

BASKETBALL BUILDS GENERATIONS

A PRACTICAL GUIDE TO BASKETBALL AND LIFE SKILLS



PUBLISHED BY

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

ADDRESSES OF THE COMPANY:

Friedrich-Ebert-Allee 36 + 40

53113 Bonn

Telephone: +49 (0) 228 44 60-0

Info@giz.de

www.giz.de

Germany

Dag-Hammarskjöld-Weg 1-5

65760 Eschborn

Telephone: +49 (0) 6196 79-0

Info@giz.de

www.giz.de

Germany

WRITTEN BY

Sebastian Schwepcke, Tamara Awartani and Sameh Masri

COMPILED BY

Noah Lichtenthaler

DESIGN ILLUSTRATION AND LAYOUT BY

M.Barroq Design

PRINT

Halawa Printing Press

INFORMATION SOURCES

International Basketball Federation (FIBA)

Basketball Drills, Plays and Strategies. 2007 (Adkins, Bain, Dreyer, Starkey)

basketballforcoaches.com

CONTRIBUTIONS

Zina Al Sadi

Andreas Bold

Niklas Fischbach

Susanne Gaerte

Mohammed Hamdan

Ibrahim Jaffar

Ulrich Klar

Ala'a Nofal

Henning Schick

Laura Stolz

The GIZ is responsible for the content of this publication.

By order of the

Federal Ministry for Economic Cooperation and Development (BMZ) of Germany /

Alternatively: Federal Ministry of Foreign Affairs (AA) of Germany

Foreword

Dear esteemed colleagues who educate children and youth,

The values that can be learnt through sports and other games and activities such as trust, dependability, discipline, honesty, respect, fair play and self-awareness are valid both on the field and beyond.

Sports unite children and young people regardless of their age, gender and cultural and social background.



It empowers them to become confident, open-minded and supportive members of their community and to function as role models for others. Moreover, sports play an important role in increasing and supporting gender equality.

By utilizing the attractiveness of sport to teach competences for employability, such as teamwork, communication skills and perseverance, we support the personal development of young people – the ones who will shape their country's future.

Behind every successful player is a committed trainer. Since children look up to their elders, teachers and trainers, it is our duty to take full responsibility for fulfilling our duties as role models. Therefore, it is not only the children who are in need of training and guidance but also us. As trainers, teachers, mentors, partners, friends and more, we are also in need of steady guidance and support.

It is for this reason that we support this manual as it provides an all-encompassing guide for both trainers and the trainees. The values and skills conveyed can be adapted to all aspects of life, which consequently leads to a more promising future for us all.

A handwritten signature in black ink, consisting of a long horizontal stroke followed by a series of loops and a final flourish.

Dr. Omar Ahmad Al-Razzaz
Prime Minister

Project Description

Sport has played an increasingly important role in development cooperation in the last few years as its social and integrate impact can significantly contribute to the prevention of violence, conflict management, peace promotion and international understanding. Sport can help people gain self-confidence and reduce the sense of paralytic helplessness; these characteristics improve an individual's capacity to manage stressful and conflictual situations. An exchange of experiences through sports, games and movements is enabled. This exchange is mutually beneficial to local citizens, refugees and internally displaced persons and counteracts possible conflicts and violence through this shared experience and learning. The experience to date has shown that sports promote competences, encourage dialogue and can contribute to relevant development goals and potential cooperation.

The aim of the project is to use «sport for development» in host communities in Jordan more intensively to promote psychosocial support, violence prevention and conflict management. Additionally, it aims to tackle other relevant societal matters—such as gender equality, integration, education, conflict transformation—and to convey life skills, particularly to children and young adults. Fostering life skills through sport can help individuals to master difficult situations and to develop perspectives. The project will be implemented throughout Jordan and will target children and youth who reside in areas with a high percentage of refugees, most notably the northern provinces.

On the individual level, the project and the manual aim to promote the practice-oriented qualification of an adequately high number of female and male teachers, trainers, social workers and multipliers through «sport for development» so that sufficient school (formal) and non-school (informal) educational institutions implementing this project can offer it in their respective sport facilities, municipalities and in the participating schools. By adapting sports activities that are based on scientifically acknowledged pedagogical methods and the “Do No Harm Concept”, the project can also integrate disadvantaged and disabled young people into greater society – those who are commonly regarded as having little chance of success in life. It also encourages girls and young women to get more involved in society.

The GIZ Sport for Development project collaborates with the Ministry of Education (MoE) and the Jordanian Olympic Committee (JOC) and also works closely with the German Olympic Sport Confederation (DOSB). These collaborations ensure the qualitative development and implementation of the project.

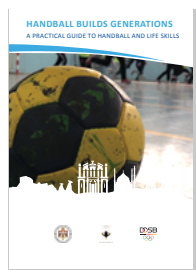
How the Manuals Work

The Sport for Development (S4D) methodology is designed to be applicable with many different sports. Therefore it is essential to provide those implementing the methodology with the knowhow found in the *Sport Builds Generations* manual. The *Sport Builds Generations* manual provides a solid foundation and should be used with complimentary, sport-specific manuals.

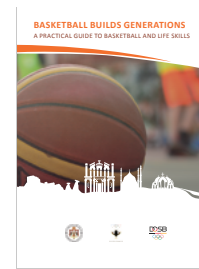
The *Sport Builds Generations* manual is the foundation for the GIZ S4D program and gives an introduction, the knowhow and tools to implement the GIZ S4D methodology.

The sport specific manuals of Basketball, Handball, Ultimate Frisbee and Football are supplements to the *Sport Builds Generation* and serve as additional support and add more technical and sport specific topics.

Regardless of the sport being used to implement the GIZ S4D methodology the *Sport Builds Generations* should always be used together with the sport specific manuals



Handball Builds Generations



Basketball Builds Generations



Football Builds Generations



Ultimate Builds Generations



Chapter 1
Introduction to Basketball

Chapter 2
Technical Skills

Chapter 3
Practical Tips for the Coach

Chapter 4
**Regular Training Session –
Structure and Examples**

Chapter 5
**Sport Class Training Session –
Structure and Examples**

Chapter 6
Training Sheets



Contents

FOREWORD	5
PROJECT DESCRIPTION	6
HOW THE MANUALS WORK	7
INTRODUCTION	12

CHAPTER 1 - INTRODUCTION TO BASKETBALL

The History of Basketball	15
The Role of Basketball in the Jordanian Community	16
The Game of Basketball	18
Official Rules of the Game	19
Game Variations	22
Mini Basketball	22
3v3 Basketball	23

CHAPTER II : TECHNICAL SKILLS

Introduction	27
Technical Skills Development	27
The positions	28
Fundamentals Without the Basketball	30
Basic Fundamental Stances	31
Fundamentals with the Basketball	33
Ballhandling	33
Dribbling	37
Passing and Receiving	39
Stationary Shooting	42
Types of Shots	44
Rebounding	47
Screening	48

CHAPTER III : PRACTICAL TIPS FOR THE COACH

Introduction	51
How to Develop Social Skills	51
Setting up a Good Atmosphere	52
Introducing and Teaching Social Skills	53
Implementing a Good Reflection	56
How to Get Everyone Involved	59
Games and Exercises for Different Occasions	61

CHAPTER IV : REGULAR TRAINING SESSION – STRUCTURE AND EXAMPLES

Introduction	69
Explanation of Signs, Symbols and Graphics	69
Structure of a Regular Training Session	70
Children Under 9 Years	71
Children 9 -12 Years	81
Youth 13 -16 Years	91
Youth Above 16 Years	101

CHAPTER V : SPORT CLASS TRAINING SESSION – STRUCTURE AND EXAMPLES

Introduction	113
Explanation of Signs, Symbols and Graphics	113
Structure of a Sport Class Session	114
Children Under 9 Years	115
Children 9 -12 Years	125
Youth 13 -16 Years	135
Youth Above 16 Years	145

CHAPTER VI : TRAINING SHEETS

Regular Training Session Sheet	157
Sport Class Training Session Sheet	161
Legend for Drawing Basketball Drills	165

Introduction

Basketball Builds Generations is a supplement to the *Sport Builds Generations* manual. Basketball is a sport that can be enjoyed by children and youth of all ages and abilities, is welcoming and inclusive, and is a great platform for developing many life skills, from teamwork and leadership to confidence and empathy. *Basketball Builds Generations* has been created for teachers and coaches who want to use the sport to implement the GIZ Sport for Development (S4D) methodology, which combines sport skill training with the transmission of social skills. During basketball practices and games, children and youth learn social skills in a practical, hands-on way, which helps them best understand and develop these life skills. The personal and group development of these social skills will benefit their sportive performance and also have a noticeable and lasting impact off the court in the players' daily lives.

