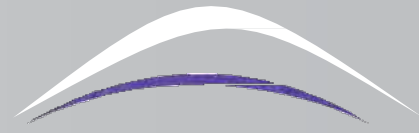


Basketball



Learn to Train



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FOREWARD

Dear Coach, Teacher or Administrator,

I hope you enjoy these lesson plans as they are designed to fit you and your athletes. The Special Olympics Learn to Train plans were built with the commitment to flexibility, to the Canadian Long-Term Athlete Development model and current basketball design.

They are designed to be flexible enough for coaches to be able to tailor the plan for their length of practice and for the needs of the athletes. The build is athlete centered and focused on their learning and training environment. They were constructed with the Long Term Athlete Development stage as the forefront, focusing on skill and concept development of the athlete. Basketball information was derived from Canada Basketball's materials and amended for the Learn to Train age group.

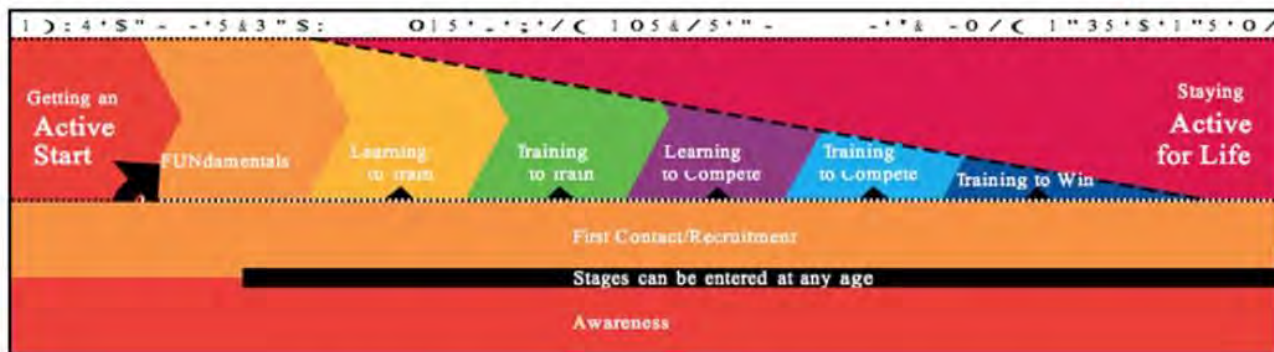
I hope both you and your athletes have fun with the best game in the world.

A handwritten signature in black ink, appearing to read "Dawn Smyth". The signature is fluid and cursive, with a large initial "D" and "S".

Dawn Smyth

LONG-TERM ATHLETE DEVELOPMENT

Long-term Athlete Development Model for Athletes with an Intellectual Disability



How long participants stay in the LTAD stages depends on when they get started and their needs and interests.

This diagram illustrates a long-term approach to developing athletes with an intellectual disability.

1. Awareness and First Contact/Awareness. Individuals may participate in their first Special Olympics program at any age, depending on their previous sport exposure and experience. In many cases, individuals will start at the FUNdamentals stage where physical literacy is the primary area of emphasis. Individuals with an intellectual disability who enter a program before the age of 6 will begin in the Active Start stage.
2. The middle stages — Learning to Train, Training to Train, Learning to Compete, Training to Compete, and Training to Win — reflect the fact that athletes may choose to move along this continuum in order to optimize their potential. Athletes may also choose to stay active and remain at a certain stage or move into the Active for Life stage.
3. It is expected that there will be a very large number of athletes in the FUNdamentals and Active for Life stages. There will always be a place for athletes to have fun in sport, be fit, and compete in appropriate ways based on individual goals.

LEARN TO TRAIN

Starting Age: Males 9-12 to adult and Females 8-11 to adult

Objective: Develop basic sport skills specific to 2 to 3 sports

Skills: Reinforce all fundamental motor skills and acquisition of basic sport skills

Programs: Community club programs, sport clubs, sport-specific programs. These programs could be Special Olympics programs or generic sport programs.

Competition: Inter-club, Citywide, or Regional

General Description of Learning to Train

Participants should be considering 2 to 3 sports that they enjoy and for which they have a predisposition. The intent is to build a multi-skill foundation that will provide the athlete with options. The selection of 2 to 3 seasonal sports will keep the athlete active throughout the year, developing fitness and skills.

Learning to Train is considered to be a transition point in LTAD. Athletes may choose to stay at this stage for an extended period of time or for most of their competitive career before progressing to the next stage, which could be Active for Life or Training to Train. If the choice is Training to Train, an increased commitment will be necessary. Should participants choose to move to Active for Life, they have all the necessary fundamental motor skills to be able to enjoy a variety of activities.

The Athletes/Participants should:

- explore a variety of sport experiences.
- determine if they have a predisposition for or particular enjoyment of specific sports.
- be introduced to the specific physical fitness training required for the selected sports
- participate in a structured sport program 2 to 3 times per week.
- be physically active every day.
- maintain a healthy lifestyle that includes good nutritional habits, daily routines, and hygiene.
- enter competitive events that are suitable to their skill level and physical abilities.
- be given ample opportunity to repeat gross and fine motor movements in skill practice, including activities for agility, balance, and coordination.
- continue to work on core strength and posture.

Coaches should:

- consider associated disabilities when recommending that the athlete pursue certain sports.
- provide guidance when athletes are selecting their 2 to 3 sports.
- consult the NSOs' LTAD and NCCP material to integrate appropriate technical, tactical, and physical training.
- measure peak height velocity in accordance with the guidelines of each NSO and adapt training programs as necessary.
- consider both the chronological and developmental age of participants to ensure the appropriateness of all aspects of the program.
- include activities that will improve core strength.

- introduce competition for fun – participants enter events that are suitable to their skill and physical abilities.
- provide guidance at this transition point as to ___? options for sport choices.
- include systematic and rigorous approaches to assessing, monitoring, and record-keeping of progress.
- take the Special Olympics Community Sport Coach workshop and/or the Competition Sport Workshop.
- participate in the Community-Initiation Workshops offered by various NSOs.

Coaches/Parents/Caregivers should:

- reinforce fair play, appropriate communication in a sport environment, sharing, and cooperative participation.
- introduce the concept of self-responsibility pertaining to being ready for training and competition, such as having the proper training/competitive uniforms and looking after sport equipment.
- provide additional supervision when athletes are in an unfamiliar environment.
- offer support with transportation to sport activities and competition.
- encourage healthy lifestyle habits.
- introduce and support some simple mental preparation techniques.

SOC/Chapters/NSOs/Program Administrators should:

- encourage some athletes to participate in NSO or P/TSO competitions.
- contact NSO and P/TSO counterparts to identify opportunities.
- keep in mind the athlete's best interests with the priority being to ensure positive training and competitive experiences.

Sport Science Research Question

To what extent can self-monitoring strategies be used to involve the athletes in monitoring their own training?

Where to go next?

If athletes have reached this stage and find that this is where they perform to the best of their ability, they can stay for as long as they feel is appropriate. Athletes can enjoy competition at their appropriate level for the remainder of their competitive career. If they feel they have improved and can move on to the next stage, they could move to Training to Train. If they feel they would not like to compete any more at this level, they could return to a previous stage or move to Active for Life for more casual competition.

Stage	FUNDamentals	Learning to Train	Training to Train
Psychology/ Social	I'm having fun being active	I'm a player	I'm an athlete
Physical Literacy Motor/ Skill Development	-FMS- ABC's	Physical Literacy	Improve Sport Specific Skills
Physical Preparation	8-10 hrs per week of physical activity	Optimal Train 2-3 times per week, 10 hrs physical activity	Optimal Train 4-6 times per week, 2-3 sports
Competition	Games that include simple rules & decision making	City Wide/ Regional	Regional/ Provincial Competition, including generic

INTRODUCTION

These lesson plans are put together to give some direction but allow for a coach to be creative and adaptive with their group of athletes. Learn to Train athletes are getting their first introductions to organized sport and come with such an array of skills, mobility and development stages. Combined with their excitement and imagination it is a perfect canvas to practice the art of coaching.

Layout of Plans in a Season

The plans are laid out in a total of 75 plans that are one-hour long designed for 3 practices a week for 25 weeks. They are blocked in 25 sections which each have a playing concept and type of competition that is consistent for that period of time. The 75 plans could be used for a full season or broken up over time or pulled out as individuals to build a specific unit

- September to March (2 weeks for December holiday, 1 week for March break) with 2-3 practices a week
- September to December over two years with 2-3 practices a week
- See back of the book on how to pull out plans to make units

Layout of Lessons Plans

Each plan lists the objective covered in the plan in the top left corner and the equipment needed for the plan in the top right of the page. Feel free to add equipment or substitute the equipment to suit your needs and for creativity to the lesson plan. This is a great development age to add creative objects to connect with their imagination and increase enjoyment.

Every lesson plan starts with a warm up game to increase the athletes' blood flow before stretching. There is a menu of warm up games in the back of the book to choose from or create your own! The dynamic warm up is placed for athletes to work on their range of motion, flexibility, balance and fundamental movement skills. You can also find a menu of dynamic exercises to draw from at the back of the book but many more can be added.

The plans will then lay out some basketball skills, a basketball concept and a method of play/competition. The first 35 plans have loads to help tailor the drills to your group of athletes. All activities have a suggested amount of time but adjust as you see fit. If your practice time is longer than the one-hour time could be added to each activity to build out the length of time. The ideas for this age is to have as many athletes active at a time. In order to accomplish this the activities could be run on more than one hoop to decrease waiting lines or those that are in lines can also be working on skills such as motor skills or dribbling.

The plans start off with six plans that create the base for an athlete of fundamental movement and basketball skills. Here the athletes go over movements that are found in basketball but also many other sports and will be drawn upon during the course of the season.

The skills component of the plans rotate through shooting, dribbling, passing, individual skills and defence giving a double attention to shooting. This insures that during the season the L2T athlete receives the attention needed to skill development.

Several concepts have been identified for the athletes to be exposed to over six practices. This will allow for the athlete to discover and see the concept in different situations and practice it outside of competition.

In the play section of the lesson plan is an activity that is set up for a component of the game to be isolated in play. This gives the athlete the opportunity to focus and be exposed to that element.

To promote injury prevention there are a menu of cool down activities to select and change every practice session. While cooling down it is also a great time to debrief the athletes to conclude this practice and assess learning. There are many ways to conduct debriefs to promote communication and growth. Some of those ideas and examples are also listed in the back of the document.

If there is additional time at the end of a practice you can always pull from the examples of competition explained in plans 71-75 and create mini competitions for a set time at the end of practice or that span over a few practices.

All of the times are suggested times but are flexible. The practices are designed to be packed so as you go through you may decide to skip activities. Also if your practice are longer than an hour the practice can be extended by adding time and loads to the activities.

Loads and how to create them

There are many types of loads that can be added to an activity or drill. This is a method of making slight changes, get the athletes out of autopilot or emphasizes to achieve multiple goals during one activity. In youth sport we have limited amount of time with the athletes so it is important to maximize what is being done in every practice. Coaches can add a mental training component to integrate mental training while in practice or load pressure to a drill by adding a component of time or goals. For the Special Olympic L2T Lesson Plans there are three types of loads (social, physical, technical) that have been used to load the skill drills for the first 35 plans. After plan 35 you can create the loads that best fit your practice goals and team. Activities can also be unloaded if the athletes are having difficulty. Below is some information on why. Loads can be applied right away or partway through the drill. It is ok to have messy looking drills. The game is messy and not military looking so a ‘messy’ practice is a great space for transfer of learning.

- Social – if your group needs to work on their social skills or are using sport as a vehicle for social interaction.
 - Adding questions, names, debriefing, imagination components
- Physical- if your L2T athletes are more physically developed you can increase the physical load or if your athletes need more emphasis on physical development.
 - Adding core or large motor muscle activities between repetitions, increasing distances or shortening wait times
- Technical- if the athletes have been exposed to basketball previously or have participated in the plan before you can increase the difficulty of the skills
 - Adding a second ball, adding decision making components, placing the offence or defense in advantages or disadvantages, increasing distances or making the activity more randomized

Include water breaks

Including water breaks is really important for the athletes to stay hydrated. Look at your gym space to see what facilities are offered for water. It is handy if you encourage your athletes to bring their own water bottles to the gym. You can use water breaks as a time for athletes to socialize but water bottles can also be taken to the edge of the court and drank while teaching the next drill. Another option is that during water breaks athletes can debrief what they just learnt in teams or with a debrief partner.

Fun

The absolute most important piece of coaching L2T athletes is that they have fun, learn to grow their love of the game of basketball while gaining all the wonderfully components of the game of basketball. Remember as coaches to also be creative with the activities, have players rotate spots and work both the left and right sides of the skill and floor. Keep practices random to increase learning and stimulation. We want to grow and foster a lifelong love for the game with our basketball athletes

LESSON PLAN OVERVIEW

Week	Plan #	Shooting	Dribble	Pass	Ind. skills	Defence	Concept	Play
1	1						Fundamental Movement Skills	Games Approach
	2							
	3							
2	4							
	5							
	6							
3	7	X					Fundamental Movement Skills	Games Approach & 2V2
	8		X					
	9			X				
4	10	X						
	11				X			
	12					X		
5	13	X					Open Player	2V2
	14		X					
	15			X				
6	16	X						
	17				X			
	18					X		
7	19	X					Toss Drills	2V2
	20		X					
	21			X				
8	22	X						
	23				X			

	24					X		
9	25	X					Spacing	2V2 & 1V1
	26		X					
	27			X				
10	28	X						
	29				X			
	30					X		
11	31	X					Pass/Cut	3V3
	32		X					
	33			X				
12	34	X						
	35				X			
	36					X		

Week	Plan #	Shooting	Dribble	Pass	Ind. skills	Defence	Concept	Play
13	37	X					Pass, Cut, Fill	3V3
	38		X					
	39			X				
14	40	X						
	41				X			
	42					X		
15	43	X					Dribble Penetration	2V2 & 3V3
	44		X					
	45			X				
16	46	X						
	47				X			
	48					X		
17	49	X					Give & Go	4V4
	50		X					
	51			X				
18	52	X						
	53				X			
	54					X		
19	55	X					Pass & Screen Away	4V4
	56		X					
	57			X				
20	58	X						
	59				X			
	60					X		
21	61	X					Post Entry	4V4 & 3V3
	62		X					

	63			X				
22	64	X						
	65				X			
	66						X	
	67	X	X	X	X	X		
23	68	X	X	X	X	X		
	69	X	X	X	X	X		
	70	X	X	X	X	X		
24	71	X	X	X	X	X		
	72	X	X	X	X	X		
25	73	TOURNAMENT & COMPETITION PLAY						
	74							
	75							
							Review (add loads)	5V5

MODULES/UNITS

TOPIC	PLAN #	#	HRS
Fundamental Movement Skills	1, 2, 3, 4, 5, 6	6	6
Shooting	7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64	20	20
Dribbling	8, 14, 20, 26, 32, 38, 44, 50, 56, 62	10	10
Passing	9, 15, 21, 27, 33, 39, 45, 51, 57, 63	10	10
Individual skills/ 1 on 1	11, 17, 23, 29, 35, 41, 47, 53, 59, 65	10	10
Defence	12, 18, 24, 30, 36, 42, 48, 54, 60, 66	10	10
TOPIC	PLAN #	#	HRS
FMS and shooting	1, 3, 4, 5, 7, 10, 22, 34, 52, 73	10	10
FMS and dribbling	1, 2, 3, 4, 8, 20, 38, 50, 62, 74	10	10
FMS and passing	3, 4, 5, 6, 9, 27, 45, 57, 63, 75	10	10
FMS and individual skills	1, 4, 5, 6, 11, 23, 35, 47, 59, 73	10	10
FMS and dribbling and defence	2, 3, 4, 5, 8, 12, 38, 42, 50, 74	10	10
Mix 1	3, 5, 7, 8, 9, 11, 12, 19, 23, 75	10	10
Mix 2	4, 25, 32, 39, 47, 36, 55, 59, 73	10	10
Shooting and tournament	7, 16, 28, 37, 46, 58, 70, 73, 74, 75	10	10
Dribbling and tournament	8, 20, 32, 38, 50, 62, 71, 73, 74, 75	10	10
Passing and tournament	9, 15, 27, 33, 51, 57, 68, 73, 74, 75	10	10
Ind. Skills and tournament	11, 17, 23, 41, 47, 59, 67, 73, 74, 75	10	10
Defence and tournament	12, 18, 30, 36, 48, 60, 69, 73, 74, 75	10	10
Mix 1 and tournament	2, 5, 7, 8, 9, 11, 12, 73, 74, 75	10	10
Mix 2 and tournament	6, 67, 68, 69, 70, 71, 72, 73, 74, 75	10	10

PLAN #1:

Fundamental Movement Skills-- Games Approach

Objectives:

To develop fundamental movement skills, athletic stance, balance

Equipment:

basketballs, towels/cloths, beanbags, medicine ball, weighted basketball, jerseys, pylons

WARM UP GAME – 10 min DYNAMIC WARM UP – 10 min

SKILLS – 20 min

3 min **TEACHING ATHLETIC STANCE** - Joints in body are flexed and in a squatted, balanced position. What does it look like, feel like, sound like?

7 min **WE ARE ATHLETES**

Equipment: basketballs

Teach athletes proper athletic stance in open court. Fix the athletes' stances as you circulate. Have the athletes walk around the space and as you call out 'athletes' or while the athletes take an athletic stance. Use different types of locomotive movements in your activity.

Drill Load: Have two athletes go shoulder to shoulder, and take an athletic stance. Balance is important here, so athletes will test their stance by slightly pushing each other off balance. Add locomotion by having athletes continue the contact while moving forward, moving on a diagonal, or in a circular motion, but still keeping a low athletic stance. (Static, moving, and change of direction)

Physical Load: The more pressure applied by the other player; the harder it is on the athlete's core. Increase speed on locomotive movement.

Social Load: Have the athletes in groups of 3 where one of the athletes gives feedback on the athletic stance.

Technical Load: Add balls to the activity. Have the athletes perform and get into an athletic stance keeping their dribble or picking up their dribble.

5 min **ROOTS LIKE TREES**

Equipment: towels/cloths, basketballs

Players get into pairs with a towel between them. Players hold on to an end of a towel and stand in an athletic stance facing each other. Players keep a hold on the towel and try to move the towel around to get the partner to go off balance. A player wins if he/she is able to get the other player to move his/her feet/roots.

Drill Load: Activity can be repeated standing side-by-side, on one foot, or standing in front

Physical Load: The more pressure applied by the other player; the harder it is on the athlete's core. You can also have athletes go in a group of three where 2 people are trying to get the player off balance from different angles as the 3 players form the triangle with the towels.

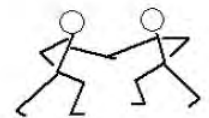
Social Load: Create groups of 4 where two of the players are on a team



protected dribble
static



protected dribble
move in circle /side ways



together. One player performs the drill and the other becomes a good teammate and cheers his/her teammate on.

Technical Load: Add balls to the activity. Have the athletes perform and get into an athletic stance, keeping their dribble, while holding onto their balance and towel with the other hand.

5 min **PARTNER BALL TUSSLE**

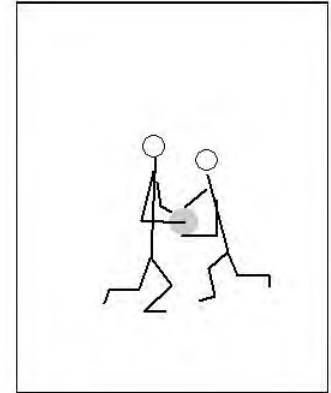
Equipment: basketballs, beanbags, medicine ball/weighted basketball

In different pairs, have the players both grab a ball between them. Players work on their core and balance by twisting, pulling, and pushing the ball, giving resistance to each other. Players should try to keep their athletic stance and balance while tussling the ball. After a designated amount of time, have players switch hand positions on the ball and switch partners.

Physical Load: To increase difficulty in balance, have players stand on beanbags, but only after they have displayed a solid athletic stance. Players could also use a medicine ball or weighted basketball.

Social Load: During the activity, have 3 questions on the board that athletes can ask before the drill. E.g., The best thing that happened to them today

Technical Load: Have pairs designated to a hoop. If they get possession of the tussle, they rip it to a lay-up on a hoop.



PLAY – 15 min

7 min **ATHLETE TAG**

Equipment: none

One player is designated as ‘it’ and a play space is designated. The player that is it runs and tags the other players (this player can be hopping too, depending on level of athletes). All of the other players are hopping to get away. The coach can call out to change it from right foot to left foot to two feet. If a player is tagged, he/she takes an athletic stance until unfrozen. Players are unfrozen by teammates coming and giving them a high five. You can play for a designated amount of time, add more ‘it’ players, or make the space bigger or smaller.

8 min **BEANBAG KICK**

Equipment: pylons, beanbags

Players are divided into four teams and are given their home base space (use pylons or lines on the floor) at one end of the floor. The coach creates multiple ‘goals’ at the other end of the court that are worth different points and are different widths. One player per team can sprint to the middle court where the beanbags are stored and come to an athletic stance. On one foot, he/she can lean over and pick up a beanbag and drop it in front of him/herself. The athlete can then hop on one leg and kick the beanbag with the other to proceed to one of the goals to score. (Coach can say how many tries they can have). Once they attempt or score, they can pick the beanbag back up, hop with two legs back to the mid court, and high five their teammate in line to go.

Have players switch legs. Teams have to score once in all goals. Switch movements (side hop, skip, etc.)

DEBRIEF & COOL DOWN – 5 min

PLAN #2:

Fundamental Movement Skills-- Games Approach

Objectives: To develop fundamental movement skills, athletic stance, balance

Equipment: balls, medicine ball, objects to be magic tools (pens, pylons, jerseys)

WARM UP GAME – 10 min DYNAMIC WARM UP – 10 min

SKILLS Squatting – Lunging - Bending– 20 min

10 min 3-2-1 TAKE OFF

Equipment: basketballs, medicine ball

Athletes practice proper bending of the joints in an athletic stance (knees in line with toes). Players start in partners with one player in a good squat form and the ball in front of him/her on the ground. Once in good squat form, the player picks up the ball from the floor and raises it above his/her head to shoot the ball in the air. The partner tries to catch the ball after 1 or 2 bounces and repeats the same sequence.

Drill Load: Have the partners now stack in front of each other with a few feet between and in athletic stances. The player in the back of the stack has the ball and rolls the ball between his/her teammate's legs. The player squats in good position to get the ball rolled between the legs and holds the ball in athletic stance. Players do a front or back pivot to change rolls.

Physical Load: A medicine ball could be used and players could finish with a squat jump with the ball over their head and landing in an athletic stance.

Social Load: Have one of the teammates calling out 3-2-1 take off to time the shot or roll of the ball.

Technical Load: Players can squat, pick up the ball, and shoot into a hoop or to a specific target on the floor. Check and emphasize player shot form.

5 min LUNGING SIGNALS

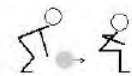
Equipment: basketballs

Players stand facing each other. The offensive player has the ball. Players start by lunging with the same foot same side past their teammate (defender) leading with their shoulder working on an explosive first step with both feet. They then try with a cross over right foot to lunge across the defender's body. The defense can indicate with their hands as to which side the player should lunge. If the defence calls cross and holds out a side, then the offence should use the cross lunge.

Physical Load: Once the player is in his/her athletic stance to start, the defence or a player in a group of three can nudge the player to check his/her balance. Same nudge can occur when they are in the lunge.

Social Load: Turn it into a game where if the player does the wrong direction of lunge he/she switches rolls or does some air squats

Technical Load: Players can continue the lunge into a dribble and 2-foot stop. You can add different dribble moves.



5 min BALL DROP

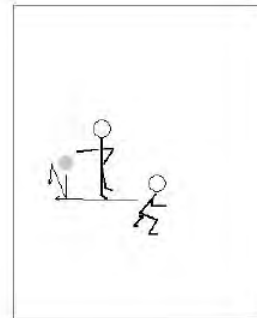
Equipment: basketballs

Players start in a good athletic stance facing their partner. The second player with the ball drops the ball from shoulder height. The player in athletic stance must sprint to quickly catch the ball before it hits the floor for the second time (could be third depending on the level of athlete). Mix up the distances and the angles and have the players switch roles.

Physical Load: Have players start from a push up start or have the tossing player complete a burpee before his/her partner catches the toss

Social Load: Put the athletes into groups. The athlete that is tossing calls out an athlete's name and he/she has to get the toss. They can call out something about the athlete (e.g., has red shoes, goes to school at XXX)

Technical Load: Players toss the ball in front of them where their teammate will catch in a 2-foot stop. The tosser then indicates a hand to which the offence should lunge around corresponding with the direction.



PLAY – 15 min

7 min MAGIC IN THE CASTLE

Equipment: magic tools

Players are in groups of 2 to 4. Each player has a castle, and a spot on the floor where he/she is collecting his/her magic tools that are spread out in the kingdom. Spread out the tools (pylons, pens, jerseys, anything that will not roll) in their playing area. The players bend one leg up and grasp it at the ankle. By hopping and bending over, the players must collect the magic tools and place them in their castle one at a time until all of the tools are gone. See who is the most magical. Repeat with other foot. Players can also play in teams.

8 min ATHLETE TAG

Equipment: none

One player is designated as 'it' and a play space is designated. The player that is it runs and tags the other players (this player can be hopping too, depending on level of athletes). All of the other players are hopping to get away. The coach can call out to change it from right foot to left foot to two feet. If a player is tagged, he/she takes an athletic stance until unfrozen. Players are unfrozen by teammates coming and giving them a high five. You can play for a designated amount of time, add more 'it' players, or make the space bigger or smaller.

DEBRIEF & COOL DOWN – 5 min

PLAN #3:

Fundamental Movement Skills-- Games Approach

Objectives: fundamental movement skills, agility

Equipment: pylons, basketballs, flags/jerseys

WARM UP GAME – 10 min DYNAMIC WARM UP – 10 min

SKILLS – 20 min

15 min **FOUR CORNER DRILL**

Equipment: pylons, basketballs,

Set up boxes for the players with 4 pylons or use the lines on the floor (key or badminton court). The players run forward, left, back, and then right to find themselves back at the beginning. Players are always facing forward. The next player can go when the player is back, or reaches the second or the first pylon.

