart, one ball
- Players in Triple Threat Position facing partner
- Player with ball calls name of receiver, receiver gives target
- Player with ball bounce passes to receiver
- Repeat, with partners passing back and forth 10 times
- >> **Load:**
- Repeat, increasing distance between partners (1 giant step back)



**STAGE: FUNDAMENTALS**

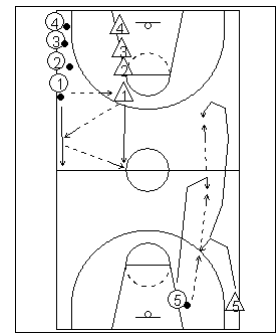
*Crocodile Passing*

- The floor is the water, which is filled with crocodiles who like to eat basketballs that hit the water.
- Spread out 2-3-4 players under a hoop with one basketball.
- The player with ball passes to someone and moves forward to an open spot.
- Whomever the ball was passed to needs to concentrate and catch the ball without it hitting the floor (crocodiles are waiting).
- They then pas to a different person and moves forward.
- Keep passing until everyone catches it at least once; get close to the other basket, and then someone shoots.
- As that group reaches half way up the court, get another group of 2-3-4 players moving.



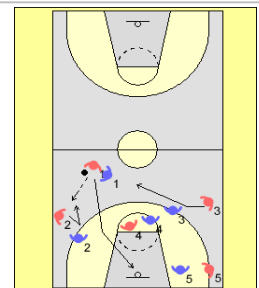
*Partner Pass and move*

- The objective is to have the players be able to pass and move.
- The first action is to pass to the side.
- On the return, the object is to run ahead and in front of the ball to receive the pass.
- You are just introducing the concept, so have the children go slow and stay close together.
- You will have to assist them on the timing of when to moce.
- You can have them score at the basket.



*Ultimate*

- Real basketball with no dribbles
- It forces players to move without the basketball.



**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #8

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Active Warm Up Activity:

### Car Game

- Every player has a basketball. They pretend they are cars.
- When the car is shut off, the ball is held in the hands.
- When the car starts, they begin to dribble on the spot (the engine is running).
- They back the car up by dribbling backward. Be sure to check to see if the street is clear!
- Have them dribble around the court.
- You can use designated lines on the floor.
- When you call "Red Light", have them stop; "Green Light", go!
- When they come to a stop sign, they stop, check both ways and continue on their own.
- Have them park the car and stop the engine – practice some of the ball handling skills (Move the ball around the body, toss and catch, bending, twisting).

## Lesson #8 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Leadership (See Coaches Manual – Chapter 9.8)
- **Fundamental Skill:** Shooting Mechanics (B-E-E-E-F)
- **Goal:** Teach players the proper shooting mechanics

## Teaching Points: 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

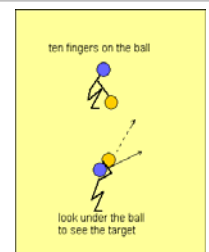
## Activity:

### Frog Shooting

- Perform a squat – It is important that the "player sit in a chair".
- Place ten fingers on the ball.
- Raise the ball to the forehead at the same time pushing with the 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 player 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.

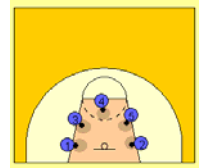
- The target does not always have to be a basket. Give the players different objects to shoot at varying heights. We want the players to discover that "finesse not power" is needed to shoot a basketball. Power comes from legs.





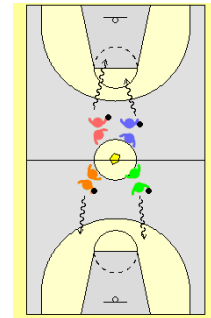
*Around the World Shooting*

- The coach marks out spots from which the players will shoot.
- Use spot markers or pylons.
- The players take turns shooting from each spot.
- The basket or target should be at an appropriate height; the distance should also reflect their abilities.



*Dice Shooting*

- The players partner up with one ball per pair.
- One player throws the dice.
- The first pair to score the exact score shown on the dice wins.
- For example:
  - 1 – a foul shot
  - 2 – two foul shots or one field goal
  - 3 – three foul shots, one foul shot and a field goal
- The players must work together and learn to play to their strengths.
- You must decide how many attempts they get before they must return to centre.
- They must alternate turns.



*Basketball Golf*

- Set up six shooting stations in the form of a golf course, with a station at each basket.
- Prepare scorecards similar to a golf scorecard, with a square for each of the team members and each of the six holes (baskets). A brief description and par for each hole should be listed.
- Divide your class evenly into six teams, and send one team to each of the six stations.
- Explain that they will be playing a shooting game similar to golf and that there are signs at each basket explaining what to do.
- Each player will record his or her score following each basket.
- Remind the players that the lower the score, the better.
- Players are encouraged to keep track of their best score and try to do better each time.