The *Basketball Builds Generations* manual is structured as a tool for all teachers and coaches who use basketball in their clubs, after-school activities, and classrooms. The content is divided into six chapters.

Chapter 1, "Introduction to Basketball," briefly presents an overall introduction to the sport from a historical perspective and then describes the context of basketball in the region and the impact it can have on an individual basis. The rules and referee signs are presented in an easy-to-understand format, and several variations of the game are explained.

Chapter 2, "Technical Skills," focuses on the technical aspect of the sport, from a breakdown of the different player positions to a description of the basic technical skills. This chapter focuses on the steps for teaching techniques with both text and pictures. It is designed to be a ready reference when planning your own training sessions or when using the training session examples in Chapters 4 and 5.

Chapter 3, "Practical Tips for the Coach," gives practical tips and methods to help a coach succeed in a variety of situations. This chapter also provides different methods to introduce and teach social skills in a practical way. With a nod to the reality of having many children in a small space with limited equipment, this chapter lists practical pointers that coaches can use to maximize their training sessions, and also provides a collection of games and exercises to teach a variety of social and sportive skills for all age groups.

Chapter 4, "Regular Training Session - Structure and Examples," provides coaches with all they need to know to understand and implement the structure of a regular training session. This chapter also gives two examples per age group of a regular training session that coaches can use on a practical level to see how the GIZ S4D methodology works, using graphics, explanations, variations on exercises, coaching points, and pointers about "I can be a role model when".

Chapter 5, "Sport Class Training Session - Structure and Examples," moves from the club into the school and presents the structure of a basketball class training session and practical training activities that can be used by sport teachers in schools.

Chapter 6, "Training Sheets," provides templates for both regular and school sports class training sessions that coaches and teachers can use to draw and design their own sessions, as well as a legend of the signs and symbols to use for drawing games and exercises.

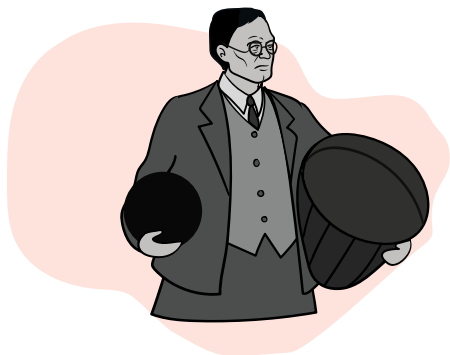
CHAPTER I

INTRODUCTION TO BASKETBALL



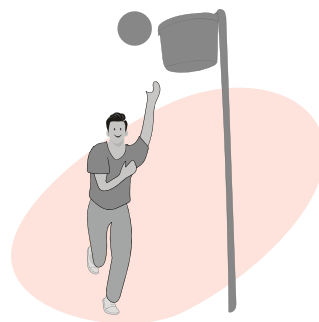


THE HISTORY OF BASKETBALL



Dr. James Naismith invented basketball in the winter of 1891 in response to the need for an indoor game for eighteen students while working as a physical education teacher in the United States.

- **1891** - Naismith developed a set of thirteen rules from which basketball was born. **The first game** was played with a soccer ball and two peach baskets used as goals.
- **1896** - **The first college basketball game** with five players on each side was played between the University of Chicago and the University of Iowa in Iowa City on January 1896, 18.



- **1898** - **The first professional league** was the National Basketball League (NBL), formed in 1898 with six teams taking part.
- **1919** - The first great **European event** was held in 1919 in Joinville-le-Pont near Paris, during the Inter-Allied Games.

- **1932** - On June 1932, 18, **the International Basketball Federation (FIBA)** in Geneva was formed to coordinate tournaments and teams.
- **1936** - Basketball became an **Olympic sport** at the 1936 Games held in Berlin.



- **1939** - The first **National Collegiate Athletic Association (NCAA)** tournament was played in 1939.
- **1946** - The **American National Basketball Association (NBA)** was established in 1946.
- **2017 -3x3, FIBA's urban discipline**, was included as part of the **Olympic Basketball program**, starting with the Tokyo 2020 Games.



THE ROLE OF BASKETBALL IN THE JORDANIAN COMMUNITY

Basketball plays a major role in the Jordanian community, both locally and internationally. The Jordanian national men's team reached the World Cup in 2010 and the second round of the World Cup qualifier in 2018. Women's teams also ranked second in the 2018 Arab Women Sports Tournament, third in the 2018 West Asian Basketball Tournament (WABA) and second in the 2017 WABA tournament. Jordan 3x3 men's team reached the 3x3 World Cup in 2018 and ranked eighteenth, both men's and women's teams qualified for the 3x3 Asia Cup 2018 and men's U18 qualified for the youth Olympics 2018. Jordan 3x3 combined (all age groups) in June 2018 ranked fourth in Asia and eighteenth in the world. Basketball is an outlet for many of the players; it is a space for meeting new people, learning new skills, and developing on a personal level.

DINA HALASA —

“ I started playing basketball at the age of thirteen, at the Orthodox Club of Jordan. At the age of fifteen, I was the youngest female basketball player to be selected for the women's national team. My basketball journey was certainly a rewarding one. I was privileged to represent my club, my university (The American University of Beirut), and Jordan's national team in regional and international basketball tournaments such as the Pan Arab Games, West Asian Games, Asian Games, and the first 3x3 World Cup. Playing basketball has taught me perseverance, discipline, commitment, and the determination to overcome adversity whenever I encounter challenges. It gave me a family on court that has taught me remarkable life lessons I treasure every day.

After a fulfilling sports journey, my passion led me to pursue my master's degree in sports industry management at Georgetown University in the United States. This program was great exposure to one of the top sports industries in the world. I currently sit on the board of Jordan's Basketball Federation, heading the women's committee and running Jordan's national teams program. Through this position, I hope to inspire and support young athletes pursuing their basketball careers. In addition to my contribution to the sports industry in Jordan, I currently run my own trading business, leading a group of passionate experts in trade. The life skills basketball taught me were instrumental in developing myself personally and professionally, and I am forever grateful for the remarkable exposure this sport offered me.”





MOHAMMAD HAMDAN —

“ My parents had me introduced to basketball in one of the clubs at the age of sixteen, and it triggered a change in my life. I went to the club and I had no objective, no responsibility, no plan, and I also put the minimum effort into my education. I became committed to my new team and practices, I developed on a personal level and set goals, and I realized I needed to focus on my education, plan, and be responsible. I soon made it through school and university and achieved my goal of getting onto the national youth and men’s teams, which enabled me to travel the world, see different cultures, and

learn many new things, in addition to developing a large network of friends and colleagues. Basketball is everything in my life; it changed me for the better, and now I’m passing my experience on to the next generation by working in the field of sports and changing lives. ‘Start now; no matter the challenges you face, you will achieve your goals soon.’ ”

NOUR KAYYAL —

“ Middle school is when I started playing basketball, and it became part of me, part of my life. I took part in several school tournaments and made it to the national team of schools, played in several clubs, the under-18 team national team, and the women’s national team. Basketball gave me teammates who became my second family, as well as the opportunity to travel and experience new people and cultures. It grew my self-confidence, commitment, and perseverance, and I received a scholarship to complete my BA studies at Al-



Ahliyah Amman University. After graduating next to playing on a professional level, I started my current job as a senior relationship officer in the private banking unit of Jordan Kuwait Bank. After I stopped playing, I started coaching U-16s and became the assistant coach for the women’s team. In 2016, I had the great opportunity to be accepted as one of sixteen women from around the world in the US Department of State and ESPNW’s Global Sports Mentoring Program and was mentored at the NBA by Vice President Hilary Shaev, who supported me in planning and founding Swish Basketball Academy to empower less privileged boys and girls through basketball. I continue to be passionate about the game and am now on the board of the Jordan Basketball Federation, on the women’s committee and 3x3 committee , where I continue to pass my life experience in basketball on to the next generation.”