Drill Load: Add diagonal movement as the players move and make diagonal cuts. Coach decides if he/she wants the players sliding, running, or lateral running but facing forwards.

Drill Load: Add pivots at the corners. Players must make a 2-foot stop and execute one of the four pivots at each pylon (front/back) and make sure the coach changes the direction of running so they are pivoting both ways.

Physical Load: The players that are waiting in line can be doing physical activity. Coach can all out the activities and switch them every few minutes. E.g., sit ups, line jumps, etc.

Social Load: Have two or three groups set up their squares and have races to see which team can finish first.

Technical Load: Have players add a ball. Different types of dribble moves can be added for change of direction.

5 min **STAR**

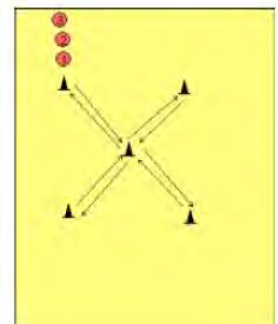
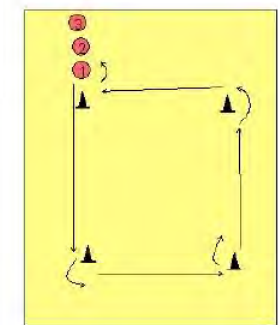
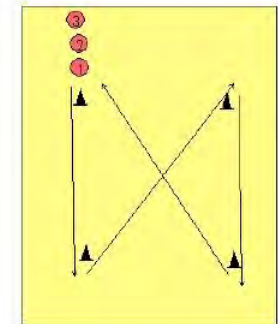
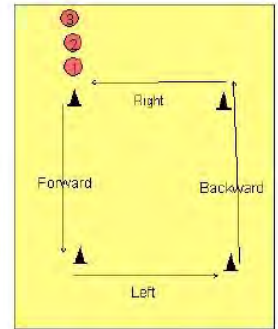
Equipment: balls, pylons

The players move forward and backwards with their chest always facing out. The next player in line has a ball and passes it to the player that is running the pattern. The player could pass right back or come to a 2-foot stop and athletic stance to pass the ball back and continue.

Physical Load: The players that are waiting in line can be doing physical activity. Coach can all out the activities and switch them every few minutes. E.g., sit ups, line jumps etc. Increase the distance between pylons.

Social Load: Have two or three groups set up their stars and have races to see which team can finish first.

Technical Load: After the pass, players keep the ball in a dribble until the player at the front of the line shows 10 fingers for the return of the pass.



PLAY – 15 min

7 min **STEAL THE FLAG**

Equipment: pylons, flags/jerseys

Player #2 tries to run between the two pylons at the far end without #1 stealing his/her flag. (A jersey tucked in the shorts that hang down to the knee).

Emphasize athletic stances. They cannot start until both players are in an athletic stance.

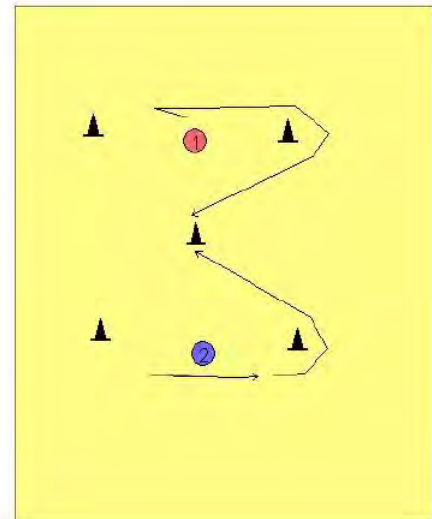
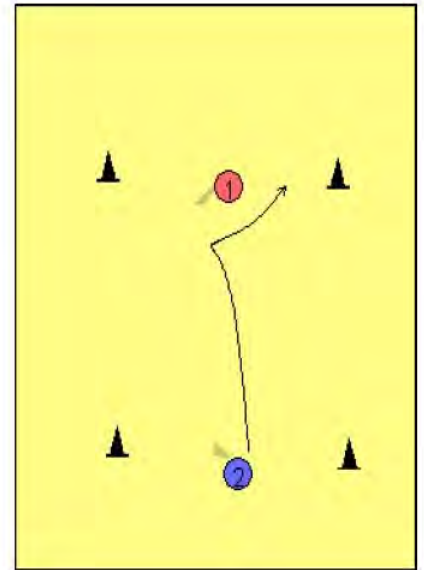
Drill Load: At first, the defensive player will stay and wait at the line. Ask him/her if it would be easier if he/she started closer to the offensive player. Let him/her try different starting points. You can also make the pylon space larger, smaller, and/or add teams together (2 vs. 2)

8 min **MIRROR SHUFFLE**

Equipment: pylons, basketballs

One player is the leader. This player uses movement skills to try and shake the other player. The second player must mirror the first. When the first feels the time is right, he/she sprints around a pylon and tries to touch the middle pylon before the mirror player can tag him/her. Put a time limit on the amount of time faking. Switch up partners.

Drill Load: Place a ball in the middle where the pylon was set. The player goes and scores a lay-up, the second must play defense. Both players start with basketballs. Play it in teams so that points are kept with the blue team vs. the red team. A point can be awarded for getting the ball first, and a second point can be given for a made basket.



DEBRIEF & COOL DOWN – 5 min

PLAN #4:

Fundamental Movement Skills-- Games Approach

Objectives: fundamental movement skills, agility

Equipment: pylons, basketballs, beanbags, medicine ball/weighted ball, and hula-hoops,

WARM UP GAME – 10 mins
DYNAMIC WARM UP – 5 mins

SKILLS – 25 min

10 min CHANGING DIRECTION DRILL

Equipment: none

Two lines where the baseline and foul lanes meet. The first player starts to jog to the other end. The second player waits until player one hits the foul line. This action continues. The idea is to keep that spacing as they run. When the player reaches the far end he/she weaves back through the approaching players.

Physical Load: Change the type of locomotion, jumps, sprints, skips.

Social Load: The athletes give high fives as they pass each other and call out their teammate's name

Technical Load: Players have 1 or 2 balls while dribbling through their teammates. Add a change of direction dribble (cross over or in and out)

10 min FOUR CORNERS

Equipment: pylons

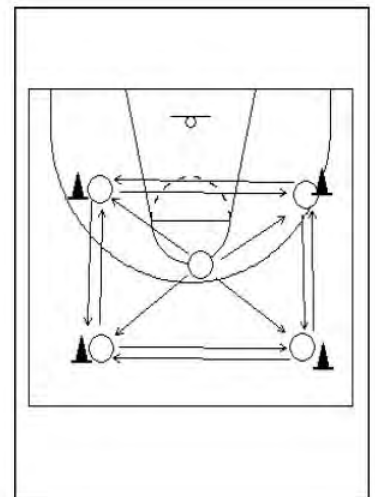
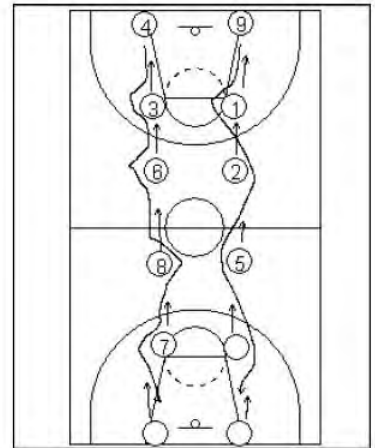
Place four pylons in a square. You will have to judge the size based on the ability level of the players. Four players take up a position at each pylon and one player is in the middle. The players on the outside score one point every time they move from one pylon to another. The player in the middle can get out of the middle if he/she can move to an open pylon before one of the perimeter players.

The players will have to take risks. They have to communicate with a teammate and convince him/her to trade places. This involves trust. They are allowed to fake and move back to their original pylon. They should learn to attack the back of the middle player's head. It is a very boring game if everyone plays not to lose and stands still. You can play for a set time or until a player reaches an amount of points.

Physical Load: Players cannot change locations until they have performed an exercise (burpee, air squat).

Social Load: Each time a player is in the middle they give a theme, for example foods, movies, books, colours, toys. While that player is in the middle the players on the outside can't change spots until they call out their favorite food.

Technical Load: Have each player have a ball and dribbling while changes places (right hand and change to left hand)



5 min **PARTNER BALL TUSSLE**

Equipment: basketballs, beanbags, medicine ball/weighted basketball
In different pairs, have the players both grab a ball between them. Players work on their core and balance by twisting, pulling, and pushing the ball, giving resistance to each other. Players should try to keep their athletic stance and balance while tussling the ball. After a designated amount of time, have players switch hand positions on the ball and switch partners.

Physical Load: To increase difficulty in balance, have players stand on beanbags, but only after they have displayed a solid athletic stance. Players could also use a medicine ball or weighted basketball.

Social Load: During the activity, have 3 questions on the board that athletes can ask before the drill. E.g., The best thing that happened to them today

Technical Load: Have pairs designated to a hoop. If they get possession of the tussle, they rip it to a lay up on a hoop.

PLAY – 15 min

30 sec **HYDRATION BREAK**

7 min **RUN RABBIT RUN**

Equipment: none
Player #1 starts at the foul line. On a signal, he/she takes off running to the far end. #2 is trying to tag the back of #1. Once #2 hits the foul line, he/she changes direction and heads back to the other basket. #5 now enters the contest and tries to tag #2. Coaches may have to change the distances for the age of your players.

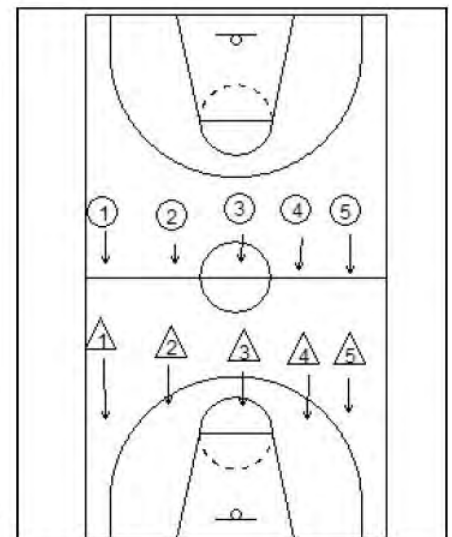
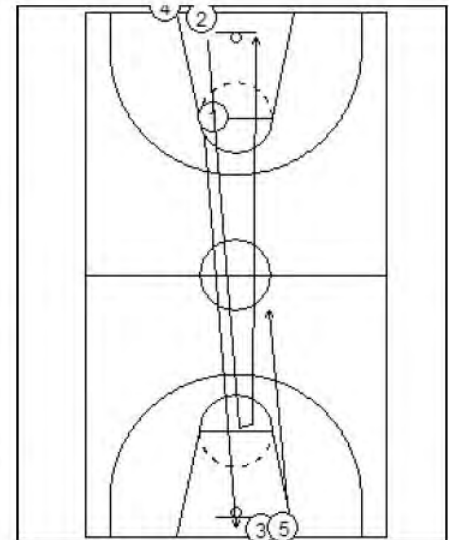
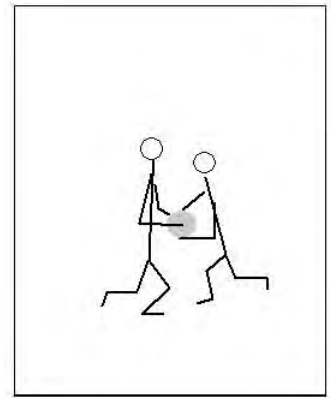
Drill Load: Have more than one group going at once. The players must stay in their lanes.

30 sec **HYDRATION BREAK**

7 min **CROWS AND CRANES**

Equipment: basketballs
The players partner up with someone of similar speed. Find a suitable distance between the two players. One group is called crows the other cranes. When “crows” is called, the “crane” chases the “crow” attempting to tag him/her. Have a safety line. Do not use a wall. Keep score.

Drill Load: When the coach calls “change,” the players change direction and the chaser is now trying to avoid being tagged. The coach can have the players run backwards and forward. Be careful with young players running backwards. Also make it so the players are moving laterally by having them face the sideline. They could slide or run. Coaches can then add a ball to be dribbled or two balls.



DEBRIEF & COOL DOWN – 5 min

PLAN #5:

Fundamental Movement Skills-- Games Approach

Objectives: fundamental movement skills, agility

Equipment: hula-hoops/spot makers/pylons, basketballs, flag, jerseys

INTRO & WARM UP GAME – 10 min

DYNAMIC WARM UP – 5 min

SKILLS – 25 min

10 min **MUSICAL HOOPS**

Equipment: hula-hoops/spot makers/pylons

Hoops are evenly spread on the floor. There should be one hoop for each child. If you do not have hoops you can use spot makers 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 or with a ball

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. E.g., balance on one foot (move your arms, move your head up and down, side to side) squat, lunge, twist, track). Repeat a number of times.

Physical Load: Keep the music on for 20-second intervals and the music off for no longer than 10 seconds. Repeat 4 times before a rest.

Social Load: Players play the game with a teammate linking arms. They must change teammates after 3 stops of the music

Technical Load: Players must complete a lay up/shot when the music stops and then get to a hoop.

5 min **AGILITY**

Equipment: basketballs

Each child has a ball and lines up behind the sideline. They roll the ball slowly so it will reach the far sideline but not the wall. You will have to practice this first. When the ball is rolled the second time, the player weaves in and out of the ball counting the number of times he/she is successful. Make these personal challenges. “Go again and see if you can get one more.”

Physical Load: Have the players partner up and while one player is weaving in and out of the ball, the other player is working on a physical activity (air squats, push ups etc.)

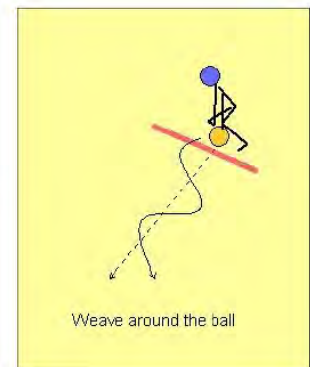
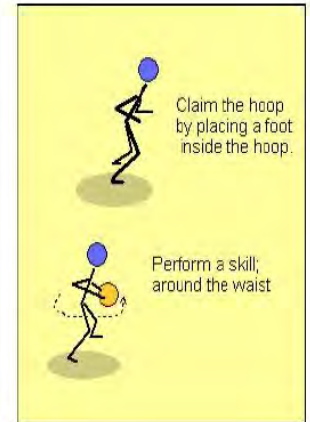
Social Load: Have players partner up and one be the leader. Both roll the ball at the same time and try to weave at the same pace as the leader

Technical Load: Have the players dribble the ball while weaving in and out of the other ball.

10 min **FLAG**

Equipment: flag, basketballs

Divide the team into two even groups. Each player on the team is given a number that corresponds to a player of similar ability on the opposing team. The two teams line up along the start/finish line. When the coach calls out a number, the corresponding player comes forward from each team. A point can be scored in three ways (Coach is close to sideline, not in the middle):



- Steal the flag and run back safely to the start finish line without being tagged.
- Tag a player who has stolen the flag before he /she reaches his/her home start/finish line.
- Entice a player to cross the dividing line before you **have** taken the flag. This is accomplished by faking at the flag and having the opponent step over the line.

Physical Load: After a number is called the other players have to complete 5 wall jumps before their teammate returns.

Social Load: Have the two teams make up cheers that they sing when their number is not called

Technical Load: Add basketballs to the game and designate which hand the ball is to be dribbled.

PLAY – 15 mins

30 sec **HYDRATION BREAK**

7 min **STEAL THE PIG**

Equipment: ball, jersey

Two teams line up on opposite baselines. Each player has a ball at half court (have a safety zone between the two balls). When the coach calls the number, the players must sprint forward and grab their ball and then dribble back for a lay up.

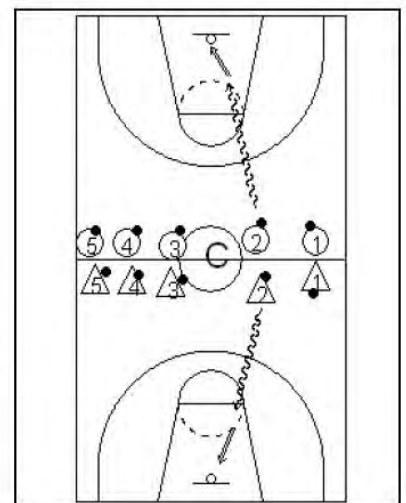
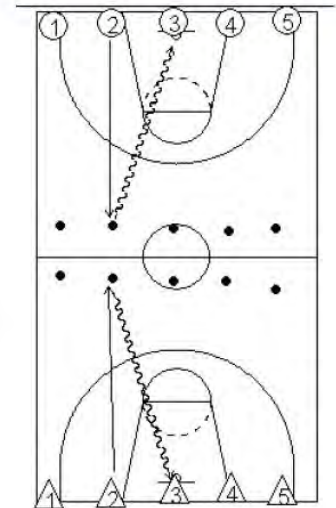
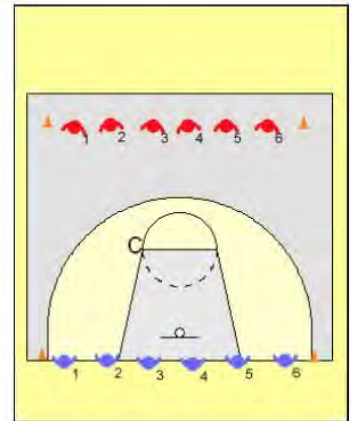
Drill Load: Change the distance to the balls, the types of shots. More than one group of players can go at a time. Only have one ball and the player that gets the ball is on offense and the other player must defend. Coach can also call out ‘change’ where the offense drops the ball and becomes defense at the other end.

30 sec **HYDRATION BREAK**

Time **DRIBBLE SCORE RACE**

Equipment: balls

The players are divided into two teams. Each player has a ball and lines up on opposite sides of the centerline. The players are given numbers. When the coach calls the number, in this example “2”, both number twos dribble in to score a shot.



DEBRIEF & COOL DOWN – 5 min

Objectives: Fundamentals movement skills, coordination

Equipment: basketballs, obstacles, jersey

INTRO & WARM UP GAME – 10 min

DYNAMIC WARM UP – 5 min

SKILLS – 25 min

5 min CHANGING PACE IN DIFFERENT PLANES

Equipment: pylons

This drill is also excellent for teaching players how to move in different planes.

Very few players will know how to do this skill. Most will stand very erect with the head leading the body. Most will look over the shoulder not trusting where they are going.

Have the players walk, jog, and then sprint backwards and change their pace as they move into different zones. Keep the nose over the toes. Be in an athletic stance. The nose should be over the toe and the player should be in an athletic stance and reach backward with the leg and foot.

5 min RUNNING FORWARD LOOKING OVER THE SHOULDER

Equipment: pylons

Players need to be able to run the floor while looking backward over their shoulder for the ball. Most players will have to run looking at the end wall. If they turn their shoulder, they have a tendency to drift to the middle as they run. Same drill as before, working on the different paces while looking over the shoulder.

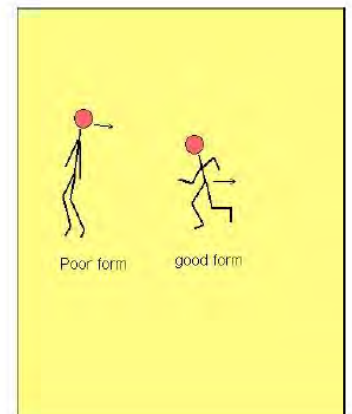
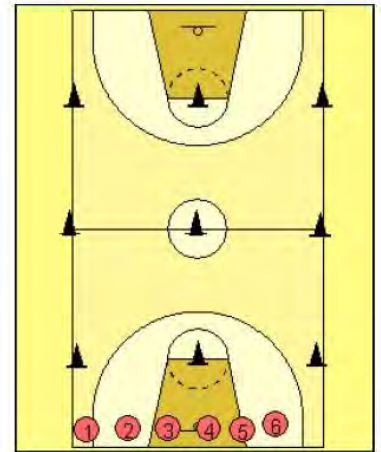
Also practice:

- Slides
- Carioca
- Sideways running

Physical Load: Players do an exercise as they move into a zone and must complete the exercise before moving to the next zone

Social Load: Players partner up and use their fingers to signal what pace their partner should be moving in that particular zone. One finger is slow, two fingers is medium and three fingers is fast pace.

Technical Load: Have the players completing the movements with the ball.



5 min **MOVING IN CONGESTED SPACE**

Equipment: pylons

Players also have to be able to move in space being aware of other people. The group is split up coming from each end. Players must keep their heads up.

Load the drill by adding the scans after the players have learned to move in space safely. Scans can be players on the side or coaches that hold up 10 fingers with eye contact to receive a pass or different fingers representing different exercises. 1- air squat 2- pivot etc.

Physical Load: Change the method of movement from sprints to skips to gallops

Social Load: Players have to work together and can't enter the next zone until they all reach the zone line

Technical Load: Have players also change their pace as they enter each of the zones

10 mins **USING CHANGE OF PACE TO AVOID OTHERS**

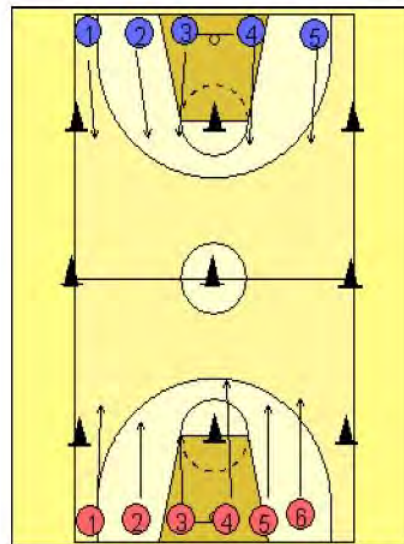
Equipment: none

The players must now learn to use a change of pace to lose their defender. The players partner up one beside the other. You may have to send them in two groups to avoid congestion. One player is the leader who is using different paces of forward movement to lose their partner or shadow. The leader attempts to see how many times he/she can make the flower move in front. Keep score.

Physical Load: Change the method of movement from sprints to skips to gallops

Social Load: Have two groups face each other at the half court line and endline, the leader has a ball on one of the groups. As both leaders work to loose their shadow the other leader can show 10 fingers to receive a pass

Technical Load: Have one player have a ball or even both players



PLAN #7:

Fundamental Movement Skills-- Games Approach, 1 on 1

Objectives: shooting, fundamental movement skills, 1 on 1

Equipment: basketballs, pylons, ducks (or other object)

INTRO & WARM UP GAME – 10 min DYNAMIC WARM UP – 5 min

SKILLS - 20 min

5 min SHOOTING GRIP

Equipment: basketballs

Hold the ball in the hand with the palm up. Quickly move the ball back and forth from side to side. If the ball is not held on the finger pads, the player will lose control. This is excellent for younger players who often grip the ball incorrectly.

Physical Load: have players line up on the side line and add forward and backward movement (walking, jogging). Add side to side and diagonal movements

Social Load: two players stand face to face and the leader moves the ball back and forth and the follower mirrors. Switch hands and switch partners

Technical Load: players move the ball on their own but on the coach's while they load the ball in triple threat. Add movement around the court and a pivot (front or back) to face the closest rim

7 min BEDTIME SHOOTING

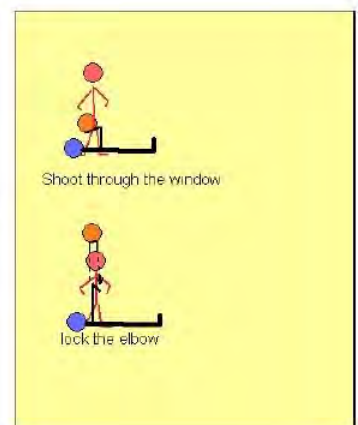
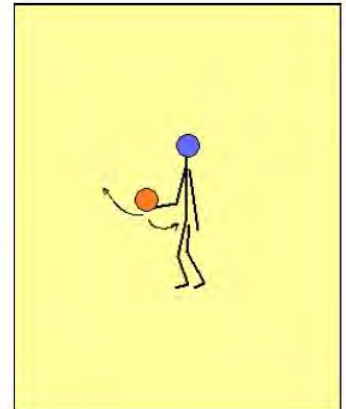
Equipment: basketballs

This is still one of the best drills to work on to develop a consistent release. The shooter lies on their back and shoots the ball up in the air with one hand. The players need to lock the elbow and wave goodbye (break the wrist) to the ball. The ball should return to the same hand.

Physical Load: Use a weighted basketball to strengthen. Do 5 with the weighted ball while a partner does 5 with the non-weighted ball and switch. Add 2 short shots and 2 long shots to start to play with power of release.

Social Load: Give the players a specific target of how many in a row they can make with proper technique. Give a specific time to achieve a group score where partners judge and only counts if it is shot with a specific technique (holding follow through)

Technical Load: a partner stands over the shooter and forms a window for the ball to be shot through. If it does not return through the window, correct the players shot to get consistency. Do this drill while shooting with two hands (a guide hand). It will point out if players are having the guide hand interfere.



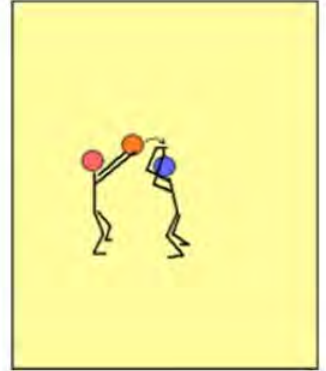
8 min **RELEASE POSITION**

Equipment: basketballs

The shooter starts in a loaded position with hands ready to receive the ball. It is crucial that the player be looking under the ball and have two eyes on the target. Once the ball is in place, the player pushes up through the body, locking the elbow and holding the good follow through position. Start away from the basket, then add shooting on a line and then in close to the basket. Have the players shoot 5 and then switch positions.

Physical Load: Add a basketball weighted ball or medicine ball. Switch back and forth between a set with the regular ball and then the weighted ball. When in partners and doing line shooting, one can shoot the ball and the other must do a push up before receiving the shot (or two push ups).