Hole 1 (Par 3)	2 right-handed layups	Score:
Hole 2 (Par 4)	2 left-handed layups	Score:
Hole 3 (Par 3)	2 free throws	Score:
Hole 4 (Par 5)	2 baseline jump shots	Score:
Hole 5 (Par 4)	3 jump shots from wing	Score:
Hole 6 (Par 3)	1 shot from each block	Score:

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief





# LESSON #9

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

### Active Warm Up Activity:

#### *Simon Says*

- Players spread out on court, each with a ball
- Coach gives a direction to players such as “dribble with your left hand”
- Players are only to follow directions if coach says “Simon says” before giving the instruction
- If coach does not say “Simon says”, players must continue the last direction
- Players who follow the instructions when the coach does not say “Simon says” are eliminated
- Repeat several times

### Lesson #9 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Respect (See Coaches Manual – Chapter 9.9)
- **Fundamental Skill:** Footwork (Pivoting)
- **Goal:** Rotate body, without traveling, to protect ball

### Teaching Points: Pivoting

- Start in Triple Threat Position
- Back foot (pivot foot) in constant contact with floor
- Stay low
- 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
- Players must keep their knees bent throughout this drill

#### *Pivot and Pass*

- Players in partners, one ball per pair
- Partners stand 6 feet apart
- Chest pass the ball, players catch the ball, pivot around and pass back to partner
- Each player makes 10 pivot and passes
- Repeat with a bounce pass

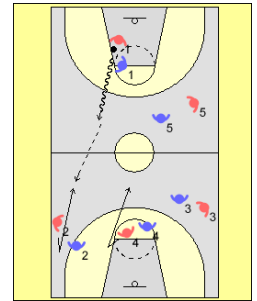


*Pivot Relay Race*

- Put players in four equal lines on baseline, one ball each line
- First player runs to half court, jump stops, pivots around in a full circle, runs to the baseline, stride stops, pivots around to face line and runs all the way back to the foul line extended where they jump stop and make a good chest pass to the next player in line
- Next player in line repeats this sequence
- Continue until each player has gone, first team to finish wins

*Basketball Hockey*

- The ball cannot be dribbled, by a player, over the centre line.
- It must be passed. This forces the ball handler to push the ball with the pass.
- It also forces the players down the floor to cut back for a pressure release.
- Skills required:
  - Eyes up with dribbling
  - Cutting back to the ball
  - Moving without the ball
  - Utilizing pivots to get better passing angles



**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #10

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### *The Land of the Raptors*

- \* This game is essentially British Bulldog with dribbling added
- Choose 2 players to be Raptors and put the Raptors in the middle of the court to start
- The rest of the players start on the baseline
- On the whistle, players run through *The Land of the Raptors*
- If a Raptor tags a player, that player becomes a Raptor as well
- Keep playing until only 1 player is left

## Lesson #10 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Responsibility (See Coaches Manual – Chapter 9.10)
- **Fundamental Skill:** Triple Threat Position and Jab Step
- **Goal:** Introduce triple threat position so players can shoot, pass or dribble

## Teaching Points: 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, each with a ball
- Players jog around court
- On whistle, players jump stop into triple threat position
- 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.)



*Military Drill*

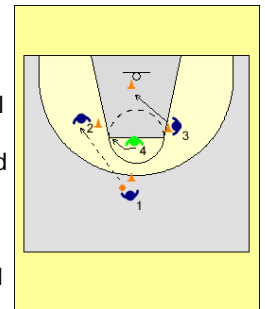
- Players spread out in 3 lines in front of the coach
- On coach's command, all player toss the ball to themselves and get into triple threat position
- Coach yells "Jab Left", players jab step left
- Coach yells "Jab Right", player jab step right
- Repeat commands in different orders
- Coaches can also add their own commands, such as pivot

*Self Toss*

- Players in partners, spread out on the court, each with a ball
- Players will toss the ball to themselves and get into triple threat position once they catch the ball
- Coach will say "jab step", "dribble", or "shoot"
- For "jab step", players will jab step right or left
- For "dribble", players will take one dribble right or left and then pick up the ball
- For "shoot", players will shoot the ball in the air

*Help*

- Form a small diamond with four pylons. You want them close enough that the player in the middle can deflect the passes.
- One player has a ball and the other two players are at the pylon closest to the player with ball
- The player in the middle is attempting to steal or deflect the pass.
- Player being covered is in triple threat position, using pivot foot and jab step, must get around defender and pass to partner
- Defender closes out on player with ball, player jabs and makes a pass
- Players switch roles when defender gets ball, or when coach blows whistle to switch
- When the ball is passed, the players must learn to fill the pylons closest to the player with ball
- Load the drill by adding a second defender; increase the space.



**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #11

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Active Warm Up Activity:

### Line Tag

- Players spread out, one player is "it"
- Each player finds a line to start on
- On "GO", it is a basic game of tag but players must stay on the lines on the court

## Lesson #11 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Sportsmanship & Fair Play (See Coaches Manual – Chapter 9.11)
- **Fundamental Skill:** Defensive Stance
- **Goal:** Players understanding basic defensive position and stance

## Teaching Points: 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

### Defensive Ready Position

- Demonstrate a proper defensive ready position
- On whistle players slap the court, yell 'defense' and get into defensive ready position
- Coaches walk through group testing for balance
- Once all players are balanced, coaches blow double whistle and players do fast feet/stutter step
- If coach points left, players defensive slide 3 times to the left, if coach points right, players defensive slide to the right 3 times
- Repeat multiple times, shouting out different commands ("shot" – players jump up and block a jump shot, "loose ball" – players dive on to the court and yell 'ball')



*Tracing the Ball*

- Players in partners with one ball
- Player with ball in Triple Threat position
- 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