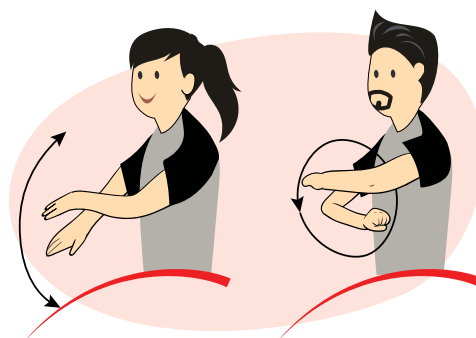


OFFICIAL RULES OF THE GAME

The following are the main rules of basketball that must be followed by all age levels. This section includes drills that can be used to explain the rules in a straightforward way, in addition to referee signals.

1. TRAVELING RULE

Rule: Players may not walk or run while holding the ball for more than two steps. When the player holding the ball stops, he/she may not change his/her pivot leg before releasing the ball. The player cannot dribble with two hands at the same time or dribble again after stopping to dribble.



Explanation—“pivot foot”: When a player receives the ball or stops after a dribble, the foot he/she uses to pivot is rooted. The player may move the other foot as many steps as needed but may not move the pivot foot before releasing the ball.

Drill: Each player (or “car”) is given a ball and stands at half court. The coach calls out “Keys in engine!” (triple threat), “Start the engine!” (dribble), “Stop the engine!” (jump stop), “Get out of the car!” (pivot), and “Start again!”



2. OUT-OF-BOUNDS

Rule: The players and the ball need to stay inside the playing area. The side- and baseline are not included in the playing area, though the air above the out-of-bounds space is included; therefore players may jump outside the court to save the ball.

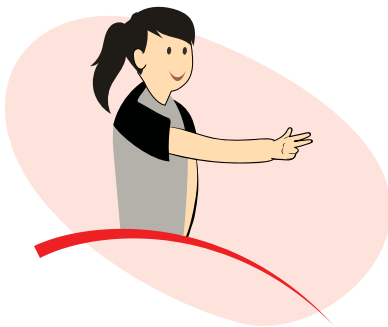
Drill: Players are grouped into teams of four forming a line next to each of the side- and end lines and given one ball per group.

The aim is to do a circular relay (clockwise/counterclockwise) next to the lines without stepping out of bounds or allowing the ball to touch the ground out of bounds. In this relay, the players in each group pass the ball between their legs until it reaches the last player in line, who dribbles it and then starts the process again, passing the ball back until each group reaches its original starting point.

3. PERSONAL FOULS

Rule: Players cannot make unfair contact. Any player committing five personal fouls during a single game will be removed from action for the rest of the game. Any players fouled while in position to shoot are granted free throws, which are shots made from the free throw line with no defense from the opposing team; each successful free throw is worth one point. The same thing occurs when a team has more than four team fouls within a quarter.

Drill: In pairs, run a half-court zig zag offense and defense, focusing on staying low to the ground with a straight back directly in front of the opponents, no reaching allowed. After doing this drill on half court, play -1on1- on the other half.



4. THREE-SECOND RULE

Rule: A player may not remain in the opponents' restricted area for more than three seconds while his/her team controls the ball in their frontcourt and the game clock is running.

Drill: The coach calls out the name of team that needs to be rescued from the restricted area. The other team must save them by tagging them, but its players are not allowed to stay in the area for more than three seconds.

5. FIVE-SECOND RULE

Rule: The player with the ball may not keep it for more than five seconds without passing, shooting, or dribbling if being defended.

Drill: Players are organized into groups of three, and each group is given one ball. The players in the middle try to take the ball from the players on each side of them. No player should keep the ball for more than five seconds without passing it.



6. EIGHT-SECOND RULE

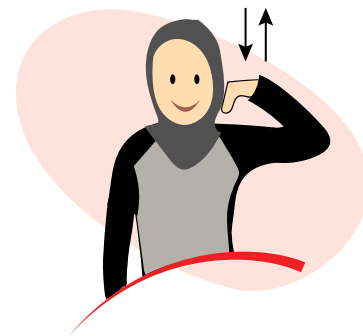
Rule: A team in control of a live ball in the backcourt must get the ball to its frontcourt within eight seconds.

Drill: One player starts as a "fisherman" on the "bridge" (half court line only), while the other players ("fish") swim in the river by dribbling from one baseline to the other while the fisherman catches them. The fish that are caught or don't cross within eight seconds become frozen fishermen and are put on the half-court bridge (or other bridges) until the last fish is caught. If there are not enough balls, players dribble through from one side to the other and pass their balls to the other fish to allow them to cross.

7. TWENTY-FOUR-SECOND RULE

Rule: A team must attempt a shot within twenty-four seconds.

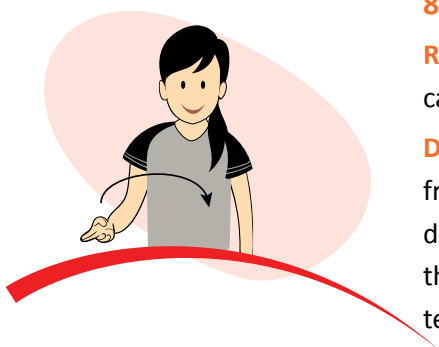
Drill: Players are divided in two teams. The team that has the ball is asked to pass the ball among its teammates while counting aloud until a shot is attempted, while the other team plays defense. When the team playing defense intercepts a pass or rebounds, it switches to offense and must begin counting until one of its team members attempts a shot (half court).



8. BACKCOURT VIOLATION

Rule: A team that is in control of a live ball in its frontcourt may not cause the ball to be illegally returned to its backcourt.

Drill: The two teams start in the area behind the midline, two meters from both sides; one team has a ball, and the other is defense. The defense will try to pressure the offense into the backcourt, while the offensive team will try to keep the ball in the frontcourt. The teams then switch roles.



9. TIME-OUTS

Rule: A time-out is an interruption of the game requested by the coach or assistant coach for the purpose of talking about tactical/technical issues and motivating players.

Drill: A time-out should be included in every practice. Take a time-out to explain a drill or correct players, but most importantly to encourage your players and emphasize the positive social outcomes of the practice (e.g., communication, teamwork, etc.).



Visit www.fiba.basketball for more information on the rules



GAME VARIATIONS

MINI BASKETBALL

Mini basketball is a game for girls and boys aged eleven and below. The aim of mini basketball is to provide opportunities for children of all abilities to enjoy a quality experience and gain skills they can later transfer to regular basketball with enthusiasm.

Major differences from 5-on-5 :

- The hoop is lower for children under ten (2.60 meters high instead of 3.05).
- The distance of the free throw line is only four meters from the goal, and there is no three-point area.
- The court can be downsized to 12x7 meters.
- Each team consists of ten players, and each player must play in two of the four periods. Exceptions are made for any player who is injured or disqualified, or who has committed five fouls.
- Zone defense is forbidden.
- There are no charged time-outs.



3 V 3 BASKETBALL

FIBA started 3x3 to promote the game of basketball around the world. 3x3 is **simple and flexible** enough to be played anywhere by anybody. It is an **opportunity** for new players, organizers, and countries to go from the streets to the world stage.