Social Load: Have the non-shooting player sign a verse from their favorite song, when they are finished they switch or have a song player and the non shooting player dances until the music stops and they switch. The shooting player can work on not being distracted.



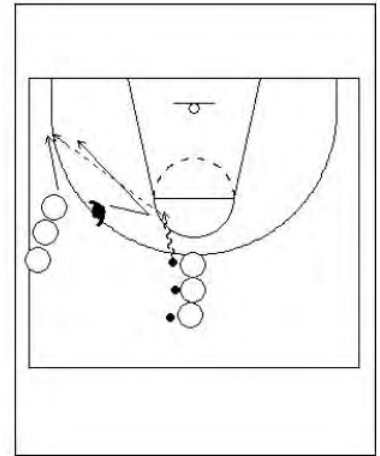
CONCEPTS -10 min

1 V 1 GAME SITUATION

Equipment: basketballs

The players form two lines with the balls at the top. One defender is on the passing line defending the wing player. The player with the ball attacks the paint. The defender helps and recovers. The wing player slides to open space. On the catch it is live 1 on 1.

The defender is only faking a hand and foot into the drive line. Be sure that the passer works on dribbling with the outside hand.

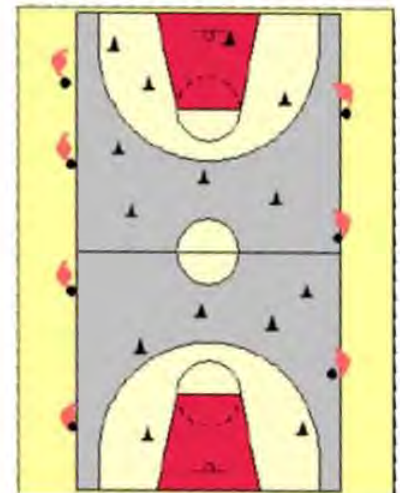


PLAY- 10 min

STEAL THE DUCKS

Equipment: basketballs, pylons, ducks

Each pair begins with a tall pylon and a ball. The ducks are placed in the center circle. Each pair establishes a home base somewhere on the basketball court. It must be at least two big strides in from any boundary line. This is to allow people to sneak up from behind. On go the pairs take turn scoring baskets. Once a basket is scored the player retrieves a duck from the center. The duck is placed inside the pylon. The game continues until all the ducks are gone. Now the fun begins! The players now must score a basket and then go steal a duck from another nest. The "mother" duck must straddle the pylon with one foot on either side. She must do hip turns to change direction. If a fox (the player trying to steal a duck) is tagged they must go score a basket before attempting another steal. To steal a duck you must tip the pylon over without being tagged. Often the nest is empty. It is best to sneak in from behind when the "mother duck" is distracted. At random times call change. The mother duck must immediately leave the nest and get the ball from the fox. The players change roles. Nests are vulnerable at this time. You can also add people with pool noodles to distract the foxes. If the ball gets knocked away you need to score a basket before you can return to the game.



DEBRIEF & COOL DOWN – 5 min

PLAN #8:

Fundamental Movement Skills-- Games Approach, 1 on 1

Objectives: dribbling, static dribble, speed dribble, crab dribble, fundamental movement skills, 1 on 1

Equipment: basketballs,

INTRO & WARM UP GAME – 10 min DYNAMIC WARM UP – 5 min

SKILLS - 20 min

Equipment: basketballs

10 min AROUND AND TO THE TIPS OF THE FINGERS

Equipment: basketballs

Tipping the ball quickly between the finger pads on the hands.

Variations:

SQUEEZE THE BANANA

Same as tipping, only you pinch the ball. This is good to strengthen the fingers.

BALL SLAPS

The ball is slapped, alternating hands. This warms the hands and strengthens the fingers.

BALL ROLLS

The ball starts on the back of the right hand. The hand is rolled over the ball in a counter clockwise direction. This spins the ball onto the left hand. The ball is spun in a clockwise direction on the left hand causing it to go back to the right hand.

Start by just practicing on one hand.

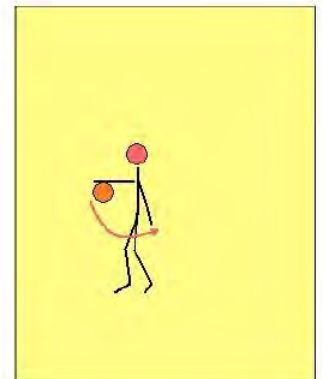
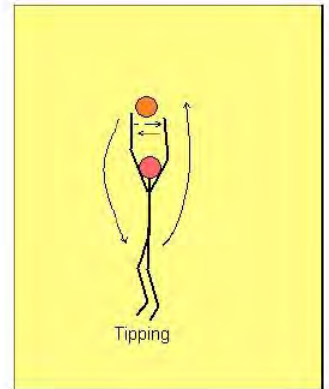
PENDULUM

Swing the ball from one arm to the other like a pendulum.

Physical Load: Add balance and speed to the activity. Players can go through the ball movements with their eyes closed listening to the coach changing the movements or while balancing on one leg.

Social Load: After going through all of the variations have players in pairs go through the movements with a leader and a follower

Technical Load: Try moving the ball quicker or into different positions (above the head, in front of chest, by hips). Move the ball up and down as you tip it, behind the back (down by the hips) or between the legs (one hand in front, one behind).



10 min **WAVE DRIBBLE.**

Equipment: basketballs

The players must react to the directions the coach points or actions that mean different reactions. Do not change too quickly at first, you want the players to move in the desired direction with some speed. If you change too fast, they end up standing

Coach's signals – or make up your own

Here are some suggested signals to help the athletes learn to keep their eyes up. (Reading the image clockwise from the top left.)

Hesitation Dribble - one hand up above head with an open palm. (two hands may signal stop pivot and protect the ball)

Attack Dribble - circle the arm like the third base coach in baseball

Perpendicular Dribble - dribble action with the arm across the chest

Direction - point in the direction you want the dribble

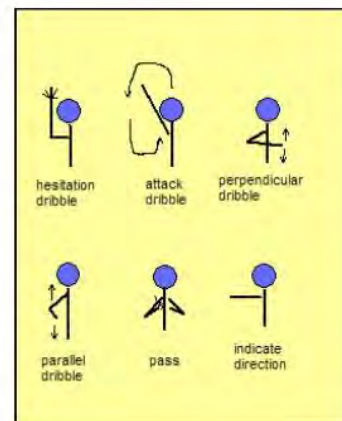
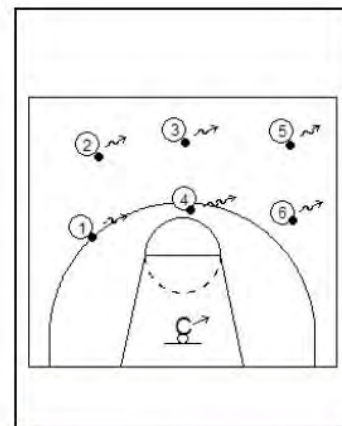
Pass - both hands up in front of chest

Parallel Dribble - dribble action beside body

Physical Load: Add physical actions to the wave dribble drill. (one foot jump, two foot jump, burpee, push up, lunge, squat etc)

Social Load: Have one of the athletes lead a group (or they take turns calling out what action is next) or break off into smaller groups where the athletes lead the wave dribble

Technical Load: Add the crab dribble. The ball should be positioned behind the foot in a crab dribble and outside the foot in a parallel dribble. The body should be low with the back straight.



CONCEPTS – 10 min

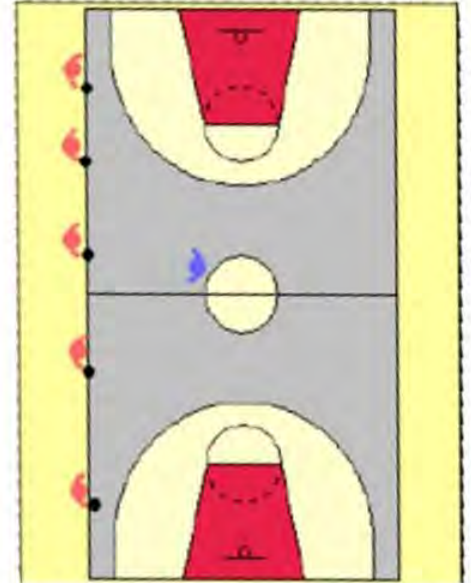
MOTHER MAY I

Equipment: basketballs

This is very good for young players to teach dribbling and stopping. Taking turns the player asks the leader how many dribbles and at what speed they may go.

"Mother may I take 3 fast dribbles". The leader responds "yes you may". The player now takes three fast dribbles and must use a jump stop. If the player takes an extra step they must start over. The leader could also say "no" and give the instruction to the player. It is best if the coach be the leader at first, but you can break into smaller groups with players being the leader.

You can also tell them which hand to dribble with. Once you add 1-2 stops you can load the drill. You can also add in which type of pivot foot to use as well as front and back pivots. It is a good drill to do when the little ones get tired, but you still want them to concentrate and pay attention.

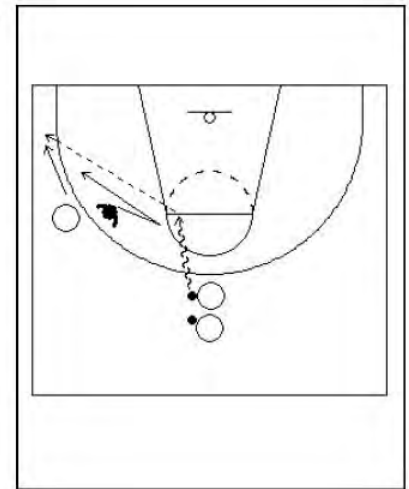


PLAY– 10 min

1 V 1 PENETRATION/ KICK

Equipment: basketballs

Start with a line at the top of the key, one wing player and a defender. In the diagram we can see the defender is helping up so we work on the wing player sliding away. The defender starts in passing lane defence. The middle player penetrates the key. The help is a stunt with the hand and foot into the passing lane. Recover with a hand up in the passing lane. The play is live between the wing and the defender once the pass is made from the top. You may have to reload the drill and go back to removing the defender and doing the drill on air or with a guided defender.



DEBRIEF & COOL DOWN – 5 min

PLAN #9:

Fundamental Movement Skills-- Games Approach, 1 on 1

Objectives: passing, scoring, fundamental movement skills, 1 on 1

Equipment: basketballs

WARM UP GAME - 10 min
DYNAMIC WARM UP - 5 min

SKILLS- 20 min

10 min PASS AND REPLACE

Equipment: basketballs

The players spread out in groups of three with one ball. The first player passes the ball using the designated pass. He/she then follows the pass to end up behind the receiver. Have the receivers give a target and step to receive the pass.

- a) chest pass
- b) bounce pass
- c) over head
- d) one handed
- f) push pass hip/shoulder
- g) off the dribble

Physical Load: As the player is running to fill the line where they passed have them do different exercises or sequences to fill the line.

They can run and jump stop, pivot and back pedal to fill the line

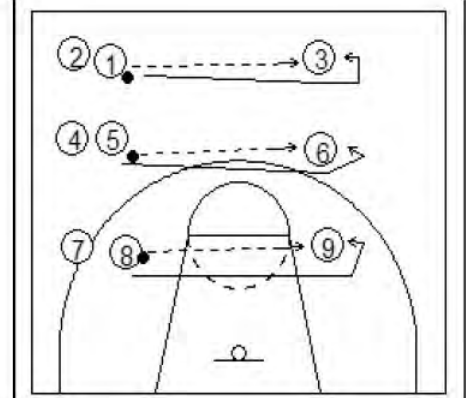
Social Load: Have the players call out the name of the teammate they are passing the ball.

Technical Load: Players give different targets (high/ low or right/left) and can be moving to receive passes. Pressure can also be added receiver or missed catches or targets do group squats. The passing lines can be moved to be on the court (passer at the top of the key and receiver is on the wing)

10 min PASS AND REPLACE WITH PRESSURE

The drill works the same as before only now the passer becomes a defender on the receiver. The passer is not allowed to dribble. They must work on fakes and pivots to create a passing lane. Try to get the passer to beat the feet of the defender and make crisp fakes before passing
The receiver must have a target.

Physical Load: As the player is running to fill the line where they passed have them do different exercises or sequences to fill the line.
They can run and jump stop, pivot and back pedal to fill the line.



Social Load: Coach calls out the type of pass and the passer must try to use their fakes to move the defense to get that type of pass off. Have the receivers call out the type of pass to the passer.

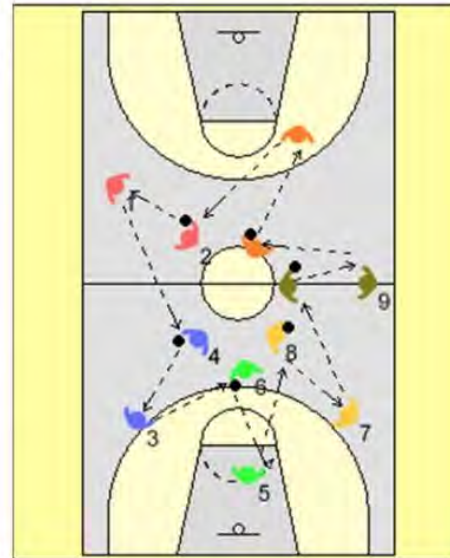
Technical Load: Place the passing lines on the half court either filling the top to wing or from wing to post. This way the players can start to visualize how the passes work on the floor. Use the same side as the pass to step into the pass to create more power.

CONCEPTS – 10 min

PASS AROUND THE CIRCLES

Equipment: basketballs

Here the player passes the ball to the next player in the opposite circle. Start with one ball with the younger players and progress up to 6 balls. Eventually you can move to twelve balls. This requires great communication and teamwork. A fun passing relay for young players is to have the outside circle pass a ball around their circle at the same time the inside circle goes. See how many passes each can make before the ball returns back to the person who started. Switch positions and try again.



PLAY – 10 min

WAR

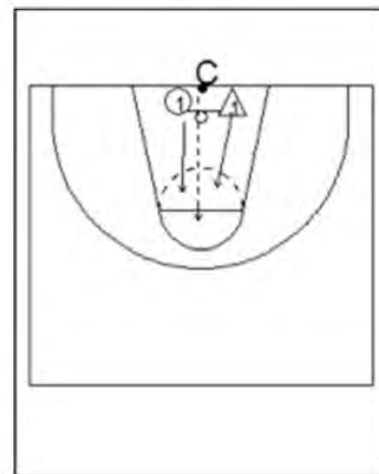
Equipment: basketballs

The coach rolls the ball out to the foul line. The two players sprint to gain possession. Whoever has the ball is offense the other defense.

Players need to learn how to use their body or they could dive for a ball.

Play from different angles. Make sure the defenders mix it up. Sometimes defend aggressive or with more pressure on the ball and other times sag with space.

To create more space between the athletes the athletes could do a push up before going for the ball.



DEBRIEF & COOL DOWN – 5 min

PLAN #10:

Fundamental Movement Skills-- Games Approach, 1 on 1

Objectives: Shooting form, Individual skills, fundamental movement skills, 1 on 1

Equipment: basketballs

WARM UP GAME - 10 min DYNAMIC WARM UP - 5 min

1 SKILLS – 20 min

6 min **Review BEDTIME SHOOTING** – Plan #7

Equipment: basketballs

This is still one of the best drills to work on to develop a consistent release. The shooter lies on their back and shoots the ball up in the air with one hand. The players need to lock the elbow and wave goodbye (break the wrist) to the ball. The ball should return to the same hand.

Physical Load: Use a weighted basketball to strengthen. Do 5 with the weighted ball while a partner does 5 with the non-weighted ball and switch. Add 2 short shots and 2 long shots to start to play with power of release.

Social Load: Give the players a specific target of how many in a row they can make with proper technique. Give a specific time to achieve a group score where partners judge and only counts if it is shot with a specific technique (holding follow through)

Technical Load: a partner stands over the shooter and forms a window for the ball to be shot through. If it does not return through the window, correct the players shot to get consistency. Do this drill while shooting with two hands (a guide hand). It will point out if players are having the guide hand interfere.

7 min **PHASE SHOOTING**

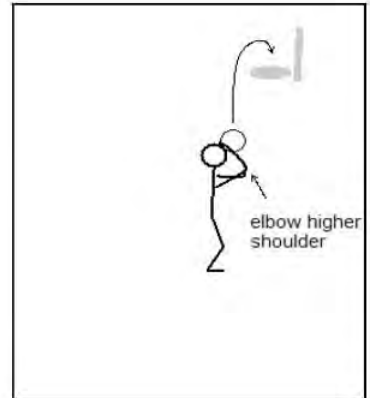
Equipment: basketballs

In this progression, the ball is started in the triple threat position. The athlete is looking under the ball in a loaded shooting position. To get into the position, the athlete bends the knees, at the same time the ball is raised to the release point in one continuous action.

Keys:

- As the knees bend, the ball should be moving up to the release position
- Be looking under the ball at the release point.
- It should be one continuous motion until the follow through
- Jump straight up as the knees straighten for the release of the shot
- Hold a high, straight follow through
- Be sure to use both feet
- Held guide hand

Each athlete takes a ball to the hoop and goes through the progression. They should not be more than one step away and should be moving in different positions around the rim finishing in full extension



Physical Load: the athletes can move to working on jumping as high as they can without altering the form. The release of the shot should be at the highest point of the jump.

Social Load: Players Exchange high fives for successful point of emphasis. The point of emphasis could be the follow through, looking under the ball or successful makes.

Technical Load: As athletes get the form from multiple angles they should take a step back and then back a step again working at different distances. You can also start to work with a second athlete or coaches that walk around and put up a hand as a defender.

7 min TRIPLE THREAT TO THE RELEASE POINT

Equipment: basketballs

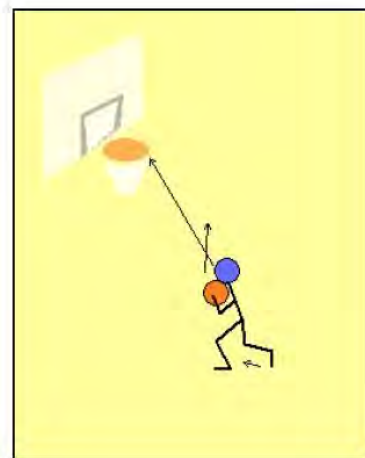
The player must now learn to take the ball from the triple threat position to the high release point in a one continuous action. This movement should be smooth and involves the coordination of the entire body. Many younger players will start to straighten their lower body before the ball is raised to the high release point.

This means they have no power left for the shot. They will have to go back down or take a big step forward to generate power. Have players working in groups of two. Toss the ball, catch the ball with a jump stop, and pivot to square to the basket to shoot. The second player rebounds and goes into their toss. Switch angles on every toss.

Physical Load: One player can complete 3 toss and shots while the other partner is doing air squats or a core exercise of choice. Have players switch. You can also have the switch after an amount of completed exercises.

Social Load: Have the players keep track of different elements. For example how many times they held their follow through as a team or how many times they loaded the ball under their eye sight. You can change the element depending on the point you want to emphasize.

Technical Load: Add a guide who stands in front of the player. The guide places a friendly forearm on or near the belly of the shooter. The other arm is up as if to give a high five. Do not block the shot. This forces the player not to dip the ball and release with a high pocket.



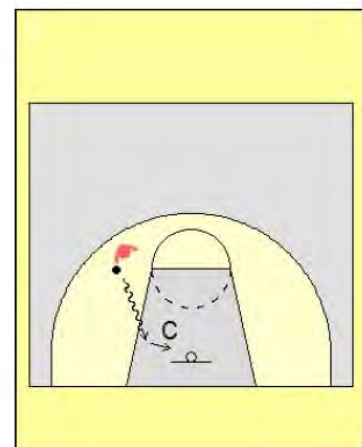
CONCEPTS - 10 min

POWER LAYUPS

Equipment: basketballs

1, 2 Power Layup

This layup is very important skill for players to learn who are driving into traffic. The footwork is the same as the regular lay-up starting with the outside foot followed quickly by the inside foot. The only difference is that the player does not continue to drive the outside foot up. They take off on both feet.



PLAN #11:

Fundamental Movement Skills-- Games Approach, 1 on 1

Objectives:

Moving without the ball, shooting, individual skills, fundamental movement skills, 1 on 1

Equipment: basketballs, colored jerseys, pylons

WARM UP GAME – 10 min
DYNAMIC WARM UP – 5 min

SKILLS - 20 min

3 min DEMO FRONT AND BACK PIVOTS

5 min COPY CAT

Equipment: none

Players get in athletic stance without a ball and follow the coach's voice and demonstration. Coaches front and back pivot and players copy them as they call out the movement. Make sure to pivot both on the R-foot and L-foot. Make sure athlete are staying low and balanced on the pivots.

Physical Load: Coach can add physical elements to mimic (drop to the floor, roll, skips)

Social Load: Separate the players into small groups and have them each taking turns being the leader and the other players following.

Technical Load: Players pick up a ball and the coach adds dribbling forward, backward, side-to-side to the 2-foot stop, and pivots

10 min AVOIDANCE ACTION - SCANNING

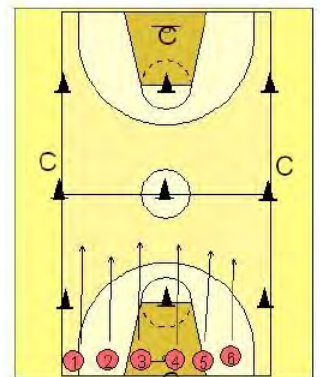
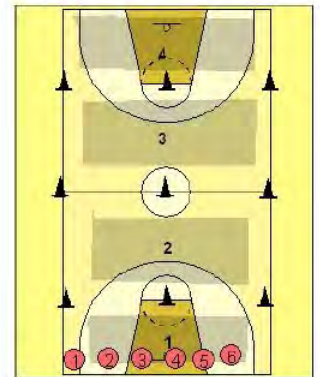
Equipment: coloured jerseys, pylons

It is important that the players learn to avoid another player. There are 4 concepts to learn: change of pace, change of direction, faking, and combinations. Divide the court into 4 zones. There are 4 people placed around the court that could have colored jerseys. Players run from baseline to baseline constantly scanning. (rim, right, left) As the players look to each of the locations, they call out the amount of fingers the people are holding up in those spots.

Physical Load: Players learn how do change speed or types of gaits. Players walk (heel toe manner, head up and swing arms) through zone 1, jog through zone 2, and come to a 2-foot stop. Players spring through zone 3 (getting up on the toes and pumping the arms) and decelerate in zone 4.

Social Load: have the athletes move like different animals. Pick a few and have them choose some.

Technical Load: Coaches can also have players move at different levels of movement. For example: low running, skipping high, jumping off of 1 or 2 feet, diving on the floor.



Physical Load: Increase the speed the players are moving. At each quadrant, have players change the type of locomotion. Or, before moving to the next quadrant, have players jump, squat, lunge, etc. E.g., sprint - walk-jog, walk-sprint-jog

Social Load: Players are in groups of 2 and one is the inventor and the other is the player. The inventor decides what the player is going to do in each one of the zones. Switch roles.

Technical Load: Players have a ball and dribble with dominant or non-dominant hands or add pivots at each zone.

7 min CAN'T CATCH ME

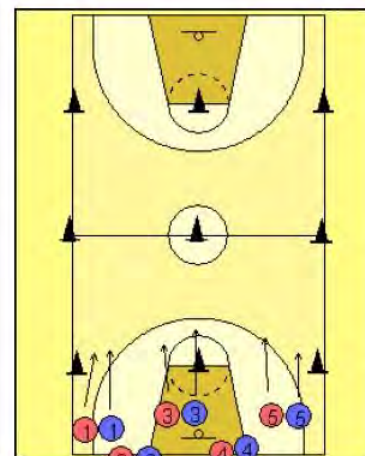
Equipment: basketballs

Players line up on the baseline beside their partner shoulder to shoulder (there may be two different groups). One player is the leader who is using different paces of forward movement to lose their partner or shadow. The leader attempts to see how many times they can make the follower move in front while moving down the floor. Players can keep score.

Physical Load: The second group waits to go in an athletic stance challenging their partners' stability. Once the first group is done, it waits in the same stance.

Social Load: You can have two teams going and keeping track of points. Have players keep changing match ups.

Technical Load: Have players do the drill with a ball and can finish with a guarded lay-up.



CONCEPTS – 10 min

WAVE RUNNING

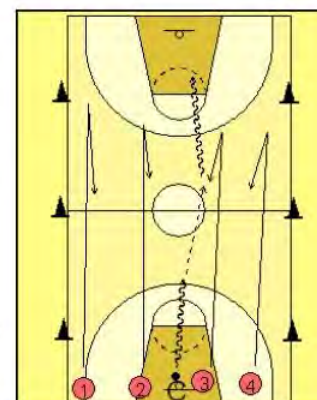
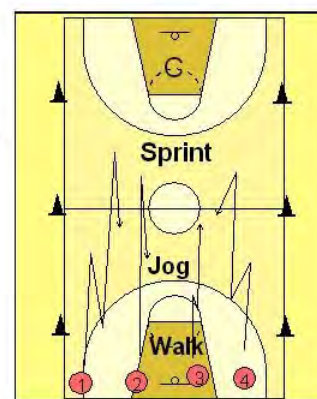
Equipment: basketballs

The coach is at the far end of the floor. The coach points to have the players moving forward and backward. The player must remember what pace they are moving when in that zone.

Add a ball

Remember to add the 10 fingers for a pass from wondering coaches or players

Drill Load: In this example, the coach has a ball. They tosses it off the backboard and rebounds the ball. The players take off running down the court looking over their shoulder. If the coach pivots like they are in trouble, the players come back to the ball. If the coach dribbles, the players go long again looking for a pass. The coach can pass to one player who scores or have the group execute an offensive play.