*Zig-Zag Slides*

- Players in one line at corner of baseline
  - In proper defensive stance, players slide between the sideline and imaginary line down the centre of the court
  - When players reach the side or centre line, drop-step and change direction and then begin to defensive slide again
  - When players reach the baseline, sprint to other side of court and repeat zig-zag defensive slides
- >> **Load:**
- Add an offense player who runs in a zig-zag pattern down the court
  - Defense should try to beat the runner to the sides in order to turn them
  - Switch roles on the way back down the court
  - Increase speed and intensity after several repetitions

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief





# LESSON #12

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Active Warm Up Activity:

### Red Light/Green Light

- Players spread long baseline with a ball, coach at center
- Coach calls out "Green Light", players dribble forward full speed
- Coach calls out "Yellow Light", players dribble forward at a slow speed
- Coach calls out "Red Light" players stop and get into a control dribble
- Players try to be the first to dribble to other end of court, if not in a control dribble on "Red Light", players are eliminated
- Repeat until one player left
- Play several times

## Lesson #12 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Teamwork (See Coaches Manual – Chapter 9.12)
- **Fundamental Skill:** Dribbling (Change of Direction)
- **Goal:** Dribble under control while changing direction

## Teaching Points: Dribbling with Movement

### Dribbling with Movement (Control Dribble, Speed Dribble)

- 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

### Change of Direction Dribble

- Plant outside foot, bend knees, lower centre of gravity
- Push off outside foot, step and transfer weight on to other foot
- Change pace-accelerate into change of direction

## Activity:

### Wave Dribble

- The players must react to the directions the coach points.
- Do not change too quickly at first; you want the players to move in the desired direction with some speed.
- Encourage players to keep their heads up.



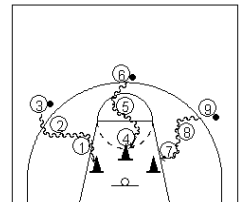
### Speed Dribble

- Players in 3 lines on baseline, each with a ball
- On whistle, first 3 players dribble the ball with right hand full speed to the end of the court and back
- Repeat using left hand dribble
- Repeat using right hand there, left hand back



*Dribble around teammates to score*

- The players line up in lines of three.
- The player furthest from the basket weaves around the other two players, does a jump stop in front of the pylon and shoots the ball.
- The first time the defenders are static.
- The second time, the defenders can use their hands to knock the ball away.
- Have the dribbler attempt to keep his/her body between the ball and the defender.

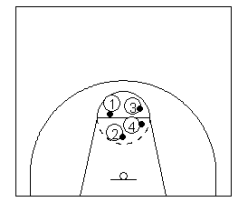


*Change of Direction Dribbling Relay*

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

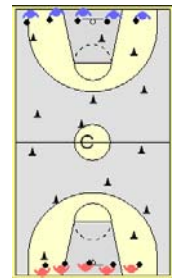
*Keep Away*

- Players in scatter formation with ball in a confined space.
- Players attempt to knock away other player's ball while maintaining control of their ball
- Do not punish the players for losing the ball; if the ball goes out of the space, retrieve it and start again.
- Restrictions can be placed on the are (full court, half court, 3-point line, key)



*Memory*

- Numbered pylons are placed randomly around the gym
- Underneath each pylon is a distinctive object or a playing card
- Each team is given a time limit in which to dribble around looking underneath each pylon; players must remember where each object is located
- The teams line up on their respective baselines
- Coach calls out an object or card
- One player from each team dribbles to the pylon and stand beside the one in which they think the object is located
- The team gets a point if the object is under the chosen pylon



**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	Thank everyone (players, parents, coaches, volunteers) for participating in SNYB
4	Hand out player certificates
5	End on a positive note (cheer), dismiss group