It is **simple**: one hoop, one half court, and two teams of three players + one substitute

It is **fast**: ten-minute game, twelve-second shot clock, no break after scoring, no halftime, no quarters

It is **entertaining**: Game over at twenty-one points, non-stop music allowed

Benefits

- There are **more touches**, shots, ball handling, passes, rebounds, etc. On average, players will touch the ball one sixth of the time as opposed to one tenth of the time, as in -5on5-.
- **Everyone is a guard.** If a player gets a rebound, he/she may push the ball up the floor (twelve-second-shot clock). All players need to learn to dribble with their heads up and look forward to advance with the ball.
- It is **harder to defend.** -3on3- is harder to defend than -5on5-. It is more difficult to get away with poor defense, so players naturally have to improve.
- Great way to **build motion offense.** You can still teach almost all the screens and cuts that you would use in your -5on5- offense (e.g., pass and cut, screen, dribble drive, etc.).
- It is a **fast game**: Due to the shorter floor, players get into the frontcourt faster, which provides them with more opportunities to take shots, make passes, catch rebounds, and work on defense.

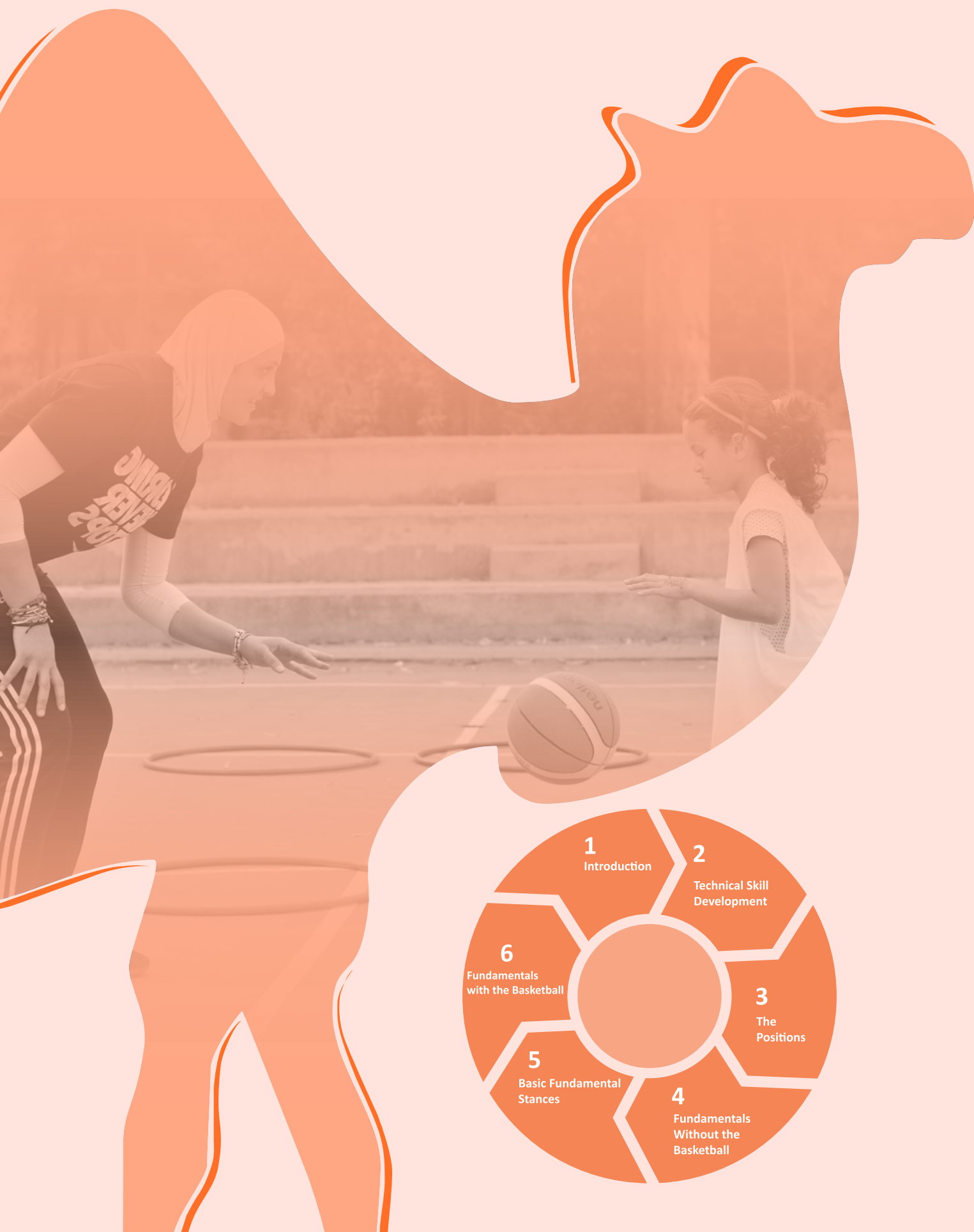
Learn more about 3x3 and join the community by visiting the official website at www.fiba3x3.com





CHAPTER II

TECHNICAL SKILLS





INTRODUCTION

Good performance as a basketball team demands a collective effort from each player on the team. All skills should be taught early on, when players learn to master the fundamentals, focus on little details, and put in a great deal of personal effort. Understanding the game and possessing the fundamental skills necessary to perform allows individuals to play well. To become a complete, well-rounded basketball player, however, it takes more than just mastering the technical skills; good social skills allow a player to be successful as an individual and with his or her team, both on and off the court.

TECHNICAL SKILL DEVELOPMENT

In order for a player to become technically skilled it's vital that the sportive elements are taught at the right age to properly develop the player. Important to note, if a player has never played the sport before he/she must learn and develop the sportive elements taught to children under 9 years before moving on to more advanced skills and concepts taught to older age groups.



THE POSITIONS

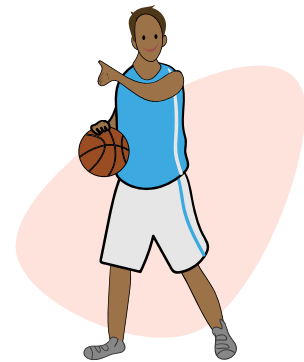
There are five positions for basketball players. **Under the age of sixteen, all players should be taught to play all five positions** to broaden their skill range. If a player does not fit a specific profile, the coach must find him or her a certain role within the team, for example to defend the best players and/or to bring energy to the court.

When playing on the half court, point guard, shooting guard, and small forward are considered outside players because their basic position is outside the three-point line. Power forward and center, on the other hand, are called inside players. When performing a counterattack, called a fast break, all players need to use certain fast break lanes. Outside players use the outer lanes next to the sidelines to sprint to the other basket, and inside players use the middle lane between the two baskets and are called trailers.