PLAY- 10 min

KEEP AWAY

Equipment: basketballs

The players each have a ball and are placed in a confined space. The object is to keep their head up as they dribble while trying to knock the other balls away. Do not punish the players for losing the ball. The size of the space depends on the number of people in the drill. In this case we have placed four players of equal ability inside the circle. If a players' ball is knocked away they:

- Could be out until there is only 1 player left
- They could do a n action and then return to play
 - Score
 - Pushups
 - etc



DEBRIEF & COOL DOWN – 5 min

Objectives: defense, fundamental movement skills, 1 on 1

Equipment: basketballs

WARM UP GAME – 10 min
DYNAMIC WARM UP – 5 min

SKILLS – 20 min

10 min GRIZZLY BEAR STANCE

Equipment: none

Ask the athletes to assume a grizzly bear stance They will be assuming the universal athletic stance:

- feet shoulder width apart
- knees bent
- elbows bent
- hand up with the palms facing forward (show your claws)

Have the athletes move around in random movement as if they are making scrambled eggs. When you call stop they assume the grizzly bear/defensive stance.

Physical Load: while the athletes move around the floor add physical components. (jumping skipping, burpees, slow walks sprints etc.)

Social Load: Have the athletes growl back when you call out defense as they assume the grizzly bear stance.

Technical Load: half of the athletes have a ball, when you call defense the ones with a ball keep their dribble. The athletes without the ball find an athlete with a ball and take a grizzly stance/defensive stance in front of them. They then switch who has the ball and play again. You can add the player with the ball to take one or two dribbles left and right and the defender needs to maintain their grizzly stance.

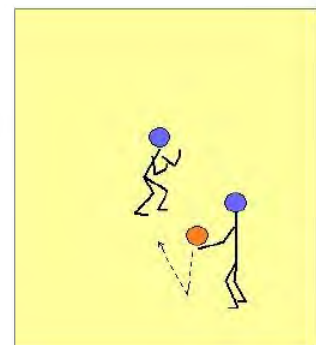
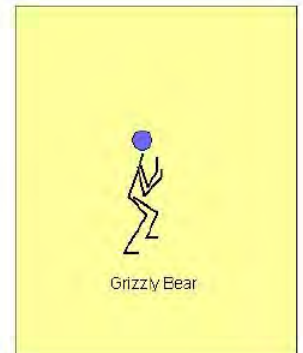
10 min BALL DROP DRILL

Equipment: basketballs

The player without the ball starts in the universal stance. This player must let the ball bounce once but not let it hit the floor the second time. The ball can be bounced

- in front
- tossed to the side
- thrown over the head of the player

This causes the player to move in all directions coming out of the defensive stance.



Physical Load: Have the players start from different positions. Start from a push-up position, turned around or facing the side.

Social Load: Bring them in and ask probing questions:

- How can we be quicker to the ball?
- How can we get lower to start?
- What can you do to push first in the direction you want to go?
- How can I move faster, by sliding or running?

Technical Load: Add pivots after the offensive player gets to the ball. The passer can also close out on the offensive player and assume a defensive stance.

CONCEPTS- 10 min

5 min MIRROR THE PACE OF THE DEFENDER

Equipment: basketballs

Defenders must learn how to mirror the actions of the offensive player. This simple drill helps the player's discovery what is important. It is crucial in all of these drills that the coach takes the time to debrief the athletes to help them remember the key lessons learned.

5 min COPS AND ROBBERS

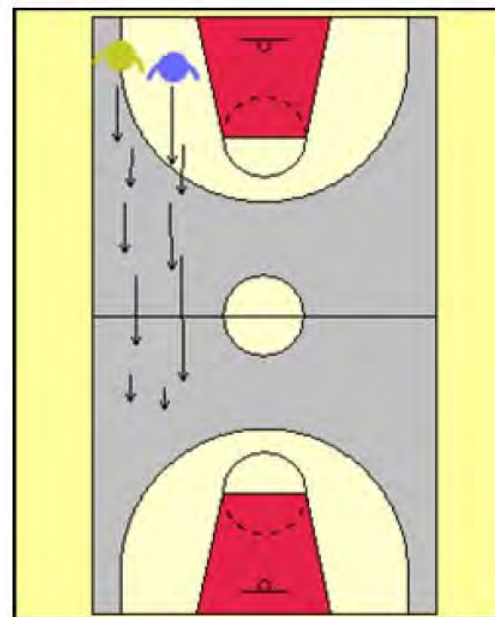
Equipment: basketballs

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

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

Loads

- run on the other side
- add the basketball
- monitor the speeds. Be sure the offense works on adding a variety of speeds.
- allow fakes
- allow changes of direction - you need lots of room be aware of others.



PLAY – 10 min

PROTECT THE BALL

Equipment: basketballs

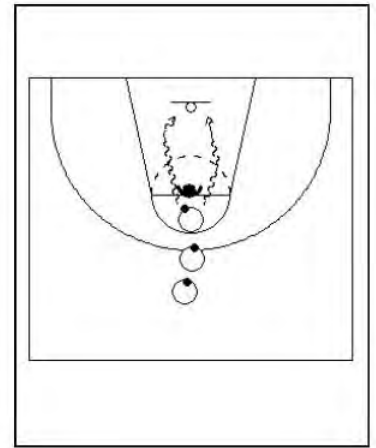
The players line up at the three point line with every player with a ball except the first player in line. The first player faces the basket with their back to the offensive player with the ball. The offensive player can decide to go either way, starting with a crossover move. The defence is live once the player sees the offensive player with his/her peripheral vision.

This is an excellent drill to teach the offensive player a number of key components of creating and maintaining a one second advantage:

Be explosive with the first step

- Go tight to the defender on the dribble, shoulder to hip
- Cut the defender off and put him/her on your back
- Decide whether to use an extended layup (if you have an open basket) or the outside /inside power layup (if the defender is close or may be going for the block)

This drill can be played from a number of positions on the floor.



DEBRIEF & COOL DOWN – 5 min

Objectives: get shooting footwork set, shooting form, finding the open player, 2 on 2

Equipment: basketballs, pylons

WARM UP GAME – 10 min
DYNAMIC WARM UP – 5 min

SKILLS – 20 min

10 min **ROLL AND SHOOT**

Equipment: basketballs

The player rolls the ball to a spot. They then run out and hop to get behind the ball. Pick it up with ten fingers, load into shooting form and go through the shooting mechanics to a shot. Players do this individually, each with a ball at a hoop. After 2 mins call out and they rotate to the next hoop for 2 mins.

Physical Load: Change the mode of locomotion to get to the rolling ball. Athletes could skip, side step, jump to get to the ball. Athletes will have to adjust the speed of the roll for the different types of locomotion.

Social Load: Athletes are in groups of 3 with 2 balls at a hoop. The first athlete rolls the ball in one direction the second athlete calls out the type of locomotion. That first athlete proceeds to get the ball for the shot and rebounds the ball to the third athlete. The second athlete rolls out their ball in a different direction and the third athlete calls out the type of locomotion for them. As the first athlete rebounds the ball they pass the ball to the third athlete and gets ready to call out the type of locomotion for them.

Technical Load: Athletes are in groups of 2 with one ball. The first athlete rolls out the ball and the second will touch the ground and then follow with a hand up. They will close to the shooter but will leave a gap.

10 min **CIRCLE DRIBBLE TO SCORE**

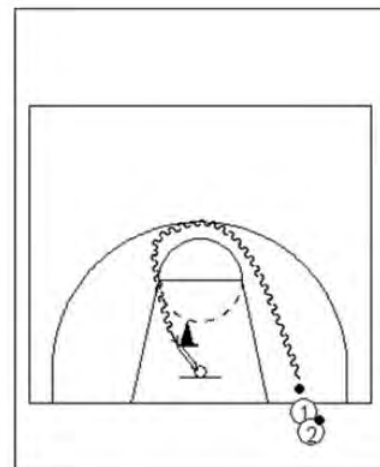
Equipment: basketballs, pylon

The players line up on the baseline as shown in the diagram. They dribble around the jump circle stop at the pylon and shoot. The coach can change the location of the pylon. Players are working on getting to a shooting load while coming off a dribble.

Physical Load: the player waiting at the baseline does air squats with their ball until the first player takes their shot. They then explode from their squat position into a dribble and continues the drill. You can add another player to the line to lengthen squatting times.

Social Load: place 4 pylons that are different colours close around the key. The first player starts by dribbling around the jump circle. The second player calls out a colour of pylon for the first player to shot from. Players switch rolls

Technical Load: players can dribble two balls around the pylon. Once they get around the pylon they pass the second ball to their partner and then load their shot. The second player can go once they get the second ball.

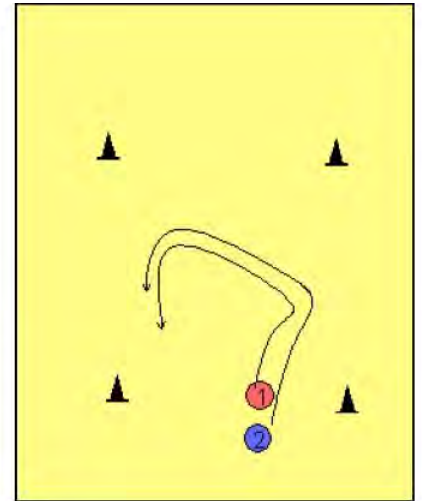


CONCEPTS – 10 MIN

10 min RANDOM MOVEMENT

Equipment: basketballs, pylons

Two players partner up. The lead player uses change of direction to try and lose the player behind. You can call the pace that the players move. Add the ball for one player or for both or have a player with two balls. Add another player in the space. When the third player shows 10 fingers then the player 1 must pass them the ball and keep playing. Add a fourth player and they would show 10 fingers to the second player for a pass.



PLAY – 10 min

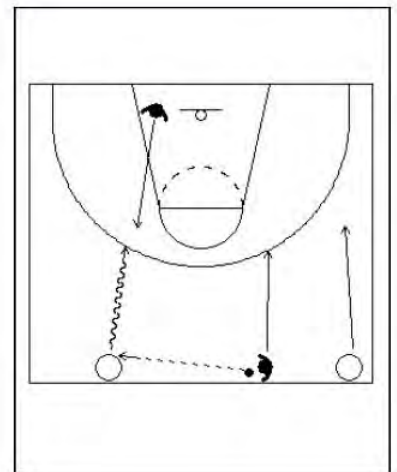
FROM THE SIDE

Equipment: basketballs

One defender is under the basket, the second defender is at half court on the outside of the center lane. Both offensive players are at half court in the outside lanes. All three players at half court are on the same line.

In this drill both offensive players are given a one second advantage. The player with the ball has to keep his/her head up and decide if he/she can make the pass to his/her teammate who is running on the wing. If not slow down and play 2 on 2.

The defence is working on slowing down the ball and recovering on defence. the coach may have to change the width and length of the court so that you give the offence a one second advantage. If the players cannot pass for distance, shorten the distance. If the defence is arriving too quickly, before the offence has a chance to pass, make the defence run a further distance. If possible we want to put the players in the situation where they must use their left hand to initiate the action.



DEBRIEF & COOL DOWN – 5 min

Objectives:

dribbling, quick hands, finding the open player, 2 on 2

Equipment: basketballs

WARM UP GAME – 10 min
DYNAMIC WARM UP – 5 min

SKILLS – 20 min

5 min AROUND AND TO THE TIPS OF THE FINGERS

Equipment: basketballs

Tipping the ball quickly between the finger pads on the hands.
In addition to the movements from plan #8

- squeeze the banana
- ball slaps.
- ball rolls
- pendulum

FRONT TO BACK – BETWEEN THE LEGS

Have the athletes bounce the ball between their legs and reach their arms quickly behind to catch the ball. Bounce it from back to front. Do the same drill only without bouncing the ball or with change hands - one in front one in back - switch hands or with change hands - change legs - same drill only split the legs alternating front to back.

Physical Load: Add balance and speed to the activity. Players can go through the ball movements with their eyes closed listening to the coach changing the movements or while balancing on one leg.

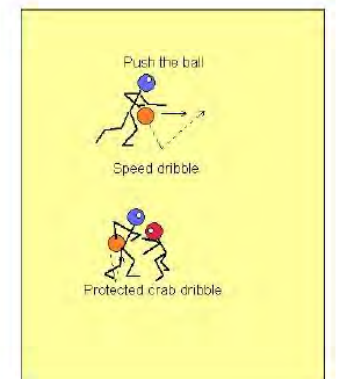
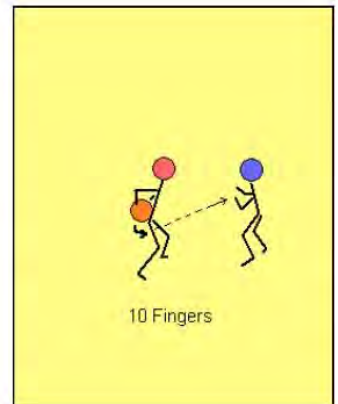
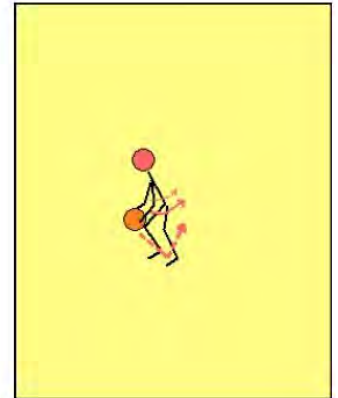
Social Load: Have the athletes pick a pattern to create my mixing up the different types. They can perform the patterns to each other. Ex. Butterfly – right, left, in front, followed by right, left, behind

Technical Load: Try moving the ball quicker or into different positions (above the head, in front of chest, by hips). Move the ball up and down as you tip it, behind the back (down by the hips) or between the legs (one hand in front, one behind).

5 min 10 FINGERS

Equipment: basketballs

A partner, or a selected player is moving around the group, shows the player(s) 10 fingers, the universal sign for pass me the ball. This forces the player to perform the drill while being aware for the open player. The coach calls out different ball movements squeeze the banana, ball slaps, ball rolls, pendulum, high dribble, walking right hand dribble etc.)



Teach players about the difference between:

Physical Load: if players don't pick up on seeing the 10 fingers, the selected player that is showing the fingers calls out the player's name "Sam 10 fingers". The player that missed the signal does 5 jumping jacks and returns to play. (sub in different physical activities)

Social Load: Have the athletes dribble around doing dance moves or mimicking different animals

Technical Load: teaching the players differences between types of dribbles and applying them to the drill.

Static dribbling - they are not moving, but dribbling on the spot

Speed dribbling - running as they dribble the ball. This is generally done when there is little or no "traffic" (defenders) in the area.

Control (crab) dribble - this is done when there are aggressive defenders present and the ball must be protected.

10 min **FULL COURT DRIBBLING**

Equipment: basketballs

O1 dribbles hard at the coach and does a stutter step to read the defense. If the Coach's arm is up, attack the opposite arm. If coach steps back, shoot. Have the players sell their hesitation move.

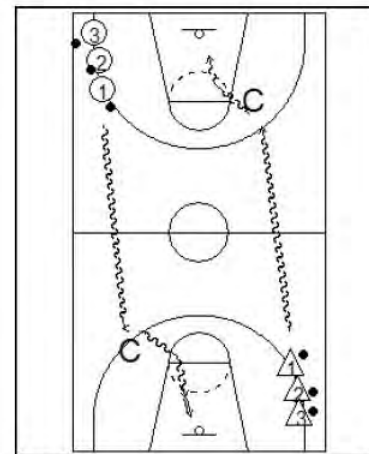
Go in both directions.

Note; coaches must learn to make corrections "on the fly". Do not stop the drill.

Physical Load: set up a ladder on the end line. After the players make their read and rebound their shot they go through a footwork ladder before returning at the end of the line.

Social Load: As a team have the players count out and create a goal for scores finished. You can place different values to different kinds of shots.

Technical Load: Add a secondary defender and offensive player at the rim. If the defender goes to help out on the attacker then the offensive player should pass. If the defender stays with their player then the offensive player finishes.



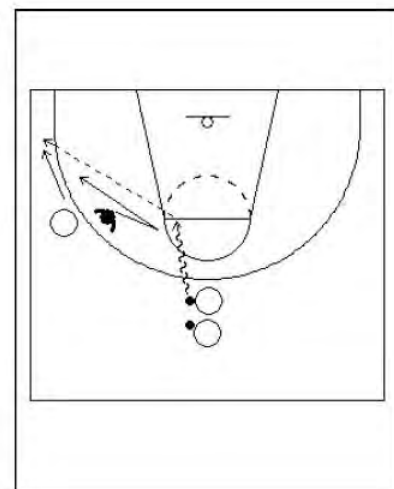
CONCEPTS- 10 min

10 min **2 v 1 PENETRATION/KICK**

Equipment: basketballs

Start with a line at the top of the key, one wing player and a defender. In the diagram we can see the defender is helping up so we work on the wing player sliding away. The defender starts in passing lane defence. The middle player penetrates the key. The help is a stunt with the hand and foot into the passing lane. Recover with a hand up in the passing lane. The play is live between the wing, the top and the defender once the pass is made from the top.

You may have to reload the drill and go back to removing the defender and doing the drill on air or with a guided defender.



PLAY – 10 min

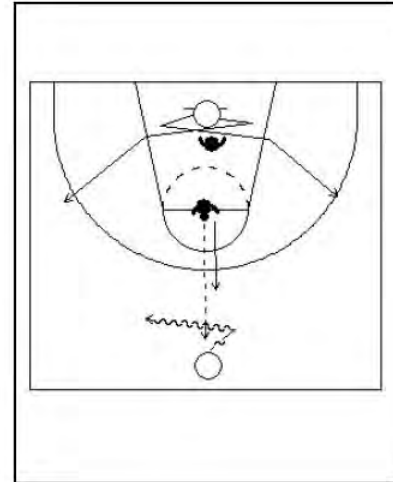
2 v 2 FROM THE MIDDLE

Equipment: basketballs

One offensive player is under the basket with one defender guarding. The second defender is at the foul line with the ball. The second offensive player is at the top. The action starts when the defence at the foul line passes to the offensive player on top. We are now playing 2 on 2. The offensive player under the basket is cutting to either wing to get open. Live play starts after first pass.

Remember:

- All passes outside the three-point line or in the key
- Anticipate the defence, better than action reaction
- Don't freeze the ball
 - Option 1- shoot
 - Option 2 – pass
 - Option 3 – drive



DEBRIEF & COOL DOWN – 5 min

PLAN #15:

Open Player -- 2 on 2

Objectives: Passing balanced, passing around a defender, finding the open player 2on 2

Equipment: basketballs, pylon

WARM UP GAME – 10 min
DYNAMIC WARM UP – 5 min

SKILLS 20 min

6min CIRCLE PASSING

Equipment: basketballs

Bounce ball in right hands. On an agreed signal pass, to left hands. Now, bounce in left hands. Players must turn their bodies.

- a) Stationary Bounce
- b) add movement
- c) add a third player

Physical Load: Add movements forwards, backwards, around the circle

Social Load: Add a third player and make one of the players the leader

Technical Load: Change the types of passes. Include the two handed overhead pass, push pass and other creative passes (behind the back, rugby etc)

7 min PASS AND REPLACE WITH PRESSURE

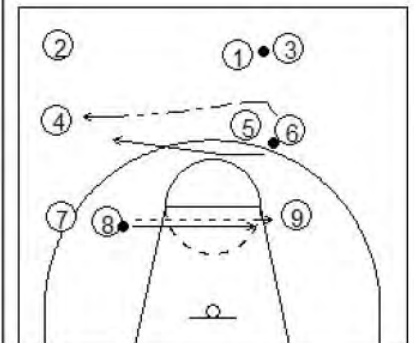
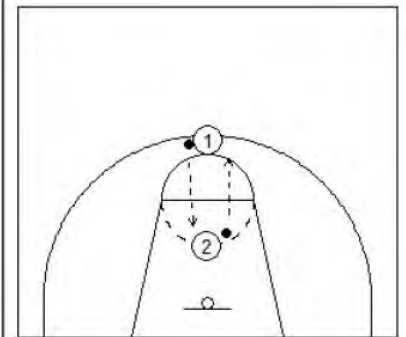
Equipment: basketballs

This is set up with two players on offence with a defender on the passer. The passer becomes a defender on the receiver after they complete their pass. The passer is not allowed to dribble. They must work on fakes and pivots to create a passing lane. Try to get the passer to beat the feet of the defender and make crisp fakes before passing. The receiver must have a target.

Physical Load: The receiver should be in an athletic stance to step into the pass and catch to close the distance. The receiver could also do a physical activity and showing a target when done to work on timing of the pass.

Social Load: Coach calls out the type of pass and the passer must try to use their fakes to move the defense to get that type of pass off. Have the receivers call out the type of pass to the passer.

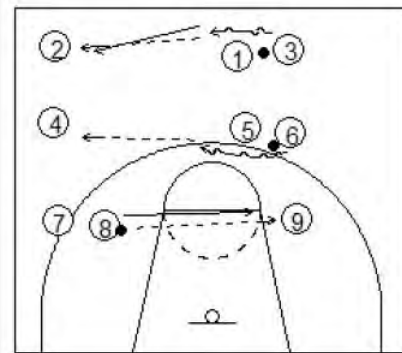
Technical Load: Place the passing lines on the half court either filling the top to wing or from wing to post. This way the players can start to visualize how the passes work on the floor. Use the same side as the pass to step into the pass to create more power.



7 min **PASS AND REPLACE WITH PRESSURE AND A DRIBBLE**

Same as Pass and Replace with Pressure, only now the player is allowed to take a strong dribble to beat the defender and create space.

- a) Pivot first before dribbling
- b) strong protected dribble using both hands
- c) pass off the dribble or off a stop

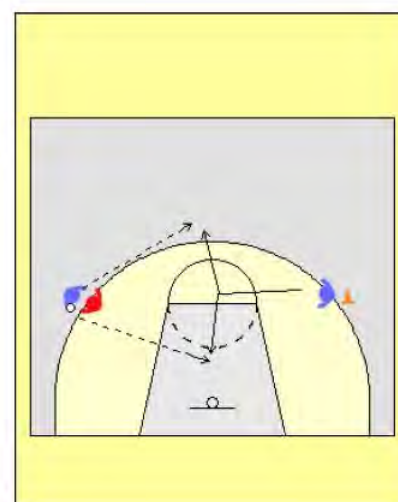
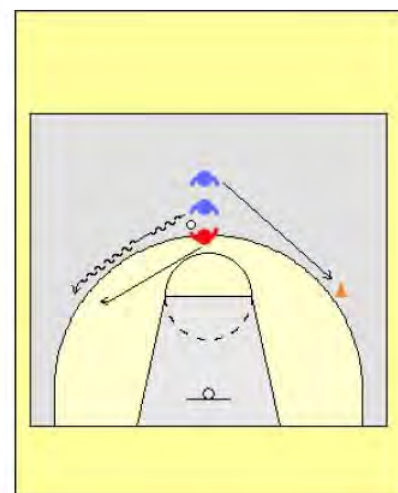


CONCEPTS- 10 min

THREE PLAYER PASS TO CUTTER – GUARD THE PASSER

Equipment: basketball, pylon

The three players line up at the top. The first player is the defender, the second is the passer with the ball and the third is the cutter. The passer dribbles the ball over to an attack spot, the defender plays pressure defence on the ball. The cutter touches the pylon and establishes eye contact with the passer. When the passer is ready the cutter cuts. We only want the pass outside the three-point line or in the key. Passing in the area between the three point line and key is poor spacing. If the player has to move off the three point line it is automatically a back door cut. This is a time when the pivot foot of the passer is essential. If the player uses the foot closest to the defender he/she will face extreme pressure and usually deliver a dirty pass. We want to use the foot furthest from the defender and keep the ball in front of the pivot foot.



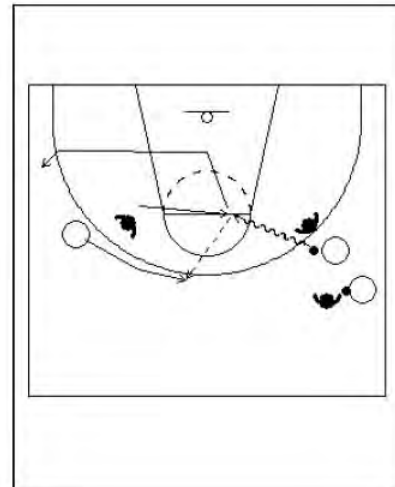
PLAY- 10 min

2 V 2 HANDICAP

Equipment: basketballs

Here we are working on penetrate and kick in a game like situation. The defender on the wing player starts with his back to the offensive layer. This gives the offence a brief one second advantage. The player must read the help defence. The players now play 2 on 2.

Note: we do not want to take a three point shot until the ball has gotten into the key, either with penetration or a pass. These are the easiest three point shots because the player is receiving the pass coming from the direction of the basket. It is easier to walk into the shot because you are mostly likely already square.



DEBRIEF & COOL DOWN – 5 min

Objectives: shooting form, layups, finding the open player, 2 on 2

Equipment: basketballs

WARM UP GAME – 5 min
DYNAMIC WARM UP – 10 min

SKILLS – 20 min

6 min Review TRIPLE THREAT TO THE RELEASE POINT – lesson #10

Equipment: basketballs

The player must now learn to take the ball from the triple threat position to the high release point in a one continuous action. This movement should be smooth and involves the coordination of the entire body. Many younger players will start to straighten their lower body before the ball is raised to the high release point. This means they have no power left for the shot. They will have to go back down or take a big step forward to generate power. Have players working in groups of two. Toss the ball, catch the ball with a jump stop, and pivot to square to the basket to shoot. The second player rebounds and goes into their toss. Switch angles on every toss.

Physical Load: One player can complete 3 toss and shots while the other partner is doing air squats or a core exercise of choice. Have players switch. You can also have the switch after an amount of completed exercises.

Social Load: Have the players keep track of different elements. For example how many times they held their follow through as a team or how many times they loaded the ball under their eye sight. You can change the element depending on the point you want to emphasize.

Technical Load: Add a guide who stands in front of the player. The guide places a friendly forearm on or near the belly of the shooter. The other arm is up as if to give a high five. Do not block the shot. This forces the player not to dip the ball and release with a high pocket.

7 min LAYUPS

Equipment: basketballs

Players take a ball to the hoop and work on outside-inside-up footwork for a layup. Players should work from their dominant side (finishing with their dominant hand) but also on the other side finishing with their non- dominant hand.

Physical Load: athletes add the dribble into the layup action. Players must dribble to a boundary line prior to returning to practice the layup. Athletes should make sure that they keep their eyes up while moving with the ball.