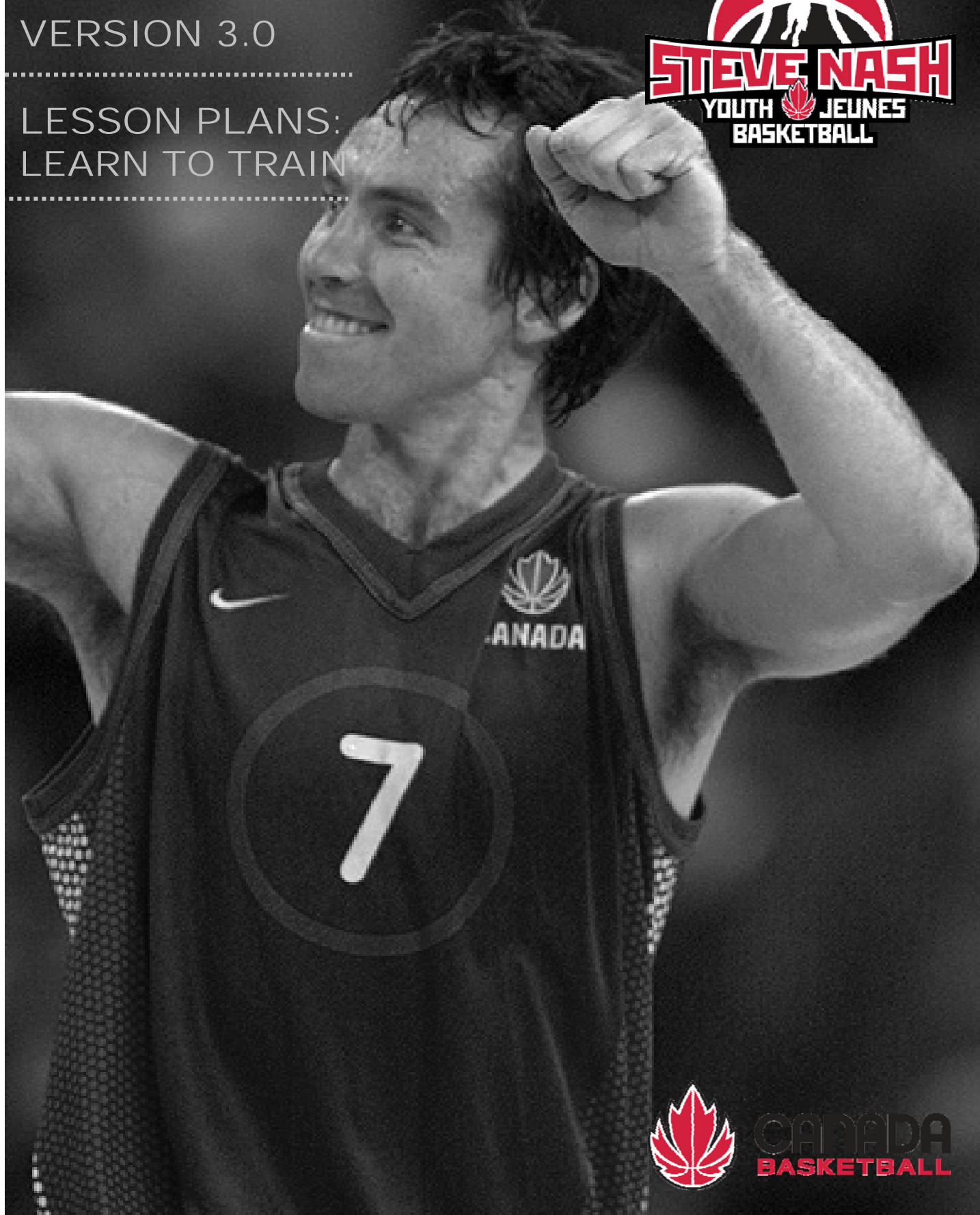
**Post Lesson Tasks:**

- Coaches debrief

# COACHES MANUAL

VERSION 3.0

LESSON PLANS:  
LEARN TO TRAIN



CANADA  
BASKETBALL



# LESSON #1

STAGE: LEARN TO TRAIN

\* 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.

**FUNDAMENTAL SKILL:** Introduction

**LIFE SKILL:** Respect

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

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

1	Welcome everyone to the program and introduce coaching staff.
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 Guide.
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 (i.e. whistle, raised hand, etc)
4	Answer any questions the players may have.
5	Begin the lesson.

## Warm Up Activity:

### *Evolution*

- Players are scattered in an area on the court
- All players start out as an egg and bend down in a tuck position with arms around their knees so they look like an egg
- When the game starts, each player must find another egg, introduce themselves and play a game of rock, paper, scissors
- The player that loses stays an egg and the player that wins becomes a chicken, placing their arms as wings and making chicken noises as they walk around
- The chicken looks for another chicken and the egg looks for another egg to introduce themselves to each other and play rock, paper, scissors
- If players wins as a chicken they become a dinosaur, placing their hands out and roaring liking a dinosaur; if players lose as a chicken, they go back to being an egg
- Dinosaurs then find other dinosaurs who they play and if they win they become an ultimate being, if they lose as a dinosaur they go back to being a chicken
- Ultimate beings raise their hands over their head like superman and look for other ultimate beings to play
- Goal is to have all players as ultimate beings



**Lesson #1: Overview**

- Introduce the life skill and technical skill of the day while the players stretch.
  - **Life Skill:** Be respectful of coaches, players (teammates and opponents), officials, and fans. Explain the importance of always showing respect.
  - **Fundamental Skills:** Footwork, Dribbling, Passing, Shooting
  - **Goal:** Brief introduction of four basic basketball fundamentals
- This first lesson will allow the players to experiment with different fundamentals movements. 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 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 to partner
- Count consecutive passes without dropping ball
- 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
- 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 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
7	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.

**FUNDAMENTAL SKILL: Movement**

**LIFE SKILL: Sportsmanship and Fair Play**

Before the Players Arrive		After the Players Arrive	
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

**Warm Up Activity:**

*Line Tag*

- Players spread out, one player is "it"
- Each player finds a line to start on
- On "GO", it is a basic game of tag but players must stay on the lines on the court

**Lesson #2 - Overview**

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss what it means to demonstrate good sportsmanship. Explain Fair Play and Players Code of Conduct
- **Fundamental Skill:** Movement (Stopping/Changing of 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



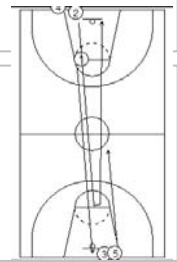


**Activity:**

*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!"**



*Run Rabbit Run*

- Player #1 starts at the foul line and Player #2 starts at the baseline
- On a signal, Player #1 takes off running to the opposite baseline, with Player #2 trying to tag the back of Player #1
- Once #2 hits the foul line, he/she changes direction and head back to the other basket
- Player #5 now enters the contest and try to tag player #2

*Red Light/Green Light*

- Players spread out along 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 one player left
- Play several times
- >> **Load:**
  - 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