Point Guard (PG)

The PG is the extension of the coach on the court. The PG dribbles the ball up the court, runs the offense, and watches the backcourt. The PG must have the following basketball abilities:

- Excellent knowledge of the game, good decision-making skills
- Very good ball-handling and passing skills
- Court vision and the ability to read the opponents' defense
- Knowledge of the shot and game clock



Shooting Guard (SG)

As the name indicates, the SG is an assistant guard and is the team's best outside shooter. The SG must have the following basketball abilities:

- Strong full court defense skills
- Ability to shoot with high consistency
- Ability to penetrate and dish off and move without the ball
- Ability to play the PG's role if the PG is being overplayed



Small Forward (SF)

The SF is the team's best all-purpose player who can score from the wings, around the key, and under the boards. The SF must have the following basketball abilities:

- Athletic, strong, quick, and the ability to score at any time
- Adequate rebounding skills
- Ability to play defense anywhere on the court
- Ability to quickly run the court on fast breaks



Power Forward (PF)

The PF is the team's second biggest and strongest player. The PF and the center control the area inside the restricted area, the so-called low post area, but the PF has a better outside shot than the regular center. The PF must have the following basketball abilities:

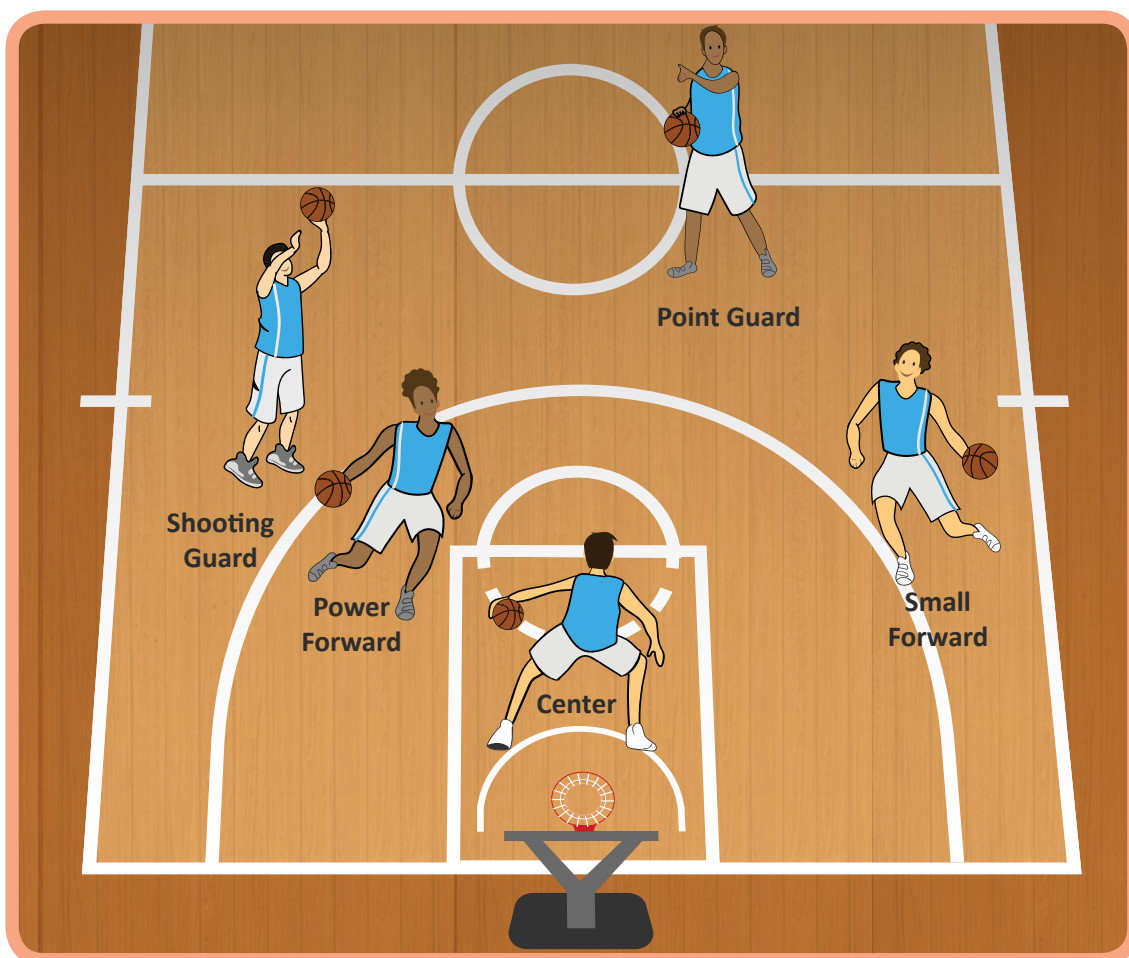
- Good offensive and defensive rebounding skills
- Ability to set good screens on offense
- Ability to shoot and dribble
- Court vision and the ability to read the opponents' defense



Center (C)

The C is the tallest and strongest player on the team, mainly plays low post near the basket, and is king of the paint. The C must have the following basketball abilities:

- Strong defensive leadership skills, always talking to his or her teammates
- Good footwork and strong finishes under and near the basket
- Aggressive rebounding skills
- Excellent screening skills



FUNDAMENTALS WITHOUT THE BASKETBALL

There are forty minutes of play in a basketball game; if we suppose they are equally divided between the two teams, each team will have the ball for twenty minutes. If each offensive player handles the ball for the same amount of time, each player will have the ball in his or her hands for only four minutes; **the other sixteen minutes will have to be played without the basketball, which is therefore the main part of the offensive game.** All fundamental techniques with the ball can only be well executed if players without the ball move properly.

The goal of the players without the basketball is **to get into positions that give them an advantage in space and time**, anticipating the defense or putting it off balance. Therefore, these players' attention should be focused on their opponents' behavior, not just on the ball. A cut to the basket should be used to give teammates space by taking away the defense and/or to getting open for a shot/drive. To effectively execute the fundamentals, **agility, balance, and speed** are needed. All three are related to footwork and coordination, which are basic elements of every basketball fundamental.

Running is a crucial skill for all basketball movements, as well, both to reach the basket when on the offensive team and also when returning to the other side of the court as defense. While running, players must keep visual control of opponents, the ball, and teammates at all times, which means that a runner has to **be versatile**:

- **Change of pace:**

To prevent the opponent from guarding him or her, a player will need to change movement speed.

- **Change of direction:**

To get open to make a cut, a player needs to change direction.

- **Different stops when receiving the ball:**

A player may land in two different positions after running, with or without the ball. The jump stop (both feet on the ground at the same time) lets the player choose the pivot foot, while for the stride stop (one foot on the ground before the other), the pivot foot is the first one to touch the ground.

- **Jumping:**

Being able to jump quickly, high, and several times in a row is crucial in all basketball situations, whether in rebounding, shooting, or blocking shots. Timing and balance while airborne and when landing are fundamental.

BASIC FUNDAMENTAL STANCES

STAY LOW

For a player on offense without a ball: the player has to be ready to execute well and therefore needs to **stay low**.



- Eyes on ball and basket, hands ready to catch the ball



- Feet parallel, shoulder-width apart, back slightly bent forward



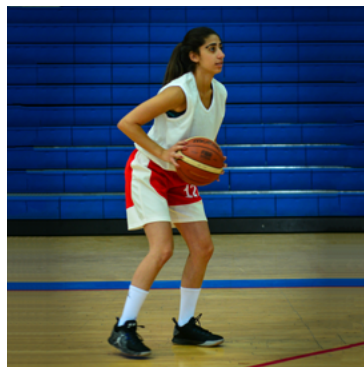
- Body weight evenly distributed on both feet, a bit more on the toes.
- Ball received in triple threat position.

TRIPLE THREAT POSITION

For a player on offense with the basketball: When players catch the ball on the court, they must face the hoop and get into the **triple threat position**.



- Feet spread shoulder-width apart pointing toward the basket (=“facing”).



- Bent ankles and knees, back straight, eyes on the basket.



- Ball is on the side, close to armpit, ready to shoot, pass, or dribble the ball and drive toward the basket at any time (= “triple threat”).

DEFENSIVE STANCE

For a player on defense: The player adopts the defensive stance to prevent the opponents from reaching the basket. The main goal is to **put pressure on the ball to deflect all passes or contest shots**, shadowing the ball with the hands; one hand traces the ball itself, and the other hand opposite the ball is low to prevent a crossover.



- **Basic defensive stance:** The defensive player has to see man and ball at the same time, feet shoulder-width apart, arms wide, staying low and balanced, heels raised and positioned between the offensive player and the basket.



- **For a player not defending the ball:** The defensive player must always be in a position to help the ball defender (that position is called "helpside"), as well as to defend their own player (by denying a pass, called the "deny position").



- **For a player defending the ball:** Defense slides are necessary to stop the ball; these slides consist of pushing off the foot opposite to the sliding direction while sliding sideways with short, quick steps (feet should not touch).