Social Load: Athletes are 2-3 to a hoop all with a ball. The first athlete tells the other two athletes about a given subject (favorite foods, games, song, tv shows) and then does the layup. Then the second player says their information about the subject and does the layup. You can have the athlete repeat what the previous athlete said before adding theirs. They should be changing locations when shooting.



PLAN #17:

Open Player -- 2 on 2

Objectives: footwork for individual skills, finding the open player, 2 on 2

Equipment: basketballs

WARM UP GAME – 5 min
DYNAMIC WARM UP – 10 min

SKILLS – 20 min

3 min MINI STEPS

Equipment: none

Players need to be able to take quick short steps with each foot. Have the players practice this near a line on the floor. The jab should not be a big step, but a quick plant to enable the player to push in the opposite direction of the desired movement. The players need to be able to maintain a good athletic stance throughout the entire drill. The coach calls out the direction of the foot.

- front
- side
- back

4 min PUSH AND GO

Equipment: none

In push and go, the player takes a short jab and then an explosive step with the other foot.

4 min HIP TURN (JUMP SWITCH)

Equipment: none

Both feet twist to a new position at the same time, so the athlete can push and go backwards. The trunk is always facing forward. This is much quicker and powerful than a drop pivot.

Do this at first with just the turns. Then add the turn and go (where they turn and run)

Physical Load: You can use light elastic bands or resistance bands around the athlete's so that they have resistance when exploding. One athlete would be practicing the footwork and the other athletes would hold the resistance band.

Social Load: Have the athletes in groups of 2 or 3. Have one as the leader and while they keep their dribble they call out the different footwork movements for the other athletes to try. **Have the leader give corrections.**

Technical Load: Add a ball to the footwork activities. Switch them up on both sides of the body, in different directions and locations on the floor.

8 min COACH SAYS

Equipment: basketballs

Have athletes starting on the baseline and the coach out in front. Use different footwork calls saying "Coach Says ...hip turn and run" Other calls could be: different pivots, jumps, types and number of dribbles. Then say a movement with out saying "Coach Says" (like front pivot) if any of the athletes do the action they are out and do body figure 8s on the sideline. Play until there is one athlete left and they are the 'MVP'

Physical Load: When an athlete does the movement without the coach saying ‘coach says’ they do a physical activity and then can return to play. This could be a few physical activities set out on the sideline or 10 line jumps on the spot.

Social Load: Have players create small groups and have the athletes call out ‘team mate says’ and play the same game. The caller switches after 10 calls or a designated amount of time. Caller keeps their dribble while calling.

Technical Load: Add more technical moves like types of dribbles. Also add decision making calls like: Coach says make a change of pace move around a defender or change of direction move to beat a defender

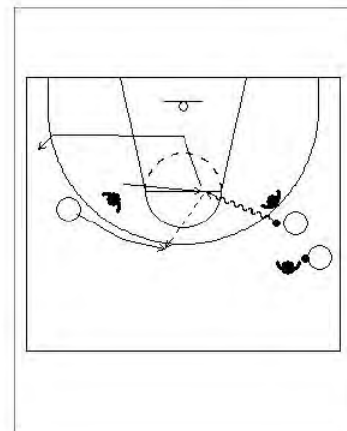
CONCEPTS – 10 min

2 v 2 DISADVANTAGE

Equipment: basketballs

Here we are working on penetrating and kicking in a game like situation. The defender on the wing starts with their back to the offensive layer. This gives the offence a brief one-second advantage. The player must read the help defence. The players now play 2 on 2.

Note: We do not want to take a deep shot until the ball has gotten into the key, either by penetration or a pass. These are the easiest deep shots because the player is receiving the pass coming from the direction of the basket. It is easier to walk into the shot because you are most likely already square.



PLAY- 10 min

2V2 OPEN

Equipment: basketballs

Players are divided into teams of two and assigned to a hoop. There should be offense and defense at each of the hoops. The other teams of two are together in a line at the center circle of the floor. The players at the hoops play until one team scores two baskets. The team that scores the second basket calls open and one of the teams from the center court come in to play. The team that got scored on return to the end of the line at the center court.

Teams could have to do 10 passes before entering the line and the number of hoops needed to score can also be higher or lower.

DEBRIEF & COOL DOWN – 5 min

Objectives: defensive stance, passing to the open player, 2 on 2

Equipment: basketballs

WARM UP GAME – 10 min
DYNAMIC WARM UP – 5 min

SKILLS – 20 min

10 min **GRIZZLY BEAR STANCE**

Equipment: none

Ask the athletes to assume a grizzly bear stance They will be assuming the universal athletic stance:

- feet shoulder width apart
- knees bent
- elbows bent
- hand up with the palms facing forward (show your claws)

Have the athletes move around in random movement as if they are making scrambled eggs. When you call stop they assume the grizzly bear/defensive stance.

Physical Load: while the athletes move around the floor add physical components. (jumping skipping, burpees, slow walks sprints etc.)

Social Load: Have the athletes growl back when you call out defense as they assume the grizzly bear stance.

Technical Load: half of the athletes have a ball, when you call defense the ones with a ball keep their dribble. The athletes without the ball find an athlete with a ball and take a grizzly stance/defensive stance in front of them. They then switch who has the ball and play again. You can add the player with the ball to take one or two dribbles left and right and the defender needs to maintain their grizzly stance.

10 min **BALL DROP DRILL**

Equipment: basketballs

The player without the ball starts in the universal stance. This player must let the ball bounce once but not let it hit the floor the second time. The ball can be bounced

- in front
- tossed to the side
- thrown over the head of the player

This causes the player to move in all directions coming out of the defensive stance.

Physical Load: Have the players start from different positions. Start from a push-up position, turned around or facing the side.

Social Load: Bring them in and ask probing questions:

- How can we be quicker to the ball?
- How can we get lower to start?
- What can you do to push first in the direction you want to go?
- How can I move faster, by sliding or running?

Technical Load: Add pivots after the offensive player gets to the ball. The passer can also close out on the offensive player and assume a defensive stance.

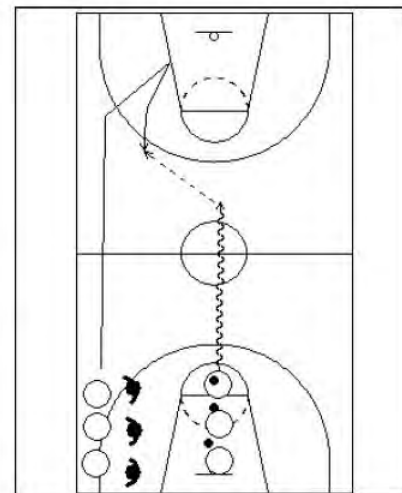
CONCEPT – 10 min

DRIVE UNDER CONTROL

Equipment: basketballs

The passer line is at the foul line with the ball. The offensive player is at the sideline and defended by a defender. The action begins when the player with the ball starts to dribble. This player CANNOT score. They must dribble under control and decide if they can deliver a pass to the offensive player. The offensive player on the wing sprints to get an advantage. The defender is trying to get a position where they can protect the basket.

If the ball cannot be passed on the wing push, the offensive player goes down and comes back to get open. Never use the same plane to come out that you went to the basket on. Change the angle. Once the pass is made the passer is out of the drill.



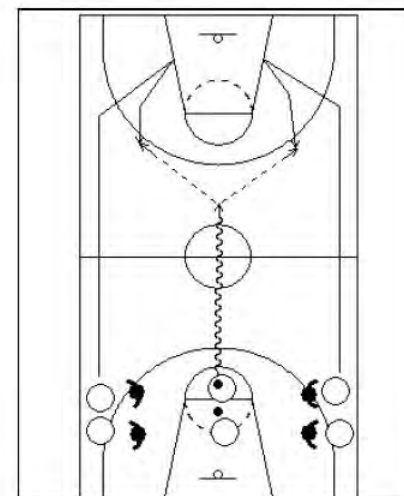
PLAY – 10 min

SEE BOTH SIDES OF THE COURT

Equipment: basketballs

We now do the same drill as Drive Under Control but with two offensive players. The passer now must scan both sides of the floor. Once the pass is made, the passer is out of the drill and the four players play live 2v2.

With the remainder of the time play competition games



DEBRIEF & COOL DOWN – 5 min

PLAN #19:

Self-Toss Drills -- 2 on 2

Objectives: introduction to dynamic read to a lay up or score, self toss drills,

Equipment: basketballs

WARM UP GAME – 10 min DYNAMIC WARM UP – 5 min

SKILLS – 20 min

10 min CORNER TO WING CUTS

Equipment: basketballs

Each player has a ball and lines up in two lines on the baseline. Two coaches line up at the attack spot (place where the three-point line and foul line extended meet). The first player in line passes the ball to the coach and runs up to receive a hand off. If the ball is in the outside hand of the coach, the player takes the ball, does a crossover move to attack the basket and finishes with an outside/inside power layup. If the coach holds the ball with their inside hand the player curls behind the coach taking the ball with the outside foot and performs a dribble jump shot in the key. No more than two dribbles to the finish.

Physical Load: players after finishing the hand off to a finish will rebound their shot and do a speed lay up at the other end before returning to the line.

Social Load: the players that are waiting in line under the hoop can help the player by calling out the decision that is to be made. “cross” “curl”

Technical Load: coach can start to change the read so that the player has to make the decision. You can also add a second coach or player at the rim so that the player has to make a second finishing decision once they take the hand off.

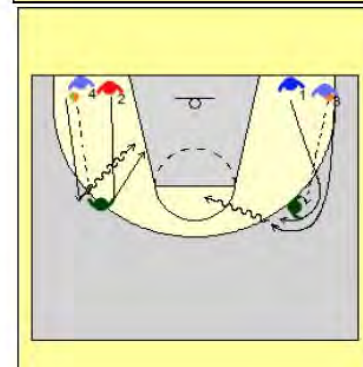
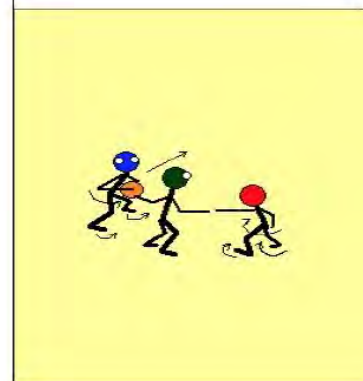
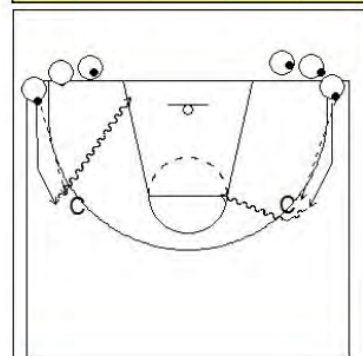
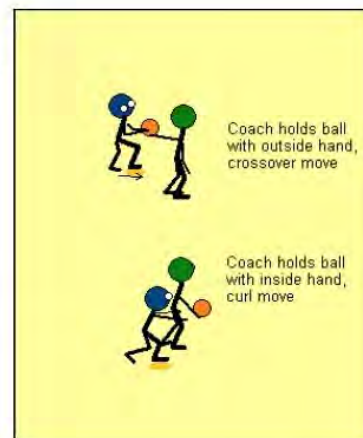
10 min DYNAMIC HAND OFF WITH DEFENSE

Equipment: basketballs

There is now a second line of defenders to the inside of the offensive players. On the pass both players run out to the coach. If the coach holds the ball with the outside hand the defender must touch the inside hand of the coach before playing defence. This creates a one second advantage for the offensive player. If the ball is held with the inside hand the defender must circle behind the offensive player who is going to take the dribble jump shot.

Physical Load: players line up at the baseline and can start in different start positions. They could be facing backwards and start on a coaches voice. They can do 3 one legged jumps to a start or from 2 push ups. Be creative with the starts or have the players create one themselves.

Social Load: have the one line compete against the other line and keep score on how many correct decisions are made on the curl or cross. Have each team count out their score together. You could also have a team on defence and the second team on offence keeping score. They would switch and compete.



Technical Load: Add a second coach or player at the rim so the player has to make a second decision on their finish by the rim.

CONCEPT – 10 MIN

ONE PLAYER TOSS

Equipment: basketballs

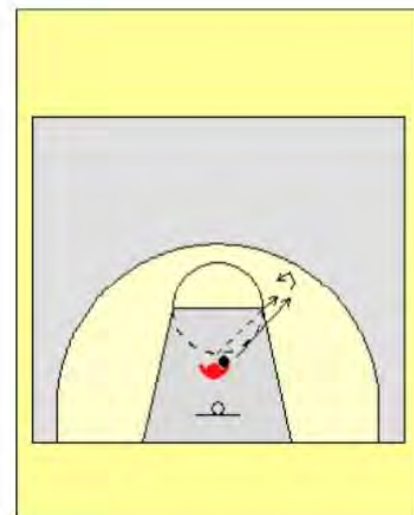
The player starts with the ball with their back to the basket. The ball is tossed with an under hand toss, The player runs out following the toss and catches the ball, pivots and shoot the ball.

Load the drill

- Mix up the spot
- Mix up the distance
- Mix up the pivots
- Add fakes before shooting
- Fake and drive
- Fake and dribble jump shots
- Toss the ball moving on an angle to the basket
- Follow and finish the missed shot

This is a good drill in which the players practice visualizing their defenders

Do the drill in partners, groups, teams or turn it into a conditioning work out the player should be in constant motion.



PLAY- 10 min

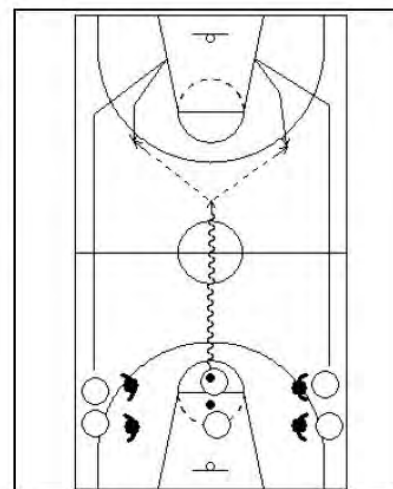
SEE BOTH SIDES OF THE COURT

Equipment: basketballs

The passer line is at the foul line with the ball. Two offensive player is at the sideline and defended by a defender. The action begins when the player with the ball starts to dribble. This player CANNOT score. They must dribble under control and decide if they can deliver a pass to the offensive player. The offensive player on the wing sprints to get an advantage. The defender is trying to get a position where he/she can protect the basket.

If the ball cannot be passed on the wing push, the offensive player goes down and comes back to get open. Never use the same plane to come out that you went to the basket on. Change the angle. The passer now must scan both sides of the floor.

Once the pass is made, the passer is out of the drill and the four players play live 2v2



DEBRIEF & COOL DOWN – 5 min

Objectives: dribbling, change of direction
dribble starts, cross over step self-toss drills,
2v2

Equipment: basketballs

WARM UP GAME – 10 min
DYNAMIC WARM UP –5 min

SKILLS – 20min

10 min PIVOT DRILL

Equipment: basketballs

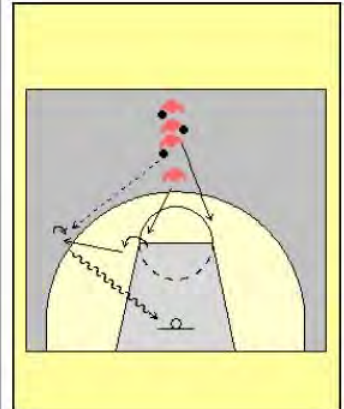
Four players start in a straight line at the top of the three-point line. Each player has a ball except the first player. The first player runs to the right elbow and completes a jump stop. They then execute a right back pivot, pops out to the wing area and receives the pass from player two. The player then executes a right front pivot and dribbles in to score a lay up.

After passing player two goes to the left elbow executing a left back pivot and a left front pivot on the catch. As you can see, the players will perform all four pivots.

Physical Load: before returning in the line the players need to make two lay ups on the side hoops.

Social Load: Players call out their teammates names before making the pass

Technical Load: Add a guided defender that overplays on one side or the other forcing the pivot or the defender denies the catch forcing the cutting to make a decision of cutting backdoor.



10 min CHANGE OF DIRECTION DRIBBLE STARTS

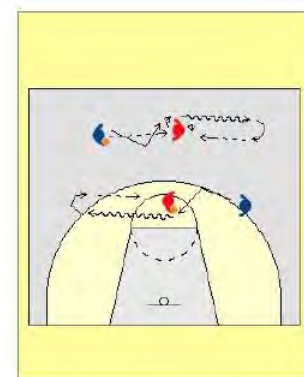
Equipment: basketballs

Each pair of players has one basketball and spreads out in space. The players face each other from a distance of about three meters. The player without the ball shows their hands, indicating a pass from the player with the ball. Upon receiving the pass the player with the ball holds it to the side near one hip. This indicates the movement of the player who made the pass. The player starts their movement away from the side of the ball, makes a change of direction, cuts back to the side of the ball, taking a handoff with a jump stop. Come to a complete stop! The players, when first learning, will go too fast and end up travelling. In any fundamental drill being taught we must always start by teaching proper footwork. We want the players to now start their dribble with a crossover step. The pivot foot is the foot furthest from the defence. This will allow the player to make space, but also resist any contact by the defender. This is a very important concept that we want the players to learn. The ball must leave the hand before the pivot moves. The player will take two dribbles, make a jump stop, and pivot to face his/her partner. When the partner shows hands, the drill is repeated. Be sure to have the partner alternate the hip the ball is placed on.

Physical Load: Use weighted balls to pass and hold in athletic stance. Before repeating the drill the athletes do 4 side to side 1 foot or 2 foot jumps.

Social Load: players are in groups of three. One of the players is 'the coach' and provides feedback to the players doing the drill. One positive and one thing to work on.

Technical Load: the receivers move around the floor as the passers dribble, once the receiver shows '10 fingers', they pass the ball and go into the run to a two foot



CONCEPT – 10 MIN

CROSSOVER STARTS

Equipment: basketballs

Each player has a ball and faces a partner from about one-meter distance. The player executing the footwork passes their ball to the partner. Both balls are held out at shoulder height. The partner drops one ball. The player must start with a crossover step to retrieve the ball. The foot furthest from the ball moves first. Only two steps are required; the crossover step to start and the second step to square up. Now the player must begin their dribble to the basket with a crossover step. This time they will use the outside foot to move first. The purpose of the drill is to learn to start with crossover steps. You must go slowly at first, as players will often want to slide or lift the pivot foot before moving. A key teaching point is to have the players emphasize a weight shift to the pivot foot. When this is done correctly it is impossible to move the pivot foot first. If no weight shift occurs the pivot foot will lift or shuffle.



PLAY- 10 min

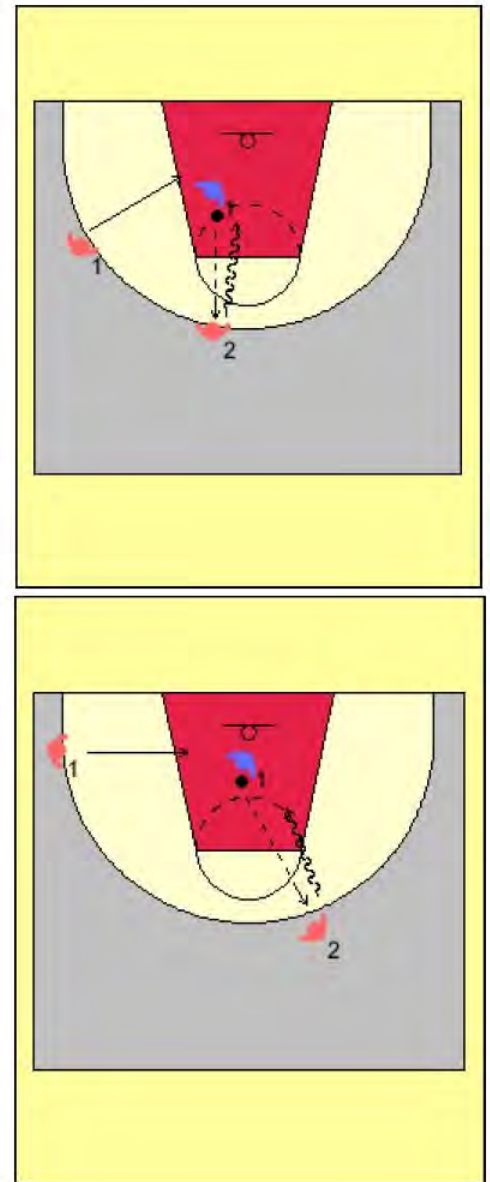
2 ON 1 IN TIGHT SPACES – SWING AND WING

Equipment: basketballs

The defender starts with the ball. They may pass to either player. Both players attack the basket looking to create a 2 on 1. Allow only one pass. We are looking for a lay up or a foul. No jump shots at first. The defender works on faking into the passing lane. Block out one player on the shot. Play to a defensive rebound or a score.

In these examples we are playing from the swing and the wing and the corner and swing.

DEBRIEF & COOL DOWN – 5 min



PLAN #21:

Self-Toss Drills -- Advantage

Objectives: Passing, timing of passing balance, self-toss drills, 2v1

Equipment: basketballs

WARM UP GAME – 10 min
DYNAMIC WARM UP – 5 min

SKILLS – 20 min

5 min **PASS AND REPLACE WITH PRESSURE**- review from plan #15

Equipment: basketballs

In this drill the passer becomes a defender on the receiver after they complete their pass. The passer is not allowed to dribble. They must work on fakes and pivots to create a passing lane. Try to get the passer to beat the feet of the defender and make crisp fakes before passing.

The receiver must have a target.

Physical Load: The receiver should be in an athletic stance to step into the pass and catch to close the distance. The receiver could also do a physical activity and showing a target when done to work on timing of the pass.

Social Load: Coach calls out the type of pass and the passer must try to use their fakes to move the defense to get that type of pass off. Have the receivers call out the type of pass to the passer.

Technical Load: Place the passing lines on the half court either filling the top to wing or from wing to post. This way the players can start to visualize how the passes work on the floor. Use the same side as the pass to step into the pass to create more power.

7 min **BREAK THE THREE IN A ROW**

Equipment: basketballs

Same set up as Pass and Replace with Pressure, only the receiver must break the straight line of the ball, the defense and receiver. The passer wants to fake away from the direct the receiver cuts. The players will need bigger space to do this drill. The receiving player should cut to a space where the defense cannot deflect the ball.

Physical Load: Every time the defence deflects the ball the offence runs to the wall and back. Change the types of locomotion (skipping, jumping)

Social Load: the players can call the receiver's name before passing. You could also theme the passing drill (example- animals) and the athletes need to think of an animal prior to the pass.

Technical Load: Teach and add fakes before the passes.



8min **MIRROR DRIBBLE**

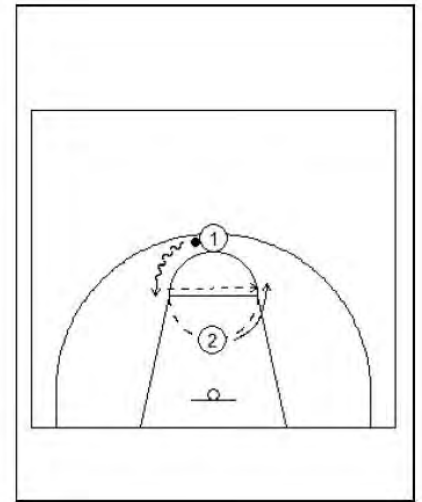
Equipment: basketball

The opposite player must move in a mirror like fashion to the dribbler. When the “mirror” puts up their hands the pass is thrown. The players switch rolls. This is teaching the passer to react to a stimulus. This is now starting to add the “when” to the skill.

Physical Load: change the method of locomotion. Players can skip, jump, sprint and shuffle

Social Load: Add a pass, the pass receiver must immediately pass back to the passer. Players must call out each other’s names when passing. You could add a third player that is standing around the circle that calls change of direction and can also show 10 fingers for a pass

Technical Load: Add a defender who randomly goes to trap the ball handler



CONCEPTS – 10 min

5 min **TWO PLAYER TOSS DRILLS**

Equipment: basketball

Toss with a guided defender The first player tosses the ball and pivots to look at the basket. The second player gives a defensive guide

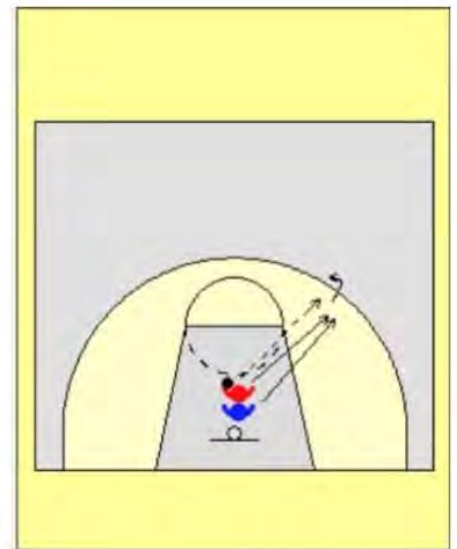
- Over play right -drive left
- Over play left -drive right
- Sag, hands down -shoot

Load the drill

5 min **BULLDOG**

Equipment: basketball

The player tosses the ball and pivots to face the second player putting tremendous defensive pressure on the ball. The offensive player pivots and protects the ball. After 4 seconds counted out loud, the offensive player must beat the defender to score.



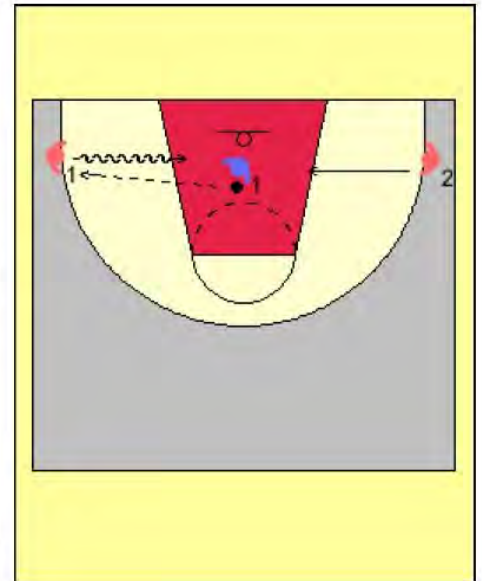
PLAY – 10 min

2 ON 1 IN TIGHT SPACES – SWING AND WING

Equipment: basketballs

The defender starts with the ball. They may pass to either player. Both players attack the basket looking to create a 2 on 1. Allow only one pass. We are looking for a lay up or a foul. No jump shots at first. The defender works on faking into the passing lane. Block out one player on the shot. Play to a defensive rebound or a score.