**Introduce and Play Modified Game:**

1	Blow whistle, bring players into center court
2	Introduce the concept/object of the game in simple terms
3	Introduce the court and equipment (basket, out of bound lines)
4	Introduce the rules (Dribble Rules, Traveling Rules, Defense 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 fundamental skill and life skill
2	Make any announcements (Coaches give out uniforms to players)
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

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



# LESSON #3

**FUNDAMENTAL SKILL:** Ball Handling

**LIFE SKILL:** Leadership

Before the Players Arrive		After the Players Arrive	
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### *Follow the Leader*

- Choose a player to be the first leader
- Players follow the leader around the gym executing various types of dribble and ball familiarization drills
- On whistle, the leader goes to the end of the line and the next player in line becomes the leader
- Leaders should be encouraged to be creative and use challenging tricks (various types of dribbles, change of pace. etc.)
- Make sure that all players have the opportunity to lead the group (if you have a fairly large group, make two groups to play follow the leader)

## Lesson #3 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss leadership, qualities/characteristics of a leader, how players can be leaders on their team
- **Fundamental Skill:** Ball Handling (Toss/Catch, Ball Familiarization)
- **Goal:** Become comfortable with handling the ball

## Teaching Progression: Ball-Handling

### *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 it in tight to body at chest or waist level

### *Ball Familiarization*

- \* Keep eyes and head up
- **Hand Slaps:** Hold ball with two hands using fingertips for grip, slap ball back and forth between hands
- **Finger Tipping:** Tap ball between hands with fingertips (Different heights, different distances from body)
- **Funnel:** Continue tapping the ball between fingertips and move the ball down in front of the body and down to the floor and then back up over head
- **Body Circles:** Circle ball around different parts of the body (head, waist, knees, ankles)
- **Full Body Circles:** Circle ball around entire body (moving from head to waist to knees to ankles)

## Activity:

### *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)
- >> **Load:**
- When players toss the ball, have them jump and use a two-foot jump stop or stride stop when they catch the ball

*Ball Familiarization (Refer to Coaches Manual p.54)*

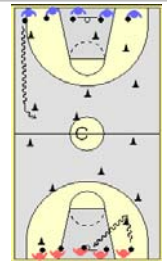
- Players in scatter formation with ball
- Coaches demonstrates ball familiarization progression, players imitate
- Try all of the ball familiarization skills

*Ball Handling Relay*

- Divide players into 2-4 teams and have teams line up on baseline
- Hand Slap ball to other baseline and back
- Tag the next player in line
- Repeat with Finger Tipping to the baseline and back
- Repeat with Body Circles around the waist and knees
- >> **Load:**
- Add pylons so that players must zigzag and change directions
- Focus on keeping eyes and head up

*Memory Chain*

- The group spreads out along the respective baselines; each player has a ball
- The first player must dribble to the pylon and perform a ball handling action (i.e. around the neck, around the waist, etc), and then dribble and score a basket
- The second person must go to the first pylon and repeat what the first player did and then go to a second pylon and perform a new task
- Each successive player must remember what the players in front performed



**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #4

\* Music will be needed for this lesson.

**FUNDAMENTAL SKILL:** Static Dribbling

**LIFE SKILL:** Goal Setting

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### Frozen Dribble Tag

- All players have a ball and spread out around the court
- 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 (i.e. body circles) on spot
- To be "freed" a teammate must dribble a ball between their legs to unfreeze
- Change chasers every minute



## Lesson #4 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss why goal setting is important. Set some goals for the practice and for the program
- **Fundamental Skill:** Dribbling (Static, Experimental)
- **Goal:** Dribbling with control of the ball

## Teaching Progression: Static Dribbling

### Static Dribble

- Start with knees bent and feet shoulder width apart
- Head up and eyes forward
- Feet staggered with one foot slightly ahead of the other
- Ball dribbled with dribble hand slightly ahead of back foot
- Push ball to floor using fingertips, not palm
- Elbow bent, wrist follows through
- As ball returns to hand, repeat the pushing motion
- Protect the ball by keeping the non dribbling hand extended forward, elbow flexed and arm across body between the ball and defensive player

## Activity:

### Static Dribbling

- Players in scatter formation with ball
- On whistle, players dribble on the spot (normal dribble, right hand)
- Repeat (normal height, left hand)
- Repeat (vary height of dribble)
- Repeat, coach holds up fingers, players shout out number of fingers
- >> **Load:**
- Use 2 balls
- Bounce ball at same time and alternating
- Add figure 8 dribbling and around the leg dribbling
- Add Push-Pull, Half Cross-Over



*Follow the Leader*

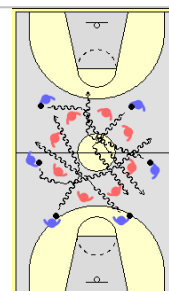
- Players in semi circle formation with ball
- One player demonstrates type of dribble (high, low, fast, slow, alternate hands etc)
- Other players imitate
- Give each player a chance to be the leader

*Music Dribbling*

- Players in scatter formation with ball
- Players dribble around the court 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 around the court
- Start and stop the music several times
- Repeat, music starts, players dribble high, music stops players dribble low
- Repeat, with the players increasing speed of dribbling
- Repeat, dribble with other hand