For agility, balance, and speed always stay low when on the court.

FUNDAMENTALS WITH THE BASKETBALL

BALL HANDLING

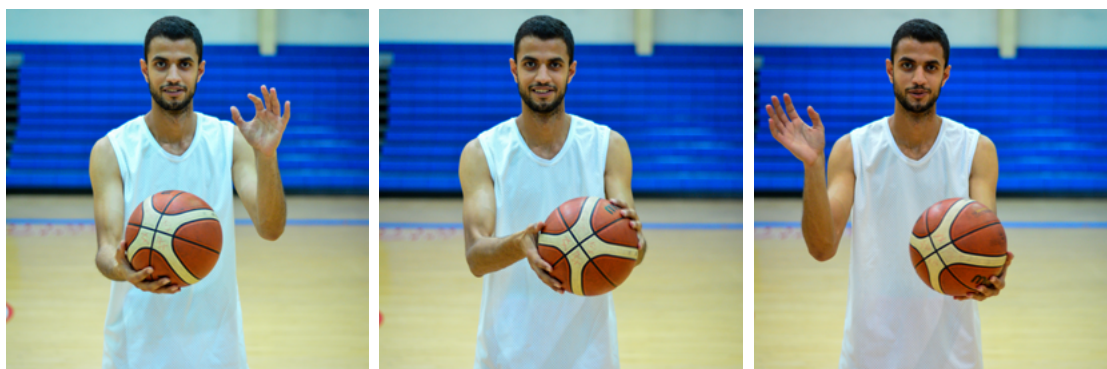
Ball handling involves knowledge of the game and integrates dribbling, passing, and decision-making.

It is necessary to be familiar with the ball, as such ball handling drills can be used to practice basic dribbling and passing skills. Players learn the moves and are reminded not to look at the ball while performing them but to focus on their hand position and contact of their fingers with the ball. Players gradually increase the speed of execution and complexity of the drills.

Ball handling drills are not to be used to develop a skill but are rather used as warm-up drills. Here are some drills:

1. Ball Slaps

Continuously slap the basketball from one hand to the other to get your hands ready for the workout.



2. Straight Arm Finger Taps

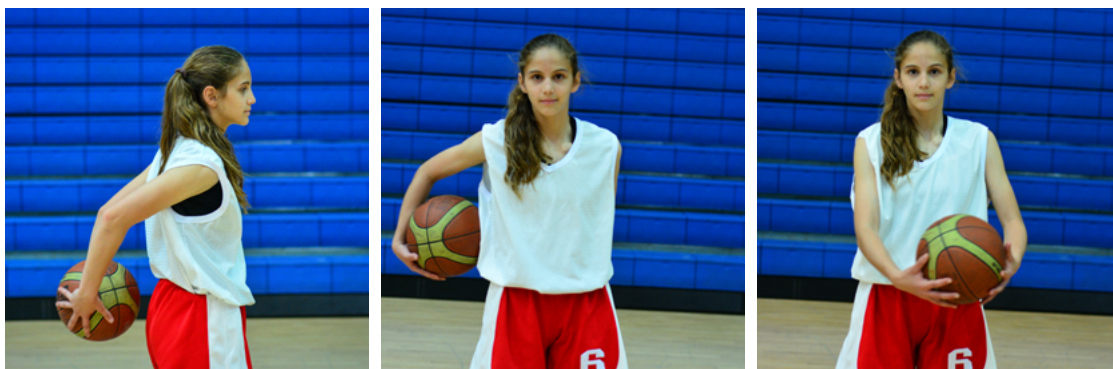
Tap the basketball quickly back and forth straight out in front of you, keeping your elbows locked.



Variation: Move the ball up and down from above the head toward the knees.

3. Wraps

Wrap the ball around your lower legs, ankles, waist, or head without letting the basketball touch the ground.



Variation: Wrap the ball “around the world” combining the wraps above into one drill, or left leg, right leg, figure 8, double legs, single leg.

4. Drops

The aim is to drop the ball between your legs to bounce it once with both hands in front and once behind.



Variation: Do the drill without a bounce.

5. Spider

The aim is to drop the ball between your legs to bounce with one hand in front and one behind, then switch.



Variation: Do the drill without a bounce.

6. Triple Dribbles Variation

Do crossover to between the legs to behind the back and repeat.



Variation: Do the triple continuously: three hard pounds and a crossover, then the same with the two other dribbles.

7. Pound Dribble

Dribble the ball hard at ankle height, waist height, and then shoulder height with each hand, first with one ball then with two balls. Then try alternating one ball high and one low.



8. Dribble Around

Dribble around the right leg with the right hand, then the left leg with the left hand, then do a figure 8.



Variation: Dribble with two balls.

9. Stops

Dribble the ball gradually, going from ankles to shoulders then stopping it a few centimeters off the ground, then dribble up again.



Variation: Do the drill with the right hand, left hand, and then both. Try it with two balls.

10. Scissors

Cross the ball between your legs and jump to switch your feet, then immediately cross the ball back.



11. V Dribble

Dribble the ball from side to side in front of you or forward and back on your side in the shape of a V, with one or two balls.



12. Wall Dribble

Dribble one or two basketballs against the wall simultaneously at shoulder height.



DRIBBLING

DRIBBLING

Dribbling is the skill of controlling the ball as you bounce it off the floor while moving up and down the court. One aspect of ball handling is what you do with that dribble, whether you use it to go to the basket, make a passing angle, escape from pressure, or anything else; those situations have to be imagined and practiced. To perform the basic fundamentals of dribbling:



- From triple threat position, bounce the ball with your fingertips by moving the forearm and wrist of one hand.
- Keep your knees bent and your eyes on the court.
- Use your non-dribble hand to protect the ball from opponents.
- Dribble the ball hard and establish a rhythm.
- Bring in variations in speed and direction to deceive opponents.

There are many types of dribbles, such as:

Crossover



Between the legs



Behind the back



Spin



In and out



Ball handling implies effectiveness. What are you trying to do with your dribble? It has to have a purpose. Do not pick up your dribble until you know what you are going to do with the ball, and do not do things in two dribbles that you can do in one.

PASSING AND RECEIVING

PASSING AND RECEIVING

Basketball is a team sport that involves finding a teammate who is open for a shot. The ability to pass the ball to this player can make the difference between scoring and not scoring. A good pass can pick apart the best defenses and get players open to score. There are a number of different passes, and all require the same basic fundamentals for the passer:



- Get into triple threat position and make eye contact with the receiver



- Spread the fingers of each hand on either side of the ball (forming the letter W), elbows in
- Use your fingers and fingertips—and not the palms of the hands—to pass



- Push the ball out with both hands while stepping toward the receiver, and release the ball by extending arms and fingers.

Receiving has the following fundamentals:

- Move toward the ball to catch it.
- Show hands as a signal and a target.
- Use two hands, grasping the ball tightly with the fingers and thumbs ready to shoot (thumbs form a T).
- Come to a stop (jump stop or stride stop) in a triple threat position.

The most often-used types of passes are as follows:

Chest Pass

This pass originates from your chest toward the receiver's chest level.



Two-Handed Bounce Pass

This pass originates from your chest toward a spot on the floor three-quarters of the way between you and your teammate.



Overhead Pass

This pass originates from above the forehead, although you should avoid taking the ball behind your head as in football, as it could be stolen from behind. With elbows bent, take the ball back and then snap it forward, aiming at the receiver's chest.



Wrap-Around Pass

Step around the defense with your non-pivot foot and pass the ball with the outside hand, either in the air or as a bounce pass.



Baseball Pass

Lean your weight on your back foot, putting your passing hand behind the ball with the non-passing hand accompanying it for better ball control. The ball should originate near the ear with the elbow in.



Hand-Off

This is a ball possession transfer that is accompanied by a passer's reverse or front pivot accompanied by a hand rotation. The receiver takes it laterally while receiving a screen from the passer.