In these examples we are playing from the swing and the wing and the corner and swing.



DEBRIEF & COOL DOWN – 5 min

PLAN #22:

Objectives: shooting, self toss drills, moving off of penetration, advantage play

Equipment: basketballs

WARM UP GAME – 10 min DYNAMIC WARM UP – 5 min

Skills – 20 min

10 min CORNER TO WING CUTS – review lesson #19

Equipment: basketballs

Each player has a ball and lines up in two lines on the baseline. Two coaches line up at the attack spot (place where the three-point line and foul line extended meet). The first player in line passes the ball to the coach and runs up to receive a hand off. If the ball is in the outside hand of the coach, the player takes the ball, does a crossover move to attack the basket and finishes with an outside/inside power layup. If the coach holds the ball with their inside hand the player curls behind the coach taking the ball with the outside foot and performs a dribble jump shot in the key. No more than two dribbles to the finish.

Physical Load: players after finishing the hand off to a finish will rebound their shot and do a speed lay up at the other end before returning to the line.

Social Load: the players that are waiting in line under the hoop can help the player by calling out the decision that is to be made. “cross” “curl”

Technical Load: coach can start to change the read so that the player has to make the decision. You can also add a second coach or player at the rim so that the player has to make a second finishing decision once they take the hand off.

10 min SPEED LAYUPS – review lesson #16

Equipment: basketballs

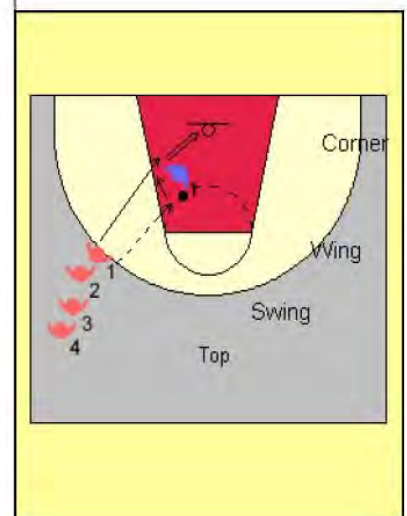
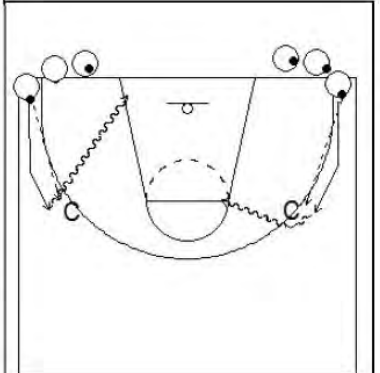
The players line up in a designated spot. Each player has a ball. There are two types of lay ups:

- The players pass the ball to the coach and run full speed to receive a return pass. Score the lay up.
- The player dribbles hard at the coach and scores going by the shoulders of the coach. Add a little inside out move or a fake pass.

Physical Load: The athletes are filling different spots on the floor and are doing burpees, side jumps etc until coach calls their name and they attack the rim. They get their own rebound and fill a different spot. The coach still can change the physical activity every few minutes.

Social Load: If the coach shows "ten fingers" the player passes to the coach. If not dribble the ball hard to score. You can also substitute the coach with a player.

Technical Load: Have someone disrupt the lay ups with a shield or disruptor (pool noodle to hit the arms)

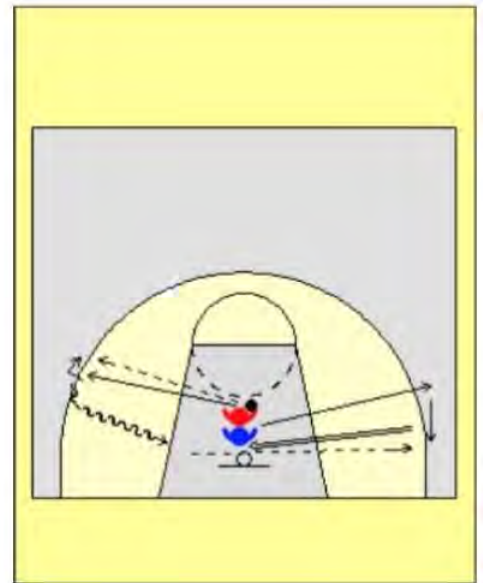


CONCEPTS – 10 min

TOSS PENETRATE PASS

Equipment: basketballs

The first player tosses the ball while the second player finds complementary space. The player pivots and attacks the basket with eyes up scanning. The second players move to appropriate space to receive a pass for the shot.

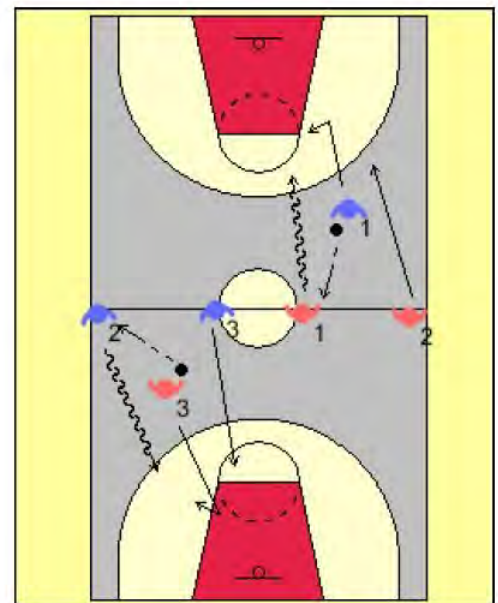


PLAY – 10 min

2 ON 1 FROM HALF COURT

Equipment: basketballs

The defender passes the ball to either offensive player. The key is to attack the open basket. Both players must attack. If the rim is open sprint to it. Again only one pass inside the three point line for teaching purposes. Whoever shoots the ball comes back as the next defender. The other two rotate to the opposite side. Note: Play from different spaces on the floor.



DEBRIEF & COOL DOWN – 5 min

PLAN #23:

Self-Toss Drills -- Advantage

Objectives:

Layups under pressure, self-toss drills, advantage decision making

Equipment: basketballs

WARM UP GAME – 10 min
DYNAMIC WARM UP – 5 min

SKILLS – 20 min

5 min PASS AND CHASE

Equipment: basketballs

Player O1 passes the ball to O2 who immediately dribbles for a lay up at the other end of the floor. O1 chases the player down to lightly tag his/her back (no pushing). You could also put pylons down the middle of the floor and run it on both sides of the floor with the players only allowed to use the one side. After a few minutes switch directions.

Physical Load: Chaser sprints to get in front to play defence

Social Load: Create two teams with one team on defence going one direction and the other on defence scoring the other direction. Keep score for each team. You can add points for best cheering team or good effort.

Technical Load: Change up the locations on the floor or have another player inbound. Players could also immediately play 1 on 1 full court back in the other direction.

7 min 1 V 1 CHECK THE DISTANCE

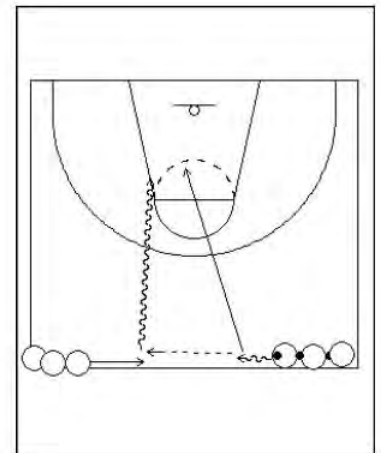
Equipment: basketballs

Two lines of players at half court. One line has balls, the other does not. The player with the ball takes two dribbles to the middle. At the same time the player without the ball is cutting to the middle showing target hands. A crisp accurate pass is delivered to the player without the ball who immediately turns and attacks the basket. The passer becomes the defender. The offence has a one second advantage. The players must now learn how to maintain it and create a scoring opportunity.

Physical Load: While waiting in line players with the ball do 10 air squats. Players without the ball stay in a plank until their turn.

Social Load: Create this drill to support creative finishes. Have the players come up with the most creative way to score the ball with the defense trailing.

Technical Load: Set this drill in the full court where the passer can decide to go to either basket. Passers are set up at the half court line.



8 min CAN'T CATCH ME

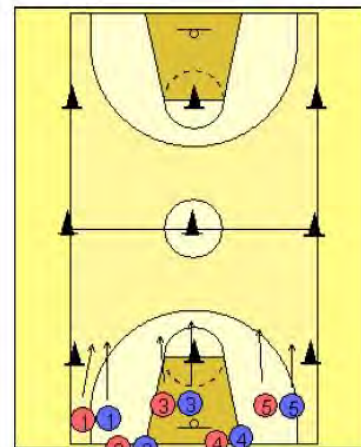
Equipment: basketballs, pylons

Players line up on the baseline beside their partner shoulder to shoulder. (there may be two different groups for spacing). One player is the leader who is using different paces of forward movement to lose their partner or shadow. The leader attempts to see how many times they can make the follower move in front while moving down the sections of the floor. Players can keep score.

Physical Load: The second group waits to go in an athletic stance challenging their partners' stability. Once the first group is done, it waits in the same stance.

Social Load: You can have two teams going and keeping track of points. Have players keep changing match ups.

Technical Load: Have players do the drill with a ball and can finish with a guarded lay up.



CONCEPTS – 10 min

TOSS PASS AND CUT

Equipment: basketballs

The first player does the same self toss. The second player cuts to an adjacent space. The player with the ball pivots and passes the ball to the second player. This player immediately speed cuts to the basket and receives a return pass.

THREE PLAYER TOSS DRILLS

Equipment: basketballs

Toss attack the open basket. The players line up three in a row. The first two players are on offense the last player is a defender who randomly guards one or the other. The offence makes the correct decision.



PLAY – 10 min

2 V 2 HANDICAP Keep your advantage

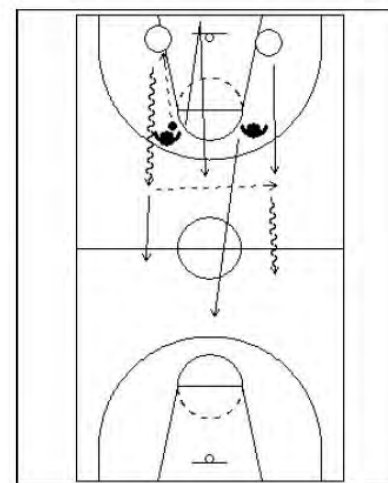
Equipment: basketballs

The two offensive players are on the baseline and the two defenders are at the foul line extended. One of the defensive players has the ball. The player can pass to either of the offensive players. Once the pass is made, the defender must touch the baseline, before returning to play defence. The other defender must protect the basket and slow down the defence until his/her teammate can return.

RULES:

- 1 – Always pass the ball to a teammate who is open running in front of you.
- 2 – Push the ball toward the basket if you don't have a teammate in front of you.
- 3 – Run quickly if you are without ball.
- 4 – Keep three lanes no matter where the ball is located.

With the remainder of the time play competition games



DEBRIEF & COOL DOWN – 5 min

PLAN #24:

Objectives: Defence reacting to a dribbler, self-toss drills, advantage play

Equipment: basketballs

WARM UP GAME – 10 min
DYNAMIC WARM UP – 5 min

SKILLS – 20 min

10min STAY IN THE CLOCK

Equipment: basketballs

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

Physical Load: Work in the other front quadrant and then both quadrants. Allow changes of direction

Social Load: Players are in groups of three. Players keep score of how many times they are able to leave the designated quadrant.

Technical Load: Add in the basketball

10 min MIRROR MIRROR WITH DEFENSE

Equipment: basketball

In this drill everyone has a ball. The players facing the coach react to their wave. The other player is facing the ball handler and reacts to their movement. Add the random pass - the player would pass the ball and immediately get a return pass. Be sure to use both the crab and the parallel dribbles

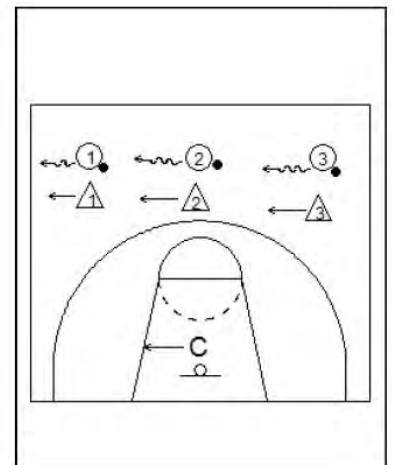
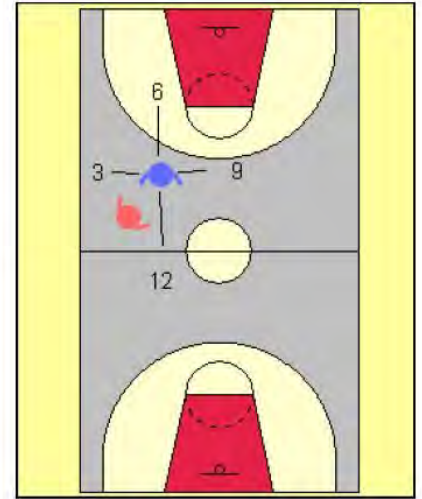
Mirror with guided defense

Now we add a guided defender who is moving to the dribble. Have the players attempt to beat the defender with a dribble move

Physical Load: Add the concept of dead ball. When the ball handler picks up the ball the defence puts two handed pressure mirror the ball while moving their feet for 5 seconds.

Social Load: Have the athletes separated into smaller groups and appoint one of the athletes as the coach. They point in the directions and call defence.

Technical Load: The coach calls out a number that corresponds with a player. The first number called tries to score on one hoop and the second number called scores on a second hoop.



CONCEPTS – 10 min

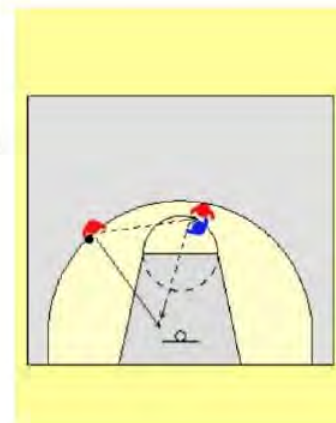
TOSS & ATTACK THE OPEN BASKET

Equipment: basketballs

The players line up three in a row. The first two players are on offense the last player is a defender who randomly guards one or the other. Toss pass and cut with defensive pressure on passer. Now the defender guards the pass receiver. The ball handler passes the ball and cuts to the basket. The second player must make the pass vs. pressure.

Load the drill

The defender works on denying the pass to the second player



PLAY – 10 min

1 V 0 - 2 V 1 SPLIT THE COURT

Equipment: basketballs

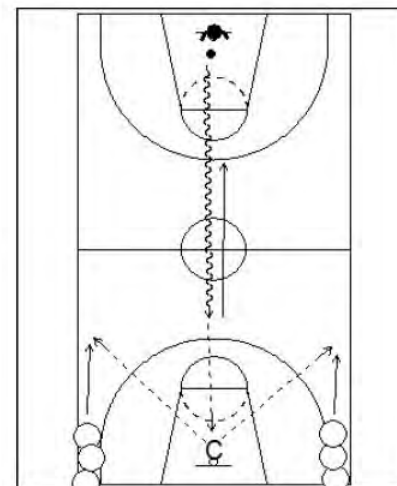
The defender starts with the ball under the far basket. The coach is under the opposite basket. The two offensive players are lined up in the corner. The player with the ball pushes the ball with a speed dribble using alternate hands. This allows the player to go faster.

When the coach shows hands the player passes the ball to the coach. The two offensive players start to sprint. The coach passes the ball to one of the two players. They now go 2 on 1.

RULES:

- 1 – Always pass the ball to a teammate who is open running in front of you.
- 2 – Push the ball toward the basket if you don't have a teammate in front of you.
- 3 – Run quickly if you are without ball.
- 4 – Keep three lanes no matter where the ball is located.

With the remainder of the time play competition games



DEBRIEF & COOL DOWN – 5 min

Objectives: shooting, dynamic reads space, 2v2, 1v1

Equipment: basketballs, beanbags, pylons

WARM UP GAME – 10 min
DYNAMIC WARM UP – 5 min

SKILLS – 20 min

7 min PIRATE SHOOTING

Equipment: basketballs, beanbags (treasure), pylons

Use 2-4 teams. Each team lines up at the elbow, for instance (depending on the amount of baskets). Each team has 2 balls. Each team has a corresponding “treasure chest” in the centre circle with beanbags or pylons that represent treasure. As the shooting begins, if a player makes a shot, they can go and steal treasure from another team. Strategy may come into play if there are more than 2 teams. Shooter gets their own rebound and passes to the next person in line. If the shot is missed, shooter joins end of line without getting treasure.

Physical Load: before an athlete can pick up a beanbag they must complete a physical activity. The coach can change the physical activities every few minutes or could have written signs that they put down at each hoola hoop so that different exercises are being completed. Layup is worth 1 piece, elbow worth 2, 3-pointer worth 3 pieces.

Social Load: each team makes up a cheer for their team and if they are not shooting they are chanting their cheer.

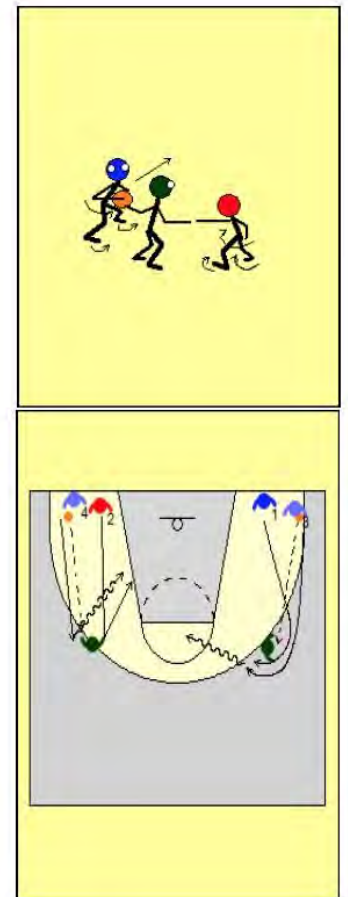
Technical Load: change the type of shot that the player is to complete. You could have it that the team must make 1 layup, and 1 shot before attempting a layup again.

7 min DYNAMIC HAND OFF WITH DEFENSE – review from lesson #19

Equipment: basketballs

There is now a second line of defenders to the inside of the offensive players. On the pass both players run out to the coach. If the coach holds the ball with the outside hand the defender must touch the inside hand of the coach before playing defence. This creates a one second advantage for the offensive player. If the ball is held with the inside hand the defender must circle behind the offensive player who is going to take the dribble jump shot.

Physical Load: players line up at the baseline and can start in different start positions. They could be facing backwards and start on a coaches voice. They can do 3 one legged jumps to a start or from 2 push ups. Be creative with the starts or have the players create one themselves.



Social Load: have the one line compete against the other line and keep score on how many correct decisions are made on the curl or cross. Have each team count out their score together. You could also have a team on defence and the second team on offence.

Technical Load: Add a second coach or player at the rim so the player has to make a second decision on their finish by the rim.

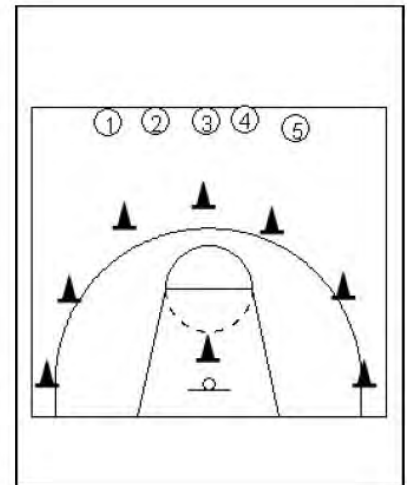
CONCEPTS – 10 min

SPOTS

Equipment: pylons

Eight pylons are positioned around the floor. One at the top, two on the swing, two on the wing (foul line extended), one at the front of the basket and two in the corner (the 3 point line straightens out). The younger the players the closer you can move the pylons to the basket, but remember that these do not have to be in the players' shooting range.

- When the coach says "go," the players fill five of the eight spots (no basketball).
- When the coach says "change," the players move to a new pylon.
- "Single gap" Players need to fill the spot with at least one single gap between two teammates
- "double gap" Players need to fill the spot with at least one double gap between two teammates



PLAY – 10 min

2 V 2 HANDICAP (HALF COURT)

Equipment: basketball

The purpose of these drills is to give the offence a brief one-second advantage: can the player exploit and maintain the one-second advantage. The defence is attempting to recover.

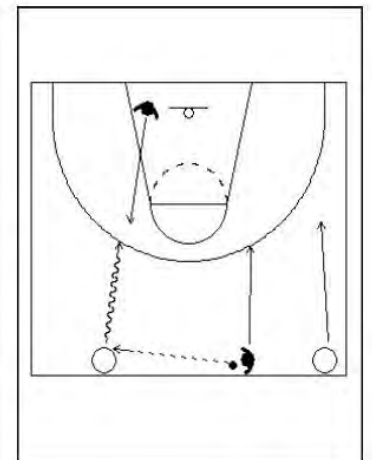
From the side:

One defender is under the basket, the second defender is at half court on the outside of the centre lane. Both offensive players are at half court in the outside lanes. All three players at half court are on the same line.

In this drill both offensive players are given a one-second advantage. The player with the ball has to keep their head up and decide if they can make the pass to their teammate who is running on the wing. If not, slow down and play 2 on 2.

The defence is working on slowing down the ball and recovering on defence.

With the remainder of the time play competition games



DEBRIEF & COOL DOWN – 5 min

Objectives: dribbling, spacing, 1v1

Equipment: basketballs, pylons

WARM UP GAME – 10 min
DYNAMIC WARM UP – 5 min

SKILLS –20 min

5min MIRROR DRIBBLE

Equipment: basketball

The opposite player must move in a mirror like fashion to the dribbler. When the “mirror” puts up their hands the pass is thrown. The players switch rolls. This is teaching the passer to react to a stimulus. This is now starting to add the “when” to the skill.

Physical Load: change the method of locomotion. Players can skip, jump, sprint and shuffle

Social Load: Add a pass, the pass receiver must immediately pass back to the passer. Players must call out each others names when passing. You could add a third player that is standing around the circle that calls change of direction and can also show 10 fingers for a pass

Technical Load: Add a defender who randomly goes to trap the ball handler

5 min FOLLOW THE LEADER BUMPER CARS

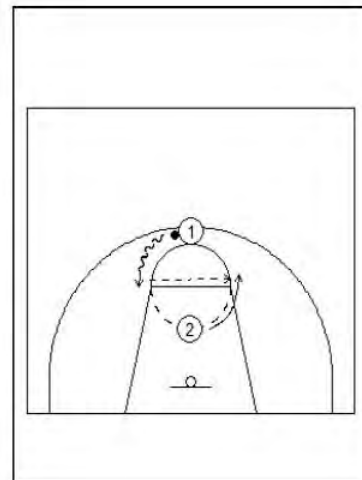
Equipment: basketballs

Both partners have a ball. One is designated as the leader until the coach says switch. They can go anywhere on the court while dribbling and using a variety of moves. The follower is trying to stay within one arm’s length of the leader as he/she copy the moves and turns. The goal of the leader is to get the follower to bump into him/her by changing speed/direction, etc. This forces athletes to get their eyes up and play in stance to allow braking and reacting.

Physical Load: Add a physical component prior to the partner’s switching (wall touches, sit ups etc)

Social Load: If the two players chasing give each other high fives then they switch the player that they are bumping. This is mix and match the groups.

Technical Load: have the players only use their less dominant hand or have two balls to dribble while moving around.



10 min **“RED LIGHT GREEN LIGHT”**

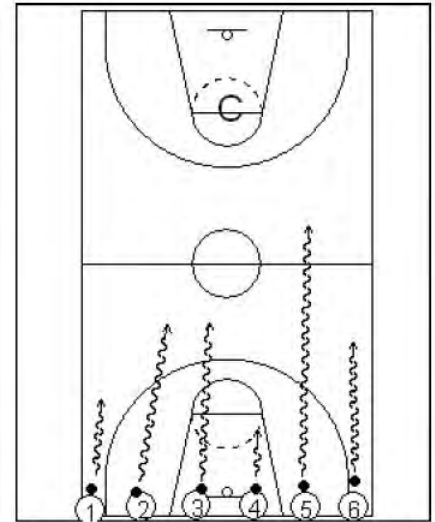
Equipment: basketballs

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

Physical Load: The players can balance on one foot and start moving from one foot. They could start from a push up position, seated on the floor or several other start positions. Have the players create some starts

Social Load: Create two teams with one starting on one endlines and the other starts on the other endlines. See which team gets to the opposite endlines. Have the teams meet prior to each round of play to come up with different team strategies.

Technical Load: Change the type of movement – transform to animal walks, stop in fun positions



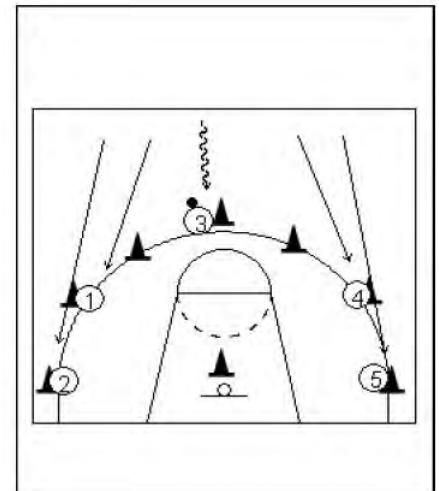
CONCEPTS – 10 min

FIND THE OPEN SPOT

Equipment: basketballs, pylons

The players start at half with a ball. The player with the ball takes it to the top of the swing spots. The other players fill the open spots. Ideally we want to have some balance. It is not a good idea to have the right corner, right wing right swing and top all filled at the same time.