*Mouse Trap*

- Divide the group into two separate teams
- One forms a circle that on command can join hands – this group is the mouse trap
- The other players, the mice, each have a ball and are dribbling outside the circle
- The coach tells the players the mouse trap is now open
- The players freely dribble in and out of the circle
- When they enter the circle, they cannot exit through an adjacent spot
- When the coach give the visual signal for the mousetrap to close, the players in the circle join hands trapping any dribblers inside. Keep score of how many players (mice) were trapped



*Dribble Elimination*

- Players in scatter formation with ball
- Players attempt to knock away other player's ball while maintaining control of their ball
- Players are eliminated if they lose their dribble or have their ball knocked away
- Restrictions can be placed on the are (full court, half court, 3-point line, key)

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #5

**FUNDAMENTAL SKILL:** Lay-Ups

**LIFE SKILL:** Attitude

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

### Warm Up Activity:

#### Numbers

- All player have a ball and dribble all over the court
- Coach blows whistle and screams 'groups of 5'
- Players have to get into a group of 5 as quickly as possible
- The last group to form or players that do not make a group are eliminated and stand on the perimeter of the court dribbling a ball
- Players continue dribbling the ball all over the court and the coach blows the whistle and asks players to get into 'groups of \_\_\_' (coach can pick any number)
- Repeat until there is a winner

### Lesson #5 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss what it means to have a good attitude and a positive attitude
- **Fundamental Skill:** Lay-Up
- **Goal:** Proper right and left hand lay-ups

### Teaching Progression: Lay-ups

#### Proper Lay-Up Technique

- Basic steps: outside, inside, up
- 45° angle approach the hoop
- Step with outside foot, full step with inside foot, push off inside foot
- As right hand goes up, right knee should elevate
- Push ball to the hoop by extending the elbow and pushing ball off fingertips
- Aim for the top corner of the square on the backboard

### Activity:

#### Lay-Up Steps

- Players spread out on court
- Practice lay-up steps (outside, inside, up) with no ball
- Have players say "outside, inside, up" as they take the lay-up steps
- Be sure to practice the lay-up steps for a right and left lay-up
- >> **Load:**
- Each player practices the lay-up steps with a ball, using shooting hand to push ball and off hand to guide the ball





*Basic Lay-Ups*

- Players line up with a ball on the right block
- Players practice proper lay-up step with no dribble
- Repeat on left side

*2-Line Lay-Ups*

- Divide players into 2 groups at 2 baskets
- Form 2 lines at the blocks (lay-up line on the right side and rebound line on the left side)
- First player shoots a lay-up (no dribble) and runs to the end of the rebounding line
- First player in the rebounding line rebounds the ball and dribbles to the end of the lay-up line
- Repeat drill on left side to practice left-hand lay-ups

>> **Load:**

- Repeat, starting from the block again but introduce a dribble with the lay-up,
- Practice right and left lay-ups
- Repeat, start lay-ups from elbow with players dribbling the ball twice as they execute a lay-up

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #6

**FUNDAMENTAL SKILL:** Passing and Receiving

**LIFE SKILL:** Communication

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### *Flinch*

- Players form a circle and the coach (the flinch master) stands in the middle with a ball
- The players making up the circle should stand about 8-10 feet away from the flinch master
- The flinch master passes the ball to each player in the circle in no particular order
- This is an elimination game and the flinch master gets players out by pump-faking a pass
- All players stand with their hands by their side and are eliminated if they flinch when a pass is not made, or if they drop the ball when it is passed
- The last player standing becomes the new flinch master

## Lesson #6 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Explain the importance of communication in basketball and in day-to-day life, discuss different methods of communication
- **Fundamental Skill:** Passing and Receiving
- **Goal:** Pass the ball to a target using proper chest, bounce, and push pass; Control the ball on reception

## Teaching Progression: Passing

### *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

### *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

### *Push Pass*

- Start in triple threat position, identify 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
- Wrist snaps and follows through, fingers and thumb point at the floor



*Overhead Pass*

- 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

*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

**Activity:**

*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
- Start with chest pass, then repeat passing with a bounce pass, overhead pass, and one-hand push pass (right/left)
- >> **Load:**
- Repeat, increasing distance between partners by 2 ft

*Two Man Passing on the Move*

- Players in partners, 6 ft apart, one ball
- Facing each other, partners chest pass the ball back and forth while shuffling down the court
- Repeat with bounce pass, overhead pass, push pass (left/right)
- >> **Load:**
- Use 2 balls

*Keep Away*

- Players spread out on court
- Two players are defense and their goal is to get the basketball
- The other players must use all 4 passes to try and keep the ball away from the defense
- There is no dribbling allowed
- If defense intercepts the ball, they switch with the player who passed it

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #7

**FUNDAMENTAL SKILL:** Shooting Mechanics

**LIFE SKILL:** Hard Work and Discipline

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### Passing Tag

- 2 players are it, the rest of the players are spread out on the court
- The 'it' players attempts to tag other player by passing the ball to each other until they are close enough to tag the player with the ball; the ball cannot be thrown
- Players without the ball are allowed to move within the boundary
- Once a player has been tagged by the ball, they join the "it" team or passing team
- Game continues until only one player is left

## Lesson #7 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Explain the importance of working hard and giving 100% effort. Discuss self-discipline
- **Fundamental Skill:** Shooting Mechanics (B-E-E-E-F)
- **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 retrieve their ball and repeat
- >> **Load:**
- Players try to shoot the ball in the air so that it lands on the line in front of them
- Count consecutive times they can hit the 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, starting on the block, one ball per line
  - On whistle, first players shoot the ball. This is a shooting competition
  - Players take one shot, get their rebound and pass the ball to the next player in line.
  - First team to score 10 baskets wins
- >> **Load:**
- Repeat shooting game but move shot back to 6 ft and 8 ft from the basket