STATIONARY SHOOTING

Shooting the ball into the hoop is the skill you need to score points in basketball. There is a certain technique for properly holding and throwing the ball toward the basket to make a shot; it requires precise aiming, arm extension following the shot, and lifting from the legs.

To become a great shooter, players must master the fundamentals of shooting, which involves coordinating the fingers, hand, wrist, arm, and body in one rhythmic motion. This should be practiced until the technique becomes natural over time. Proper shooting techniques should be executed from close range and must be repeated until they flow automatically.

A shot can be taught in four steps (as follows) but can be remembered easily via the “BEEF” method:

- 1) **balance**
- 2) **eyes on the target**
- 3) **elbow (L-shape)**
- 4) **follow-through.**

STATIONARY SHOOTING

**STEP ONE: BALANCE YOUR STANCE**

- Stand with feet shoulder-width apart, knees bent.
- Place the right foot (if shooting with the right hand) slightly forward of the left foot, as if you are sitting on a chair.
- Distribute your weight equally between both feet without leaning on one side or the other.

STEP TWO: BRING THE BALL INTO THE “LOCK AND LOAD” POSITION

- The shooting hand must be under the basketball, and the balance hand should be on the side.
- The thumb of your shooting hand and the base of the thumb on your balance hand should form a T.
- Hands should be spread, and all fingertips and edges of the palm should be touching the basketball.
- The small gap in the middle of your hand should not touch the basketball.
- Bring the ball to your pocket while your shooting hand's wrist should be back forming an L with your elbow, as if you are holding a tray of pizza, as you get ready to shoot the ball.
- The elbow is kept in and in front of the wrist.

STEP THREE: LOCK IN ON YOUR TARGET WITH YOUR EYES

- Whether your target is at the back or front of the rim, lock your eyes on that spot.
- When shooting from the side, the shot can be banked off the backboard.

STEP FOUR: RELEASE AND FOLLOW THROUGH

- Shoot up and over by pushing the elbow up in a straight line toward the basket and snapping the wrist.
- The ball stays in front of you and should not go behind your head.
- The ball should touch the index finger last to spin it (“Release it high and let it fly!”).
- Use your legs to generate upward force.
- You should land in the same spot that you jumped from.
- Full elbow extension and wrist flexion lead to the follow-through. Hold the follow-through position with the hand toward the basket, visualizing putting the hand in the basket (as if you were reaching on top of a high shelf to grab a cookie out of a jar).

TYPES OF SHOTS

The basic mechanics of shooting are seen in the set and jump shot, applied in close shots such as layups and long shots like the three-point shots, as well as in post player shots.

Layups

A layup shot is a shot on the move, made close to the basket using a one-two count rhythm in which the player jumps off of one foot. The players should learn to shoot both left- and right-handed layups. The technique is to jump off of the left leg when shooting right-handed and vice versa, using the backboard whenever possible.

The sequence for a right-handed layup is as follows (and for a left-handed layup vice versa):



- Pick up the dribble after a left-foot step and right-hand dribble toward the basket in a two-handed motion, bringing the free hand to the ball, opposite the jumping foot and away from the defensive player.



- Keep your eyes on the basket.
- Take two long steps (right foot, left foot) while protecting the ball.



- Jump off from the left foot with ball in shooting position in the right hand.



- Shoot high and soft onto the right angle of the square in the center of the board.
- Jump high, straightening the whole body as the shot is made.

There are several ways to do the layups that will become natural with practice and time. At the beginning, the overhand layup (palm facing the goal) and the underhand or scoop layup (palm facing up) should be practiced. After some practice, the distance at which players pick up the ball and their stride for the two steps will become more and more natural. If defensive pressure is high, the power layup can be used to finish on two feet (jump stop or stride stop), with the ball on the outside shoulder away from the defense, exploding vertically.

Jump Shot

The jump shot is taken at the end of a dribble or out of a pass, which allows the player to jump vertically above their defender. The shooter moves straight up (not forward) from bent knees, releases the ball at the top of the jump, and lands on the same spot. A special jump shot is the three-point shot, where more power is needed from the knees: this shot is taken behind the three-point line. Three-pointers are long shots that produce long rebounds.



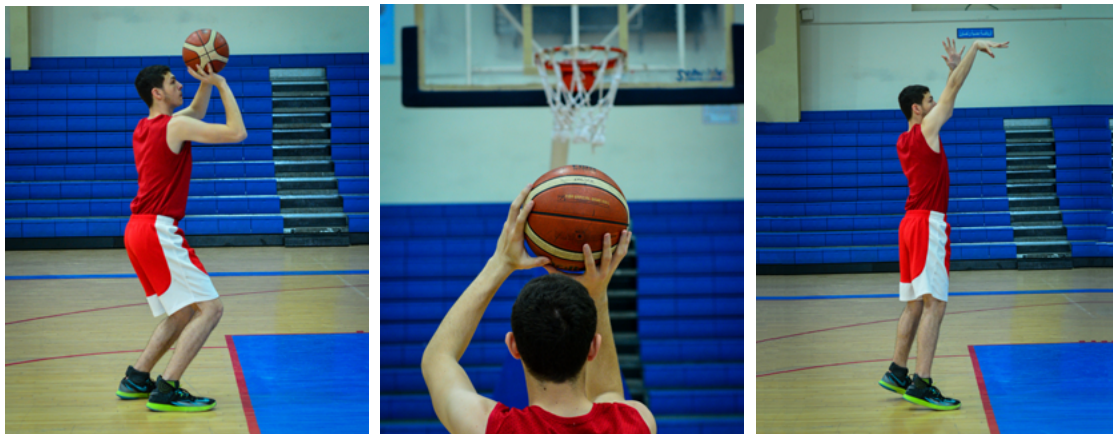
Shot Fakes

From the triple threat position, the player takes the ball quickly and vertically with eyes on the target, fakes a shot upward while the body stays in the quick-stance position. The player's heels stay on the floor with legs bent low. After a shot fake, the defender may have moved, allowing the offensive player to take a jump shot or layup without being defended properly.



Free Throws

A free throw is allowed after a foul when the player affected is in shooting motion and/or after the fifth team foul within a quarter. For a free throw, the player has to find the spot in the center of the free throw line each time, to align the shooting foot, elbow, hand, ball, and eye in a vertical plane with the basket. Players should focus on the basket as well as a set ritual (simple and always the same, requiring the player to get in rhythm to focus). They should hold the follow-through until the ball hits the net.



In practice, work on techniques with dedication and intensity to be ready for the game.

REBOUNDING

A crucial skill is catching the ball (rebound) after a missed shot, whether on offense (offensive rebound) to make the shot again or to secure the ball in defense (defensive rebound). Rebounding is vital for a team's success: possession of the ball is most often gained after a missed shot. Rebounding requires having a good position and anticipation. Players need to watch where the ball is shot from, anticipate the rebound location, box out (step in front of their opponents' path to the ball), and rebound.

The rebound technique, which is a competition between the offense and defense, is as follows:



- **OR** - Move toward the basket, and after the shot has been released, anticipate where the rebound location will be.
- **OR** - Put your arms up and jump to reach the ball at the top of the jump, grabbing it with both hands.
- **DR** - Go for every rebound, assuming that each shot will be a miss.
- **DR** - Box out the opponent player and anticipate where the rebound will be before going for the ball.
- **DR** - Stretch out and jump for the ball, grabbing it firmly with both hands.
- **OR** - Land on both feet (jump stop) and be ready to shoot again immediately (with no extra dribble).
- **DR** - Secure the ball and protect it on landing with a jump stop.
- **DR** - Make a quick outlet pass to an outside teammate who is moving to get open for a pass.

There are emotional, mental, physical, and technical factors to building up a good rebounder.