- Make a pass, count to 3 and everyone without the ball must move to a new spot.
- The reason you wait is to allow the person with the ball time to get ready. As the players improve the movement can occur at a faster rate, with the person who passed the ball cutting first.



PLAY – 10 min

CHANGE OF SPEED

Equipment: basketballs

This is an excellent drill to teach the players how to use change of speed to create a one second advantage. It also helps in the decision making process as to what finishing move to use; the extended layup or the outside inside power or the pull up jump shot.

Two lines of players at half court. The outside line is on offence and has a ball. The inside is the defence and faces the opposite basket in a shoulder to shoulder position. The offensive player begins the drill by walking or a slow dribble to the basket. The defence must mirror the speed while staying shoulder to shoulder. When the offensive

Common errors:

- There is no change of speed. The offensive player stays the same speed the whole time.
- The change of speed occurs too soon.
- Put the defender on your back. Too often the offensive player will drive in a wide arc and allow the defence to recover.

Read the defence on your finish. Sometimes stop and allow the defence to fly by out of control.

With the remainder of the time play competition games



DEBRIEF & COOL DOWN – 5 min

Objectives: passing to a moving receiver, cutting into space, 2v2

Equipment: basketballs

WARM UP GAME – 5 min
DYNAMIC WARM UP – 10 min

SKILLS – 20 min

5 min **BREAK THE THREE IN A ROW** – review from plan #21

Equipment: basketballs

Same set up with two offensive players and one defensive player. The offensive player is passing the ball to the receiver through defence, only the receiver must break the straight line of the ball, the defence and receiver. The passer wants to fake away from the direct the receiver cuts. The players will need bigger space to do this drill. The receiving player should cut to a space where the defense cannot deflect the ball.

Physical Load: Every time the defence deflects the ball the offence runs to the wall and back. Change the types of locomotion (skipping, jumping)

Social Load: the players can call the receiver's name before passing. You could also theme the passing drill (example- animals) and the athletes need to think of an animal prior to the pass.

Technical Load: Teach and add fakes before the passes.

6 min **THREE PLAYER CIRCLE PASSING**

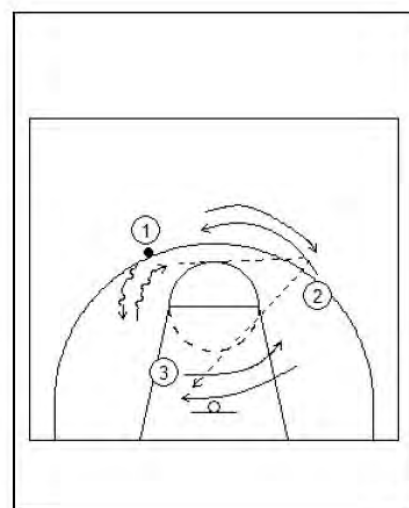
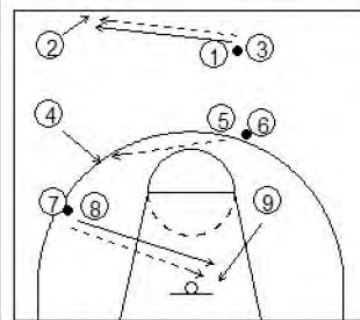
Equipment: basketballs

Add a third player to the circle passing drill. (increase the size of the circle if required) The players are now working on rhythm of the movement and the pass, pass concept. Offensive players without the ball work to keep spacing and use '10 fingers' to ask for passes

Physical Load: have two or three circles running with one/two groups waiting in the middle. After a group completes three dribble – pass – pass actions they call their hoop 'open'. The group that was in the middle takes the open circle. Those that are in the middle are doing air squats until another circle comes open.

Social Load: Players can use names when passing the ball. Themes could also be used for communication. If you selected a colour them players would have to call out a color as they made a pass

Technical Load: Add a defender or defenders. Defenders can be allowed to trap, or trap first or second pass or play their own player. Offence and defense can switch after a certain amount of taps or over a time.



9 min **NO DRIBBLE BASKETBALL**

Equipment: basketball

No dribbles are to be used; pivots and cuts only. Players now try to invade offensive territory using the full court and score with no dribbles. The offensive zone could be past the end line or inside the key. Once a point has been awarded the defensive team inbounds the ball to play. Defense has to defend cuts and get in the passing lanes. Basically ultimate Frisbee.

Physical Load: Before the ball is inbounded after a score the scoring athletes

Social Load: Have the team create a team cheer. The team only gets awarded a score after they perform the cheer together.

Technical Load: Turnovers can be created if a player does not catch in stance and scan the rim

CONCEPTS – 10 min

5 min **DIRECT CUTS**

Equipment: basketball

Both players start well off the circle. O2 makes a direct cut at O1. When reaching the circle he/she cuts at 90° to the circle and presents a target. The pass is made.

After passing, O2 now makes a direct cut to the circle and cuts in either direction to receive the pass.

5 min **INDIRECT CUTS**

Equipment: basketball

The players now move into indirect cuts by moving in one direction and then cutting back to receive the pass.

Loading

- Add one guided defender
- Add two defenders and play keep away.

It is important that the players maintain rhythm, which is proper timing and spacing.



PLAY- 10 min

FROM THE MIDDLE

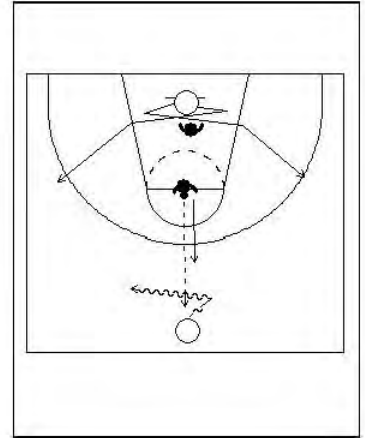
Equipment: basketball

One offensive player is under the basket with one defender guarding. The second defender is at the foul line with the ball. The second offensive player is at the top. The action starts when the defence at the foul line passes to the offensive player on top. We are now playing 2 on 2. The offensive player under the basket is cutting to either wing to get open.

Remember:

- All passes outside the three point line or in the key
- Anticipate the defence, better than action reaction
- Don't freeze the ball
 - Option 1- shoot
 - Option 2 – pass
 - Option 3 – drive

With the remainder of the time play competition games



DEBRIEF & COOL DOWN – 5 min

Objectives: shooting, getting to a jump stop, layups, spacing, advantage play

Equipment: basketballs, pylon

WARM UP GAME – 5 min
DYNAMIC WARM UP – 10 min

SKILLS – 10 min

10 min SELF TOSS & TOUCH

Equipment: basketballs

One way to introduce the jump stop to receive the ball is to have the players practice a self-toss and touch. The player tosses the ball up in the air with back spin. The player pivots and goes and touches the sideline (it can be any designated touch line). On the return, the player catches the ball with a two-foot jump stop. This now allows the player to use a cross over to start their move to the basket. The players practice on air going right, left, and shooting the ball. Give them time to figure it out for themselves. This is very important when first learning a skill.

Physical Load: while the athlete goes to touch the line they get down chest to the floor and get back to the ball. You can also increase the distance of the line or the athlete can complete 2 jumps prior to exploding back to the ball.

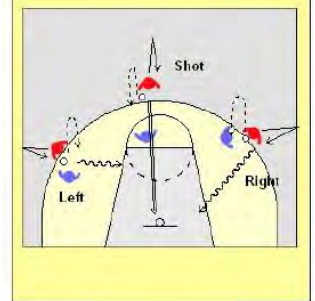
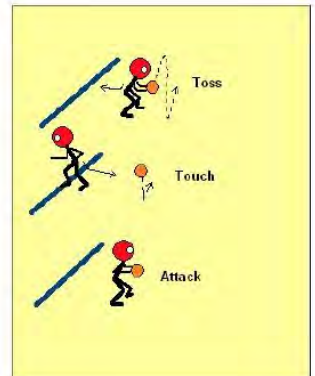
Social Load: Then coach or players in pairs will provide the guides to the players while in spots around the hoop. The player can go right, left, or shoot.

Technical Load: the defence is live. Have the defender move from a help or deny position into ball defence.

10 min CROSS THE LANE

Equipment: basketballs, pylon

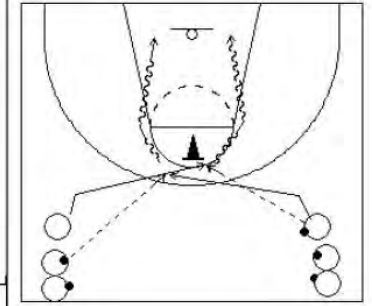
The players line up in two lines outside the three-point line. Every player has a ball, except the first player in one line. The first player makes a broken line, change of direction move to cut to the top of the three-point line. Be sure to show your hands to indicate you are ready to receive the ball from the passer. The first player in the opposite line times the pass to arrive just as the player is at the top. The player anticipates the defence over playing and makes an immediate crossover move back in the direction he/she started. Finish with a jump shot, layup. The player who made the pass now makes a change of direction and cuts to the top to receive the next pass. Be sure not to cut until the player with the ball makes eye contact. The next skill is to anticipate the defence trailing. Here the player catches the ball on the outside foot and curls to the basket. Attack the paint; do not dribble the ball to a spot outside the key. Do not stop the ball in either move. We want to take advantage of poor defensive positioning and create an immediate one-second advantage.



Physical Load: after players get their rebound they dribble to the opposite corner and complete 5 ball sit-ups prior to filling the line. (physical load can be exchanged)

Social Load: the players are divided into two teams and are set up at two hoops. The two team compete and call out how many correct decisions each team makes. You can also make 1 point for the decision at the pylon and 1 point for the score.

Technical Load: replace the pylon with a coach and have the player make the read based on the coach's position. (trailing = curl over playing = crossover) Change it up every time.

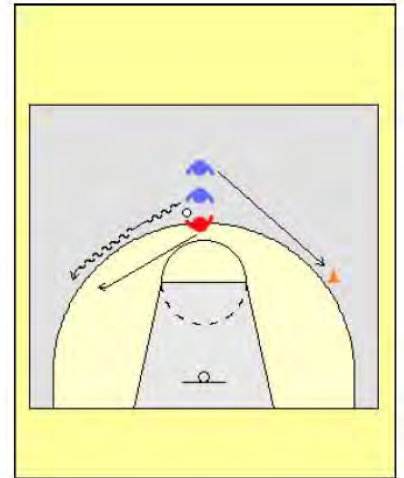


CONCEPTS – 10 min

THREE PLAYER PASS TO CUTTER – GUARD THE PASSER

Equipment: basketballs

The three players line up at the top. The first player is the defender, the second is the passer with the ball and the third is the cutter. The passer dribbles the ball over to an attack spot, the defender plays pressure defence on the ball. The cutter touches the pylon and establishes eye contact with the passer. When the passer is ready the cutter cuts. We only want the pass outside the three point line or in the key. Passing in the area between the three point line and key is poor spacing. If the player has to move off the three point line it is automatically a back door cut. This is a time when the pivot foot of the passer is essential. If the player uses the foot closest to the defender he/she will face extreme pressure and usually deliver a dirty pass. We want to use the foot furthest from the defender and keep the ball in front of the pivot foot. passer is ready the cutter cuts. We only want the pass outside the three point line or in the key. Passing in the area between the three point line and key is poor spacing. If the player has to move off the three point line it is automatically a back door cut. This is a time when the pivot foot of the passer is essential. If the player uses the foot closest to the defender he/she will face extreme pressure and usually deliver a dirty pass. We want to use the foot furthest from the defender and keep the ball in front of the pivot foot.



PLAY – 10 min

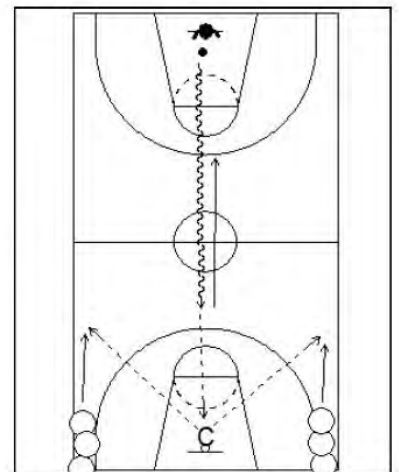
2 V 1 Split the court

Equipment: basketballs

The defender starts with the ball under the far basket. The coach is under the opposite basket. The two offensive players are lined up in the corner. The player with the ball pushes the ball with a speed dribble using alternate hands. This allows the player to go faster.

When the coach shows hands the player passes the ball to the coach. The two offensive players start to sprint. The coach passes the ball to one of the two players. They now go 2 on 1.

With the remainder of the time play competition games



DEBRIEF & COOL DOWN – 5 min

PLAN #29:

Spacing -- 2v2, 1v1

Objectives: dribbling, body faking, spacing, advantage play, disadvantage play

Equipment: basketballs, pylons

WARM UP GAME – 5 min
DYNAMIC WARM UP – 10 min

SKILLS – 20 min

10 min **BODY FAKES**

Equipment: basketballs

This is a good drill for learning how to attack a lone defender who is protecting the basket. Two lines are formed at the foul line extended. One line has basketballs, the other does not. The player with the ball starts the drill by dribbling to half court. At the same time the defender runs to touch the baseline. The two players now play 1 on 1. Encourage the defender to escape the paint to play defence. The ball handler has to attack the defence on the side (not on the chest) and see the reaction of the defender. Beat the defender with a crossover dribble or with a change of speed. Exchange lines.

Physical Load: Players with the ball must score 3 jump shots, close to the rim, prior to returning to line.

Social Load: Set this up for Creative finishes. Give players points on their effort in trying a creative way of scoring the ball. 1 point for trying something creative and 2 points for scoring a creative finish.

Technical Load: Add two more players to play 2 on 2. The second player in line also have to run and touch a place on the court and then enter to play. Change the locations as to where the player need to touch prior to playing. You can also run it in small space and divide the court in half at the split line.

10 min **CAN'T CATCH ME** – review from plan #29

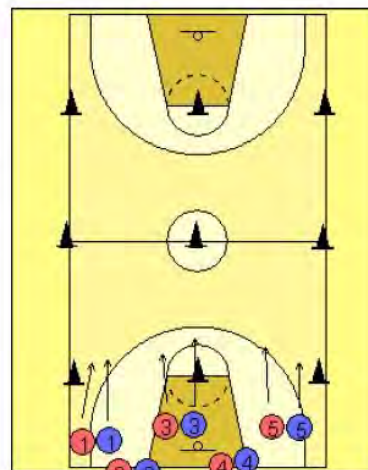
Equipment: basketballs, pylons

Players line up on the baseline beside their partner shoulder to shoulder. (there may be two different groups). One player is the leader who is using different paces of forward movement to lose their partner or shadow. The leader attempts to see how many times they can make the follower move in front while moving down the floor sections. Players can keep score.

Physical Load: The second group waits to go in an athletic stance challenging their partners' stability. Once the first group is done, it waits in the same stance.

Social Load: You can have two teams going and keeping track of points. Have players keep changing match ups.

Technical Load: Have players do the drill with a ball and can finish with a guarded lay up.

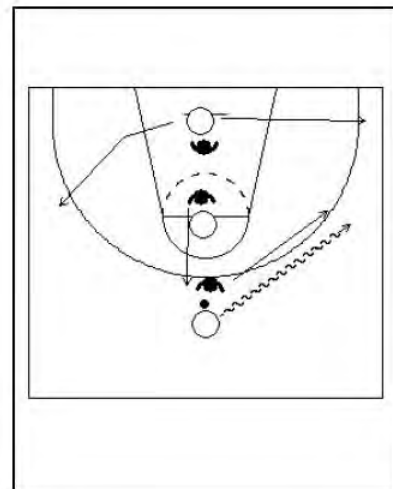


CONCEPTS – 10 min

SPOT UP (1 guard)

Equipment: basketballs

The three offensive players start in a straight line. The bottom player can choose to exit out either side. The top player dribbles the ball to a side. The middle player must find open space. They then play 3 on 3 using the rules of play.



PLAY – 10 min

1 V 2 – 2 V 1 Be quicker with passes

Equipment: basketballs

The three players are lined up on the baseline. The player in the middle has the ball. When they are ready they start to attack the far basket to score. The two outside players are on defence and attempt to stop the player in the middle from scoring.

The coach catches the rebound and outlets the ball to the two outside players returning to attack the one defender.

Add rules to aid in the learning:

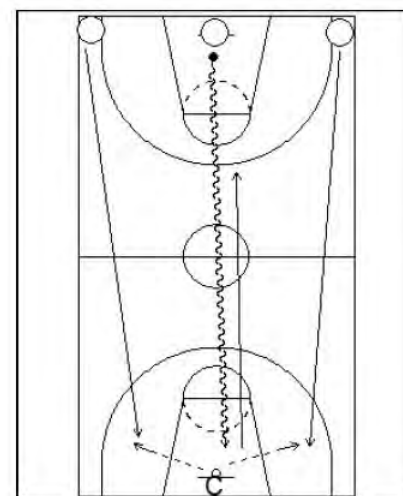
- No dribbles in the back court
- One pass only in the front court

These rules aid the players in learning to attack at speed.

RULES:

- 1 – Always pass the ball to a teammate who is open running in front of you.
- 2 – Push the ball toward the basket if you don't have a teammate in front of you.
- 3 – Run quickly if you are without ball.
- 4 – Keep three lanes no matter where the ball is located.

With the remainder of the time play competition games



DEBRIEF & COOL DOWN – 5 min

PLAN #30:

Spacing -- 2v2, 1v1

Objectives: Defensive footwork, movement off the ball, 2v2 with advantage

Equipment: pylons, basketballs

WARM UP GAME – 10 min
DYNAMIC WARM UP – 5 min

SKILLS – 20 min

10 min TURNING

Equipment: pylons, basketball

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

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

Physical Load: Add a ball to the offensive player. Make the offensive player turn and change direction.

Social Load: Use questions to guide the defender and the offensive player into discovering what works best.

Technical Load: Have the offense use two balls to improve ball handling.

10min STAY IN THE CLOCK

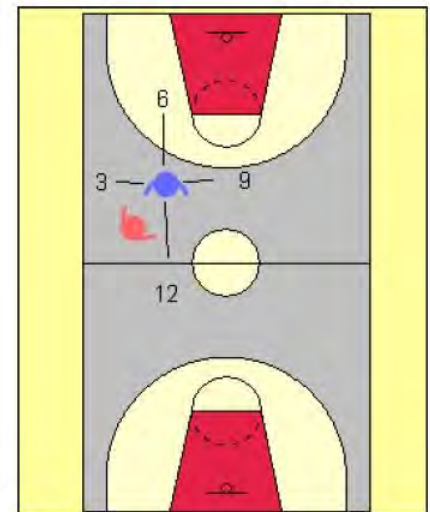
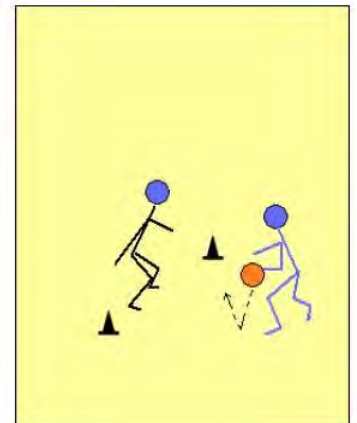
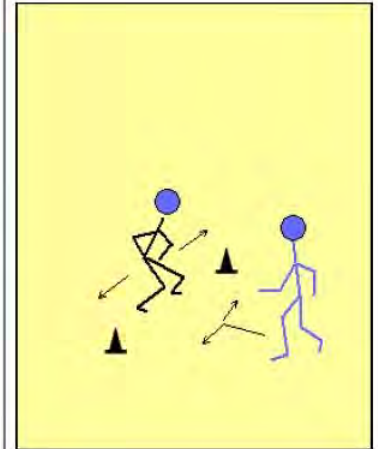
Equipment: basketballs

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

Physical Load: Work in the other front quadrant and then both quadrants. Allow changes of direction

Social Load: Players are in groups of three. Players keep score of how many times they are able to leave the designated quadrant.

Technical Load: Add in the basketball



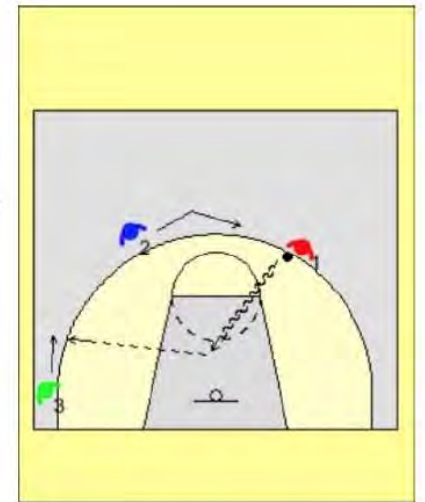
CONCEPTS – 10 min

PIVOT ATTACK AND MOVEMENT

Equipment: basketballs

The three players start in a straight line under the basket with the first player with a ball. The ball is tossed to any perimeter position. The next two players must play off this spacing, sprinting to fill the appropriate spacing based on the ball and teammate's positions.

The player must work on one of the four pivots to face the basket. This player can attack right away or use a control move with fakes to break down the imaginary defender. The other perimeter players must move off this penetration.

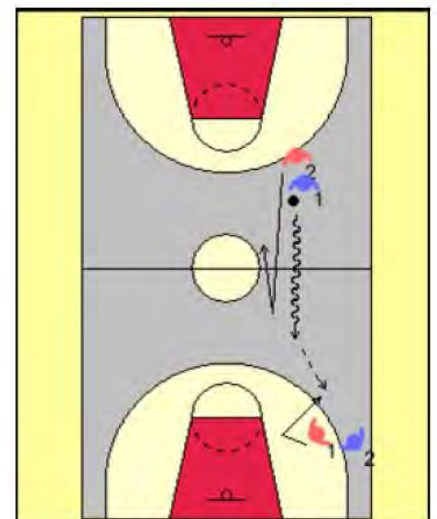


PLAY – 10 min

CREATIVE 2 ON 1

Equipment: basketballs

In this situation Blue O2 and Blue O1 have a 2 on 1 against Red O1. Red O2 is trailing the play. As Blue O1 drives, Red O1 stunts (fakes a help into the drive line). Blue O1 throws a soft bounce pass to Blue O2. Red O1 shoots the gap and creates a 2 on 1 going the other way with Red O2. Blue O2 trails the play. Stunt and shoot the passing lane



DEBRIEF & COOL DOWN – 5 min

Objectives: scoring and decision making, full court attacks, pass and cut, 3v3

Equipment: basketball, pylons

WARM UP GAME – 10min
DYNAMIC WARM UP – 5min

SKILLS - 20 min

7 min SEE WHAT YOUR TEAM MATE IS DOING

Equipment: basketballs, pylons

Form two lines at the top with each player having a ball. Two pylons are placed at the attack spot. The first two players dribble at the pylons and make a change of direction. The player who arrives first to the pylons chooses to go baseline or to the middle to a score. The other player must read what the first player does and do the opposite action. This forces the players to dribble with their eyes up and be aware of their teammates.

Physical Load: players in line while waiting keep their dribble and get down onto the floor. Players do 4 whales (touch the ball on each side of the floor while feet are off the ground in a V-sit) and then get their dribble to get back up.

Social Load: before players start they face each other and go rock paper scissors, the winner takes off to make the first decision and the second player reacts to the first player's middle or baseline move.

Technical Load: after players make their first decision at the pylons the player that is ahead makes the decision to either finish with a layup or a pull up shot. The second player watches their teammate and finishes the opposite way.

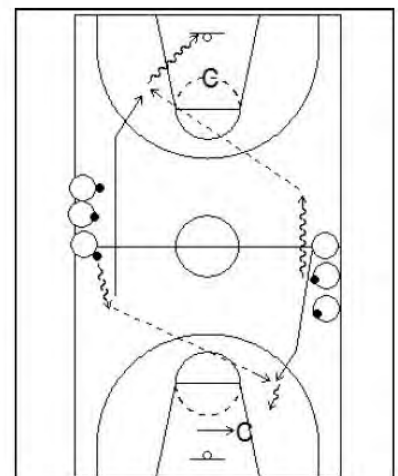
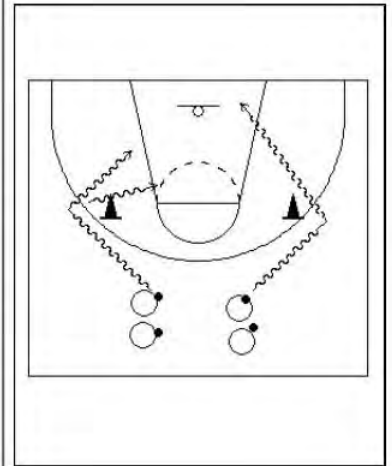
8 min TWO LINES FULL COURT SHOOTING

Equipment: basketballs

The players line up in two lines on both sidelines at half court. Every player has a ball except one. The player without the ball starts to run to one of the two baskets. The player with the ball on the opposite side of the court takes two dribbles in the same direction and makes the pass to the player running to the hoop. The player receiving the pass continues in and scores the basket. The player who passed stops, changes direction and heads to the opposite basket. This cues the next player to take two dribbles and make a pass. The drill continues with players alternating the basket they attack.

Physical Load: players, once returning to their line, do front and back line jumps. They can also be changed to side to side line jumps.

Social Load: the team decides on a goal for an amount of scores. The team counts out loud for the 4 minutes that is put onto a clock.



Technical Load: coach is laced at either end of the court. When the player drives to the basket he/she must read the positioning of the coach. If the coach places his/her chest in front of the player, the player pulls up and shoots the jump shot. If the coach does not show his/her body the player continues in for the layup.

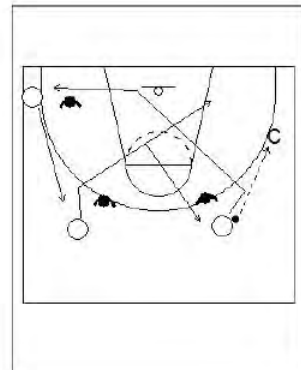
CONCEPTS - 10 min

CUT AND REPLACE (2 guards)

Equipment: basketball

The coach starts on the wing. The other three offensive players fill the other perimeter spots. To begin we want the defence to play denial. On the pass the player wants to cut to the basket. Following the rules the other players fill space. If denied at the three-point line the player must cut back door.