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #8

**FUNDAMENTAL SKILL:** Footwork (Pivoting)

**LIFE SKILL:** Focus and Determination

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### Foot Fire

- Players lined up in 3 horizontal lines in front of the coach
- On one whistle, all players jump into basketball stance and stutter-step as quickly as possible
- On two whistles, the players execute a quarter turn right or left depending on coach's command
- When coach points up, players jump up with hands in the air and yell "shot"
- Players immediately return to starting position and continue the stutter-step

## Lesson #8 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss how players can stay focused and what it means to be determined
- **Fundamental Skill:** Footwork (Pivoting)
- **Goal:** Rotate body, without traveling, to protect ball

## Teaching Progression: Pivoting

- Start in Triple Threat Position
- Back foot (pivot foot) in constant contact with floor
- Stay low
- 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, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #9

**FUNDAMENTAL SKILL:** Triple Threat Position, Jab Step, Ball Fake

**LIFE SKILL:** Responsibility

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### *The Land of the Raptors*

- \* This game is essentially British Bulldog with dribbling added
- Choose 2 players to be Raptors and put the Raptors in the middle of the court to start
- The rest of the players start on the baseline
- On the whistle, players run through *The Land of the Raptors*
- If a Raptor tags a player, that player becomes a Raptor as well
- Keep playing until only 1 player is left

## Lesson #9 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss responsibility (on the court, at home, at school) and how players must be responsible for their own actions
- **Fundamental Skill:** Triple Threat Position, Jab Step, Ball Fake
- **Goal:** Introduce correct body positioning for shooting, passing, dribbling, create space from defender

## 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, each with a ball
- Players jog around court
- On whistle, players jump stop into triple threat position
- 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.)



*Military Drill*

- Players spread out in 3 lines in front of the coach
- On coach's command, all player toss the ball to themselves and get into triple threat position
- Coach yells "Jab Left", players jab step left
- Coach yells "Jab Right", player jab step right
- Coach yells "Pass Fake", players pass fake
- Repeat commands in different orders
- Coaches can also add their own commands, such as pivot, drop step, etc.

*Monkey in the Middle*

- Players in groups of 3, one ball
- 2 players 8-10 feet apart from each other, third player guarding one player
- Player being covered is in triple threat position, using pivot foot, jab step and fakes, must get around defender and pass to partner
- Defender closes out on player with ball, player jabs and fakes, makes a pass
- Players switch roles when defender gets ball, or when coach blows whistle to switch

*Jab and Dribble*

- Players stand with a partner outside the key, one ball
- First player tosses ball to self, catches and gets into triple threat position
- Player jab steps and takes one dribble left or right toward the basket
- Switch partner after 10 self tosses
- >> **Load:**
  - Partner becomes guided defense
  - Player tosses ball, catches and gets into triple threat position
  - Jab step and take a dribble with the goal of beating defender

**Introduce and Play Modified Game:**

<b>1</b>	On whistle, balls away, players sit quietly
<b>2</b>	Coach calls out teams, players go to coach, set up game
<b>3</b>	Play the game

**Wrap Up:**

<b>1</b>	Review the fundamental skill and life skill
<b>2</b>	Make any announcements
<b>3</b>	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #10

**FUNDAMENTAL SKILL:** Defense

**LIFE SKILL:** Balance

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### *Defensive Ready Position*

- Demonstrate a proper defensive ready position
- On whistle players slap the court, yell 'defense' and get into defensive ready position
- Coaches walk through group testing for balance
- Once all players are balanced, coaches blow double whistle and players do fast feet/stutter step
- If coach points left, players defensive slide 3 times to the left, if he points right, they defensive slide to the right 3 times
- Repeat multiple times, shouting out different commands ("shot" – players jump up and block a jump shot, "loose ball" – players dive on to the court and yell 'ball')

## Lesson #10 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss with players what they think balance means. Explain the importance of having balance between school and sport/work and fun
- **Fundamental 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 position
- 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



*Zig-Zag Slides*

- Players in one line at corner of baseline
- In proper defensive stance, players slide between the sideline and imaginary line down the centre of the court
- When players reach the side or centre line, drop-step and change direction and then begin to defensive slide again
- When players reach the baseline, sprint to other side of court and repeat zig-zag defensive slides

>> **Load:**

- Add an offense player who runs in a zig-zag pattern down the court
- Defense should try to beat the runner to the sides in order to turn them
- Switch roles on the way back down the court
- Increase speed and intensity after several repetitions

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #11

**FUNDAMENTAL SKILL:** Dribble and Change of Direction

**LIFE SKILL:** Confidence

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### *Red Light/Green Light*

- Players spread long baseline with a ball, coach at center
- Coach calls out "Green Light", players dribble forward full speed
- Coach calls out "Yellow Light", players dribble forward at a slow speed
- Coach calls out "Red Light" players stop and get into a control dribble
- Players try to be the first to dribble to other end of court, if not in a control dribble on "Red Light", players are eliminated
- Repeat until one player left
- Play several times

## Lesson #11 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Ask players what they think confidence means. Discuss how players can build self-confidence
- **Fundamental Skill:** Dribbling (Change of Direction)
- **Goal:** Dribble under control while changing direction

## Teaching Progression: Dribbling with Movement

### *Dribbling with Movement (Control Dribble, Speed Dribble)*

- 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

### *Change of Direction Dribble*

- Plant outside foot, bend knees, lower centre of gravity
- Push off outside foot, step and transfer weight on to other foot
- Change pace-accelerate into change of direction

## Activity:

### *Changing Direction*

- Players in scatter formation with ball
- On whistle, players dribble randomly
- Players change direction at every line
- Players continue dribbling and changing direction every whistle



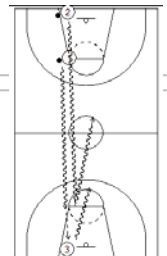


*Zig-Zag Dribbling*

- Players in one line at corner of baseline, each with a ball
  - Players dribble in a zigzag pattern between the sideline and imaginary line down the middle of the court
  - When players reach the sideline or centre court line, they plant their foot and change direction, executing a crossover dribble and switching dribbling hands
- >> **Load:**
- Players can use a crossover in front of body, crossover between legs, and behind the back dribble to change directions

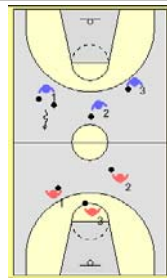
*Speed/ Control Dribble*

- Players in 3 lines on baseline, each with a ball
  - On whistle, first 3 players dribble the ball with right hand full speed to the end of the court and back
  - Coach blows whistle and players must stop and switch into a control dribble
  - Double whistle indicates players to speed dribble again
  - Repeat using left hand dribble
  - Repeat using right hand there, left hand back
- >> **Load:**
- Speed dribble with 2 balls
  - Control dribble with 2 balls



*Run Rabbit Run with a Ball*

- #1 starts with a ball on foul line and #2 starts with a ball on the baseline
- When #1 starts to dribble, #2 dribbles attempting to tag #1 on the back
- When #1 crosses the foul line, he/she passes a ball to #3
- #3 can go when #2 touches the foul line



*Dribble Game*

- Every player has a ball. One extra ball is the 'game ball'
  - Players must constantly be dribbling their ball
  - The object is to move the game ball by dribbling or passing down the court to score
  - Player must dribble 2 balls at once in order to move; other players must be dribbling in order to move
  - When catching the ball, the player can pick up their ball to make the catch
  - Once they move both balls must be dribbled
- >> **Load:**
- Require the defense to dribble with weak hands

**Introduce and Play Modified Game:**

1	On whistle, balls away, players sit quietly
2	Coach calls out teams, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief



# LESSON #12

**FUNDAMENTAL SKILL:** Jump Shot

**LIFE SKILL:** Teamwork

	Before the Players Arrive		After the Players Arrive
1	Arrive 15 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle and put players in teaching formation
4	Organize your teaching materials	4	Take attendance
5	Have a coaches meeting to review the days lesson	5	Review previous week's lesson

## Warm Up Activity:

### Memory

- Numbered pylons are placed randomly around the gym
- Underneath each pylon is a distinctive object or a playing card
- Each team is given a time limit in which to dribble around looking underneath each pylon; players must remember where each object is located
- The teams line up on their respective baselines
- Coach calls out an object or card
- One player from each team dribbles to the pylon and stand beside the one in which they think the object is located
- The team gets a point if the object is under the chosen pylon

## Lesson #12 - Overview

- Introduce the life skill and fundamental skill of the day while the players stretch
- **Life Skill:** Discuss the importance of teamwork. What is valuable about teamwork?
- **Fundamental Skill:** Jump Shot
- **Goal:** Properly execute a jump shot

## Teaching Progression: Set Shot

- Review shooting mechanics (B-E-E-E-F)
- From Triple Threat, take one dribble
- Jump stop into triple threat, under control/on balance
- Square up to basket, focus eyes on target
- 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
- Players toss the ball to themselves, catch and get into triple threat position,
- players then jab step, 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



*Pop Out Shooting*

- Players are arranged in 1 of 4 lines, 2 lines under the basket at each side of the key, 2 lines at the each elbow
- Player in the passing line under the basket passes the ball to the player in the shooting line who pops out to the wing
- Player catches in triple threat position, squares up to the basket and shoots a jump shot
- Passer moves to the end of the line they passed too, shooter gets rebound and goes to end of the passing line on the other side of the floor

>> **Load:**

- Shooter catches the ball in triple threat position and does a jab step or ball fake before taking the jump shot

*Dribble Jump Shot*

- Players form a line on the baseline and a line at the foul line, balls at baseline
- Player under the basket passes the ball to the shooter
- Shooter catches ball in triple threat position and takes a dribble left or right towards the basket
- Player must jump stop, square up to the basket and take a jump shot
- Shooter gets rebound and joins the end of the line

>> **Load:**

- Passer becomes guided defense and closes out on shooter
- Shooter will add a jab step or fake before dribbling left or right and pulling up for a jump shot

*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, players go to coach, set up game
3	Play the game

**Wrap Up:**

1	Review the fundamental skill and life skill
2	Make any announcements
3	Thank everyone (players, parents, coaches, volunteers) for participating in SNYB
4	Hand out player certificates
5	End on a positive note (cheer), dismiss group

**Post Lesson Tasks:**

- Coaches debrief