On the catch don't freeze the ball, think shot first, pass second, and drive third. The coach is always available as a receiver.

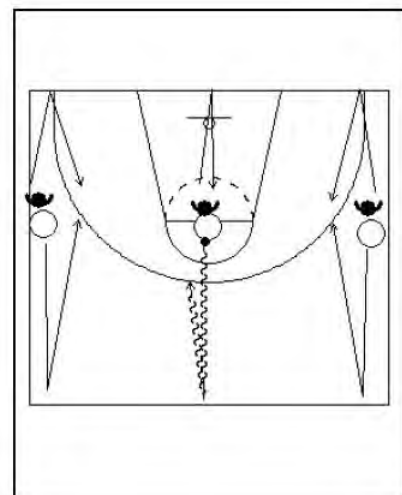


PLAY - 10 min

MATCH - UP

Equipment: basketballs

The offence lines up in three lines along the foul line extended, facing the half court line. The middle player has the ball (eventually any player could start with the ball). The defence lines up with their backs to the offensive players, facing the baseline. The offence runs out to the half court and now turns and attacks the defence. The defence runs to the baseline and comes to meet the offence.



DEBRIEF & COOL DOWN - 5 min

PLAN #32:

Pass, Cut -- 3v3

Objectives: dribbling, dribble and read pass and cut, 3v3

Equipment: basketballs

WARM UP GAME – 10 min
DYNAMIC WARM UP – 5 min

SKILLS –20 min

10 min PARTNER ONE DRIBBLE PASS

Equipment: basketballs

Each player has a ball and faces each other about two metres away. The balls are in the same hands. Each player bounces the ball at the same time with one dribble. The ball is immediately passed with one hand to the open hand of their partner. Both passes happen at the same time. The players alternate back and forth, one dribble pass. As the players improve the speed and height of the dribbles should improve. The passes will become crisper and more on a straight line rather than a soft pass with a high arc.

Physical Load: Have the players move and make the pass. Move forwards and backwards and side to side

Social Load: Have the players making bounce and push passes on the command of the coach. Switch the type of passes every few passes. Players that make the switch stay playing, those that miss it do stationary dribble moves until there is some group left standing.

Technical Load: Switch the different types of passes. Have one player with two balls and keeping their dribble while passing. Players can build up to both players having two balls.

10 min FULL COURT DRIBBLE READ THE HELP

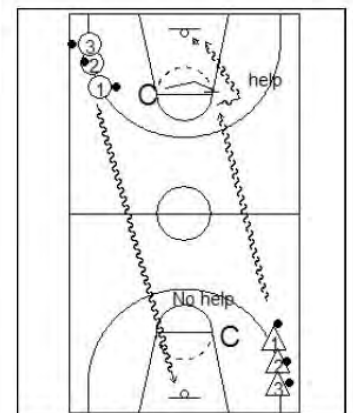
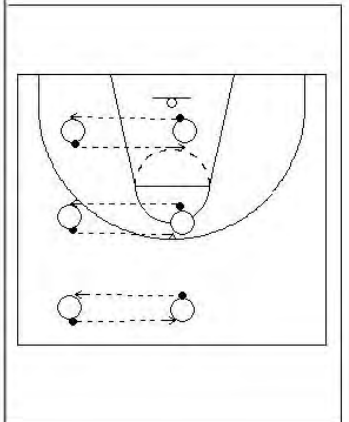
Players come from the far foul line pushing the ball in as few as dribbles as possible. Come under control and read the coach.

- no help - lay up
- help - hesitate, beat the coach
- sag help – shot

Physical Load: Add a physical activity prior to getting back into line. 5 wall jumps or air squats. This can also be based on correct decisions. 5 wall jumps for the correct decision 10 wall jumps for the wrong decision.

Social Load: Have the players partner up and keep track of how many correct decisions they make over 5 minutes. Have them meet after 5 minutes and set a new goal for the next 5 minutes of play

Technical Load: place a defender mid court where players need to make a change of direction move before the decision for the score.



CONCEPTS – 10 min

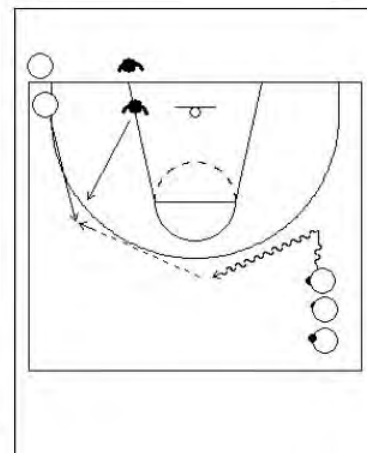
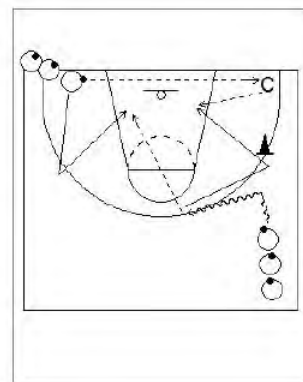
5 min BACKDOOR CUT-PASS

Equipment: basketballs

Both lines have the ball. The player in the corner passes to the coach and cuts to the wing outside the three-point line. The player at the top dribbles the ball to the top. The timing of the two players is crucial. The wing player goes backdoor. The pass must be in the key. After passing, the passer cuts to the opposite attack spot and goes backdoor to receive the pass from the coach in the corner. Switch sides of the floor.

5 min CONTESTED BACK DOOR

To load the decision making of the players and to increase the precision of the cuts and passing, we add the coach as a guided defender. The player at the top dribbles the ball to the top. The corner player cuts to the wing and reads the defence. If they catch, make a dynamic read. If they are denied, cut backdoor. If they catch static they can return the pass to the top and cut again. Switch sides of the floor.

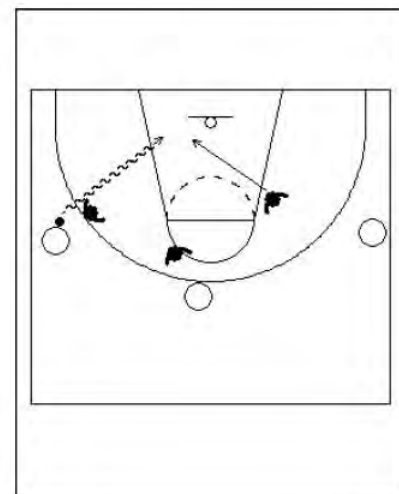


PLAY – 10 min

SEE THE OPEN MAN

Equipment: basketballs

We start the 3 on 3 with one offensive player with their back to the offence. This gives a brief one second advantage. The player with the ball attacks and plays off of the help defense. Switch positions and players that start with the ball. Switch offence and defence each possession.



DEBRIEF & COOL DOWN – 5 min

PLAN #33:

Pass, Cut -- 3v3

Objectives: moving and passing, passing through defence, pass and cut, 3v3

Equipment: basketballs

WARM UP GAME – 10 min
DYNAMIC WARM UP –5 min

SKILLS –20 min

10 min **THREE PLAYER CIRCLE PASSING** – review from plan #27

Equipment: basketballs

Add a third player to the circle passing drill. (increase the size of the circle if required) The players are now working on rhythm of the movement and the pass, pass concept. Offensive players without the ball work to keep spacing and use '10 fingers' to ask for passes

Physical Load: have two or three circles running with one/two groups waiting in the middle. After a group completes three dribble – pass –pass actions they call their hoop 'open'. The group that was in the middle takes the open circle. Those that are in the middle are doing air squats until another circle comes open.

Social Load: Players can use names when passing the ball. Themes could also be used for communication. If you selected a colour them players would have to call out a color as they made a pass

Technical Load: Add a defender or defenders. Defenders can be allowed to trap, or trap first or second pass or play their own player. Offence and defense can switch

10 min **BULL IN THE RING**

Equipment: basketballs

Spread out the team in a big circle. You can vary the number of defenders which stand inside the circle. (You could also use two smaller circles.)

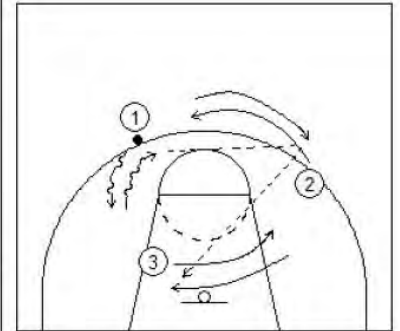
Rules of play

Players cannot pass to someone beside them. After passing the player must trade places with a player beside you. Offensive players become a defender when there is a turnover or you forget to trade places after passing.

Physical Load: add a physical component that players would complete before changing places. This could be a burpee or a sprint to touch the other side of the gym.

Social Load: Create an offensive and defensive team, if there is a defensive tap then the entire team switches from offence to defense. See which team can get the most amount of passes. The team must count the passes out loud.

Technical Load: Add the ability to dribble (max 2 dribbles) to find open passing lanes and fakes. The circle should space/move on the ball handler's dribble to maintain spacing.

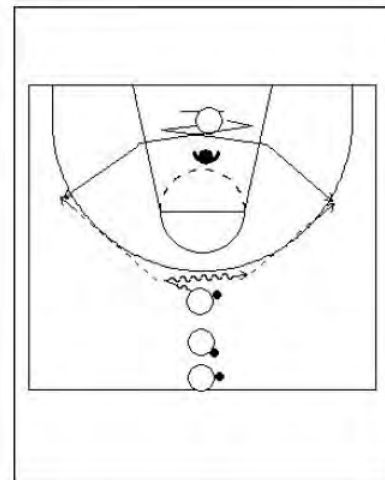


CONCEPTS – 10 min

TIMING OF THE PASS (ON TIME/TARGET)

Equipment: basketballs

Here we put the defence on the cutter. The passer must deliver the pass at the exact moment to the exact spot. The pass is either a backdoor pass in the key or to the player at the attack spot at the three point line. Play live on the catch.

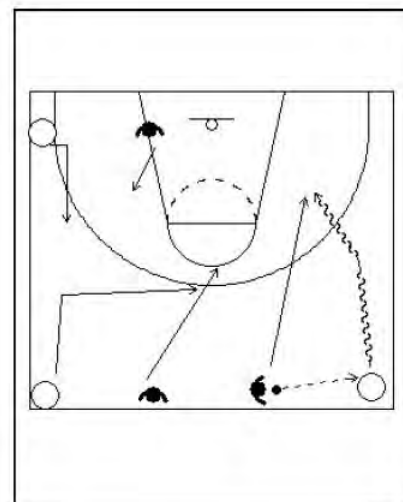


PLAY – 10 min

EXPLOIT THE ADVANTAGE

Equipment: basketballs

This is another way to start with a one second advantage. The three defenders start off the offensive players. The defence starts with the ball. Once the pass is made the players play 3 on 3. The player with the ball has a brief one second advantage. If he/she hesitates he/she will lose the one second advantage.



DEBRIEF & COOL DOWN – 5 min

Objectives: shooting footwork, dynamic reads, pass and cut, 3v3

Equipment: basketballs, pylons

WARM UP GAME – 10 min
DYNAMIC WARM UP – 5 min

SKILLS – 20 min

7 min **SELF TOSS & TOUCH** – review plan #28

Equipment: basketballs

One way to introduce the jump stop to receive the ball is to have the players practice a self-toss and touch. The player tosses the ball up in the air with back spin. The player pivots and goes and touches the sideline (it can be any designated touch line). On the return, the player catches the ball with a two-foot jump stop. This now allows the player to use a cross over to start his/her move to the basket. The players practice on air going right, left, and shooting the ball. Give them time to figure it out for themselves. This is very important when first learning a skill.

Physical Load: while the athlete goes to touch the line they get down chest to the floor and get back to the ball. You can also increase the distance of the line or the athlete can complete 2 jumps prior to exploding back to the ball.

Social Load: Then coach or players in pairs will provide the guides to the players while in spots around the hoop. The player can go right, left, or shoot.

Technical Load: the defence is live. Have the defender move from a help or deny position into ball defence.

6 min **CORNER TO WING CUTS** – review plan #19

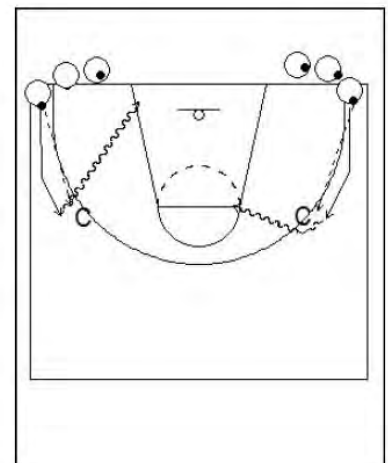
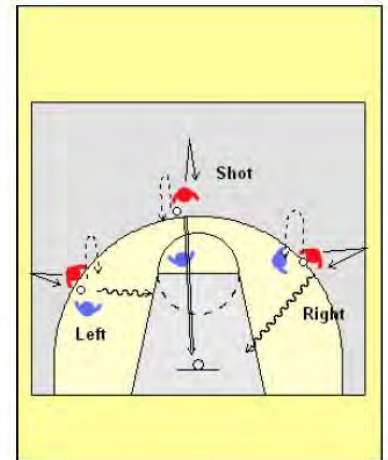
Equipment: basketballs

Each player has a ball and lines up in two lines on the baseline. Two coaches line up at the attack spot (place where the three-point line and foul line extended meet). The first player in line passes the ball to the coach and runs up to receive a hand off. If the ball is in the outside hand of the coach, the player takes the ball, does a crossover move to attack the basket and finishes with an outside/inside power layup. If the coach holds the ball with his/her inside hand the player curls behind the coach taking the ball with the outside foot and performs a dribble jump shot in the key. No more than two dribbles to the finish

Physical Load: players after finishing the hand off to a finish will rebound their shot and do a speed lay up at the other end before returning to the line.

Social Load: the players that are waiting in line under the hoop can help the player by calling out the decision that is to be made. “cross” “curl”

Technical Load: coach can start to change the read so that the player has to make the decision. You can also add a second coach or player at the rim so that the player has to make a second finishing decision once they take the hand off.



7min FULL COURT PASSING/LAYUPS

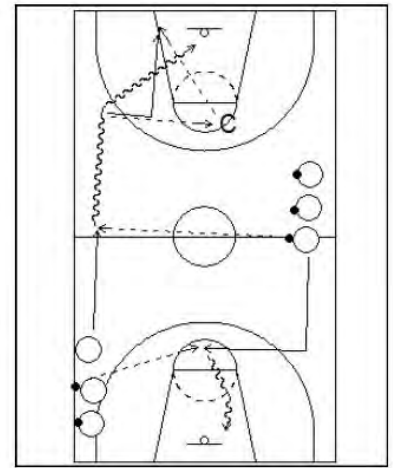
Equipment: basketballs

The first line is at half court with every player in this line with a ball. The second line is at the foul line extended. Every player has a ball except the first player in the line. This player starts the drill by running up the outside lane to the far basket. The first player on the far side makes a pass to the player at half court. This player must keep their head up. The coach who is stationed at the high post will show hands for a pass or no hands. The player must make the proper decision. After passing, the second player runs down the outside lane and then makes a change of direction cut to the foul line. The pass is received where the player works on a crossover or curl move. A coach can also guide this decision.

Physical Load: have a second player or coach at the rim with a soft bag to place contact during the finish.

Social Load: The team decides on a goal for amount of points. Players get a point for the correct decision and a point for a score.

Technical Load: replace the coach with a player that must over play or trail by touching the block before coming to defend the catch. Players play the dynamic read live. Offence goes to defence and defence gets back into the line.

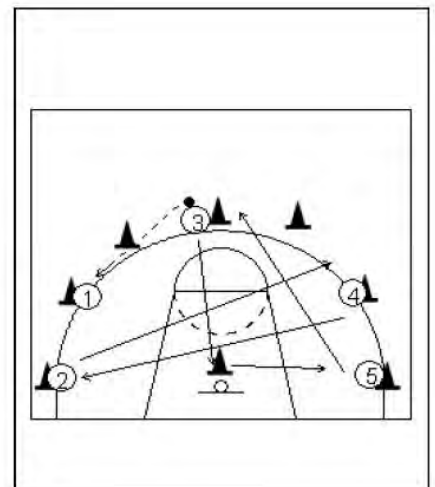


CONCEPTS- 10 min

10 min PASS AND FIND A NEW SPOT

Equipment: basketballs, pylons

Here the players fill the spots on the floor and one player has the ball. The player who passes the ball cuts to the basket. Count to three, everyone finds a new spot. The player with the ball is taught to scan the rim first and then look to the right and left. This is teaching players "global" basketball. Everyone plays every position. As players improve they must learn "time" their cuts. This means to wait until the passer is ready to pass. Eye contact is important.



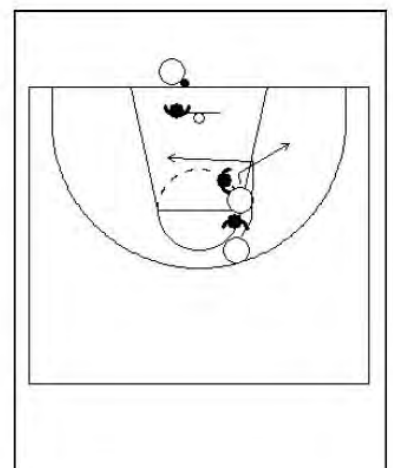
PLAY – 10 min

3 V 3 AFTER B. O. B.

Equipment: basketballs

Here the players to start playing 3 on 3. One player inbounds, the other two players set the same stack to inbound the ball. The offense works to get open and they play live with spacing once the ball is inbounded.

With the remainder of the time play competition games



DEBRIEF & COOL DOWN – 5 min

Objectives: passing, shortening passes cutting, 3V3

Equipment:

WARM UP GAME – 10 min
DYNAMIC WARM UP –5 min

SKILLS – 20 min

10 min **COACH SAYS** – review from plan #17

Equipment: basketballs

Have athletes starting on the baseline and the coach out in front. Use different footwork calls saying “Coach Says ...hip turn and run” Other calls could be: different pivots, jumps, types and number of dribbles. Then say a movement without saying “Coach Says” (like front pivot) if any of the athletes do the action they are out and do body figure 8s on the sideline. Play until there is one athlete left and they are the ‘MVP’

Physical Load - Social Load - Technical Load

10 min **FULL COURT ATTACK AND CONTROL**

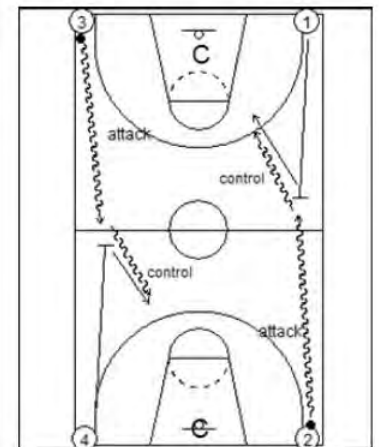
Equipment: basketballs

O1 sees open space and speed attack dribbles to 1/2 court. O2 is running from the opposite baseline to contain the dribbler. The same action is happening on the other side. O1 must change into a control dribble. Read the coach under the basket. He/she will give the same signals as the previous drill.

Different load ideas:

- Players can return in the other direction after scoring or a rebound
- The players could only go to 1/2 court and set the ball down and return to the same basket.
- Add a random pass, then receive the ball back before scoring

Physical Load - Social Load - Technical Load

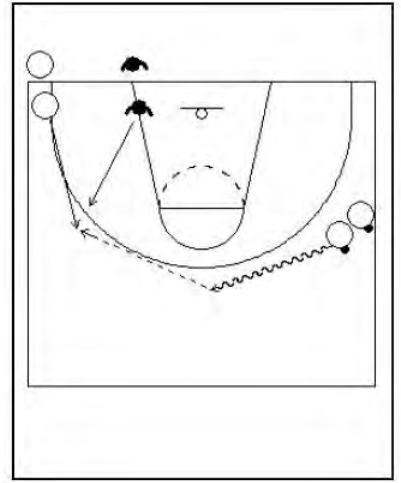


CONCEPTS – 10 min

MAKE YOUR PASS SHORTER

Equipment: basketballs

Now we are working on making the backdoor pass or the wing entry pass off the dribble. The wing player must shorten the distance of the pass by dribbling the ball to the ball side or top. Making these passes from the other side often leads to a turnover. On the catch the athlete makes the read on the defender. (trailing they curl/overplay they cross over) Finish the attack with a layup or outside inside finish. Switch sides



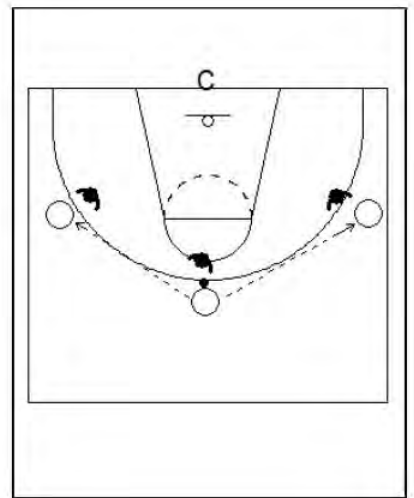
PLAY – 10 min

3 V 3 AFTER “COACH SIGNAL”

Equipment: basketballs

The three offensive players are passing the ball around the perimeter. The defence is in the passing lanes but does not touch the ball. When the coach holds up his/her fist this signals the player with the ball to penetrate. The players then play 3 on 3 using the rules of play.

NOTE: There are still no positions at this stage of development. Every player learns to do all the skills from all positions on the floor.



DEBRIEF & COOL DOWN – 5 min

Objectives: defensive stance, defensive footwork, pass and cut, 3v3

Equipment: basketballs, pylons

WARM UP GAME – 10 min
DYNAMIC WARM UP –5 min

SKILLS – 20 min

6 min GRIZZLY BEAR STANCE

Equipment: none

With young children allowing them to use their imagination encourages them be more creative and have fun. By asking the children to assume a grizzly bear stance you are putting them in the universal athletic stance:

- feet shoulder width apart
- knees bent
- elbows bent
- hand up with the palms facing forward (show your claws)

A good activity is to have the children move around in random movement as if they are making scrambled eggs. When you call stop they assume the grizzly bear stance. Growls add to the fun.

Physical Load - Social Load - Technical Load

6 min BALL DROP DRILL

Equipment: basketballs

The player without the ball starts in the universal stance. This player must let the ball bounce once but not let it hit the floor the second time. The ball can be bounced

- in front
- tossed to the side
- thrown over the head of the player

This causes the player to move in all directions.

Bring them in and ask probing questions:

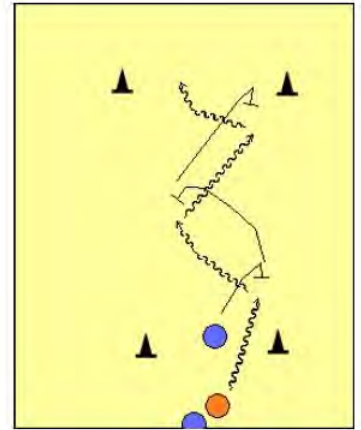
- How can we be quicker to the ball?
- How can we get lower to start?
- What can you do to push first in the direction you want to go?
- How can I move faster, by sliding or running?

8 min **TURN THREE TIMES**

Equipment: basketballs, pylons

Set up a rectangle to dribble in. Badminton courts work for this or the key. The defender is trying to turn the offensive player three times before he/she reaches the end of the rectangle. You can vary the number of turns required.

Physical Load - Social Load - Technical Load

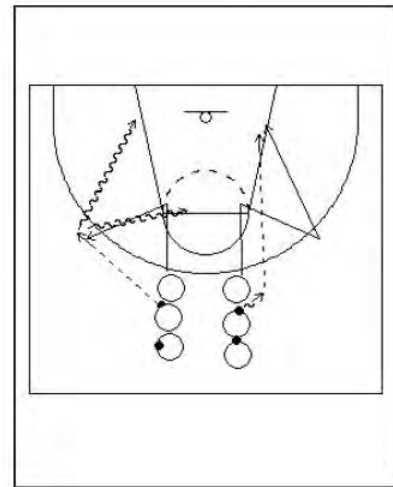


CONCEPTS - 10 min

PIVOT AND FLARE

Equipment: basketballs

This drill works on footwork to catch the ball from a different angle. Two lines are formed at the top of the three-point line with every player with a ball except the first player in each one line. The first player in line cuts to the elbow and does a jump stop. The player does a pivot to open up to see the passer. The player then shows their hands as they cuts out to the attack spot to receive the pass. It is important that the pass is delivered when the player is outside the three point line and able to catch the ball with a jump stop facing the basket. The pass is made and the player visualizes the defence either giving them a crossover move to the baseline or a cross over move to the middle. The player can pull up for the jump shot or use the outside / inside power layup. Add a defender or a coach and practice the backdoor cut. We never want to catch the ball where we are not effective. If when getting to the three point line the player is not open, both the passer and the cutter need to recognize that it will be a backdoor cut. The backdoor pass is delivered in the key or a lob to the corner of the backboard on the side of the cut.



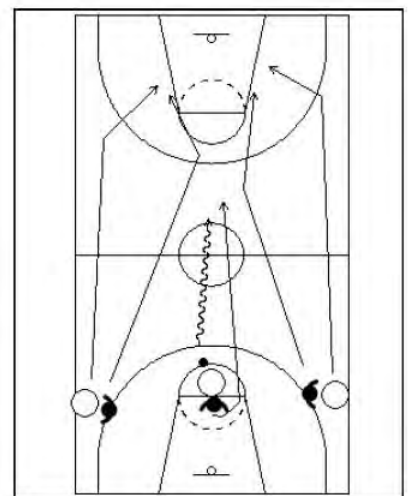
PLAY – 10 min

THREE ON THREE

Equipment: basketballs

Three offensive players line up along the three-point line. The outside defenders line up on the inside of the offensive players. The third defender stands with their back to the middle player. Once the middle player dribbles everyone else is live. This gives a slight one second advantage. The middle player is allowed to score.

With the remainder of the time play competition games



DEBRIEF & COOL DOWN – 5 min