- **Emotional Factors: Will and Courage**
Jump and dive to get the ball.
- **Mental Factor: Anticipation**
Try to figure out where the ball will land and how your opponent will react.
- **Physical Factor: Toughness**
Be quick, jump high, have endurance and strength. Be ready for contact.
- **Technical Factors: Timing and Movements**
Keep your knees bent and hands up and be ready to grab the ball. Try to take an inside position to the opponent, jump high, and use both hands.

SCREENING

Setting a screen (pick) is a crucial and fundamental part of the game. To set a screen, an offensive player attempts to block a defensive player, keeping him or her away from the person he or she is guarding, thereby freeing up that offensive player for an open shot or pass. This can happen for a player with or without the ball. Screens are most helpful in freeing up a teammate but can also be used to get the screener open; usually after setting a screen, the screener gets open through a cut for a shot—what is commonly called a “pick and roll.”

The technique to perform the screen is as follows:



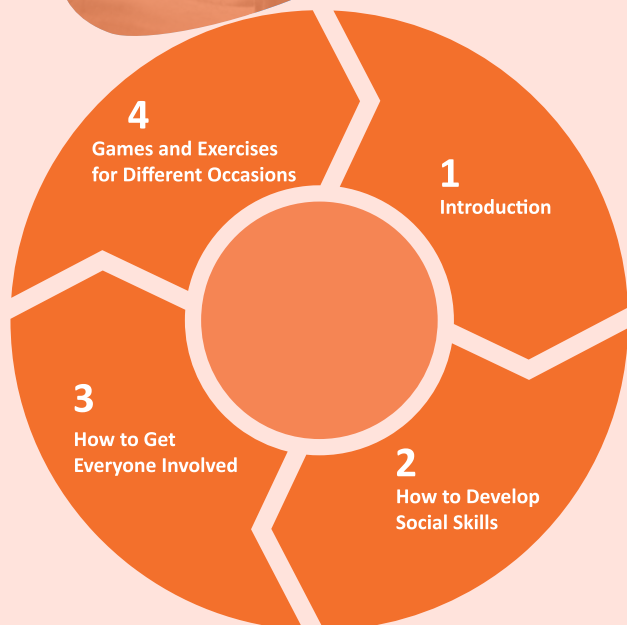
- **Sprint to the spot** to make sure the screen is set on time to make contact with the defensive player.
- **Set your feet** to avoid moving prior to contact with the defensive player. Otherwise it will be a “moving screen,” which is an offensive foul.
- **Have a wide and grounded stance** to take up more space on the screen.
- **Use your arms to protect yourself** (upper body) from the defensive player who will be running into you.
- **It is the cutter’s responsibility to run off the screen (rub shoulder to shoulder with this teammate),** setting up the defensive player to be stopped by the stationary screener.
- **After** contact with the defensive player **the screener can roll (cut) to the basket** for a possible layup, pop to the perimeter for a possible shot.

There are different types of screens:

- **Ball Screen:** The screener sets the screen for the player with the ball.
- **Down Screen:** The screener moves toward the basket to set a screen facing the basket for a player without the ball.
- **Cross Screen:** The screener moves toward one of the sidelines to set a screen facing the sideline for a player without the ball.
- **Back Screen:** A player sets a screen by moving away from the basket so that the cutter can cut toward it.

CHAPTER III

PRACTICAL TIPS FOR THE COACH





INTRODUCTION

Many children and youth want to play basketball. For this to happen, a coach must be aware of many factors to create a good social and sportive learning environment. The idea of teaching social skills is a fairly easy concept for most to understand, but the way it is done is crucial. A good coach needs to know how to be a problem-solver when inconveniences arise on the court so that players' learning is not affected. As a coach, you will sometimes have to deal with a lack of basic materials, limited space, and large numbers of kids, and still come up with creative ways to maximize the participation of all players involved. This chapter gives practical tips and methods that coaches can use to maximize their training sessions, as well a collection of games and exercises that can be used to teach a variety of social and sportive skills for all age groups.

HOW TO DEVELOP SOCIAL SKILLS

Sports are an ideal platform for developing social skills and positive behaviors. The following information provides tips for coaches to help them successfully use sports to develop social skills. A coach must adapt these tips and methods to his/her environment. Just as players work to develop a technical skill, a coach can improve his/ her ability to encourage social skill development through learning-while-doing and self-reflection.



Setting Up a Good Atmosphere

Ensure a Safe Environment

Creating a safe space is crucial to having a good social learning atmosphere, which starts with ensuring that your players have a safe way to and from practice. When preparing the training session, ensure that any sharp and dangerous objects, as well as trash, are removed from the court. Children are not able to focus on the training session if they are afraid of hurting themselves.

Know Your Team

A coach needs to factor in the characteristics of his/her players (e.g., age, gender, skill level, and culture) in order to implement a long-term player development plan. Meeting their families will give you a better understanding of players' environments away from the court. Also, consider current or recent events that can affect a team, such as exams, a good or poor result at a tournament, and last week's practice.

No-Force Policy

It is essential to establish from the first training session that you will never force any player to contribute to a discussion or express an opinion. You may introduce the magic word "PASS," which allows a player to pass on a question if they do not have anything to add or say.

WoW (Ways of Working)

Ask the players about the ways of working (WoW) parameters they would like to use during the training session. This is an effective method to empower the kids and take more responsibility and the WoW should be agreed upon during the earlier stages of a season. One example: "When one player is talking, everyone should be quiet and listen!"

Show Empathy

Empathy is the foundation and key to healthy human communication and interaction. In order to have a good learning environment, a coach needs to be aware of the children's facial expressions, body language, and energy levels and adjust the training session to fit the players' current needs.

Introducing and Teaching Social Skills

The following points will help you introduce and teach social skills in an effective and impactful way:

Be a Role Model

As a coach, you are automatically a role model for your players. To be a positive role model, it is important to be aware of your actions and the impact they can have on the children and youth you are coaching. Children inevitably impersonate those they admire, so you need to be careful what you do, what you say, and how you say it, as well as your body language. When planning a training session, think of how you can best be a good role model in demonstrating the social skill of the day. Chapters 4 and 5 give examples of how to be a positive role model during the training session.



I CAN BE A ROLE MODEL

by always having open communication with my players; shaking hands with them or giving them high fives at the beginning and end of the practice. Always being encouraging rather than critical, and expressing positivity. Speaking in a clear voice and tone, being consistent and listen to my players.

I CAN BE A ROLE MODEL

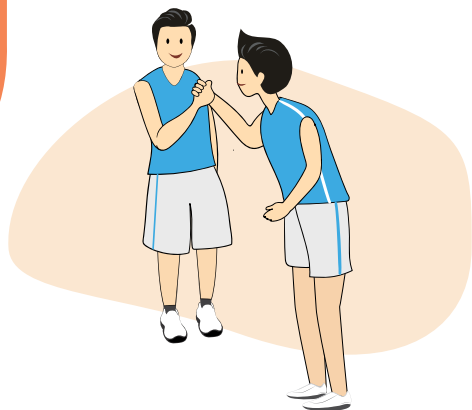
by respecting time before and during practice. I respect everyone's views, everyone's backgrounds and being patient while teaching different levels.



Use Rituals

Rituals create a structured routine in a training session. At the beginning to welcome players and prepare them for the training session, throughout the training session to create team spirit and also at the end to bring proper closer to a training session. It's important to keep rituals short and insure that they include the whole team.

Examples



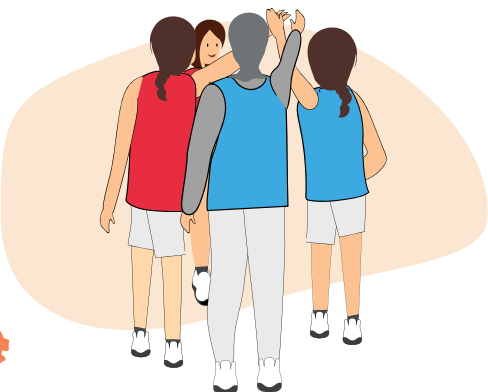
Beginning

Players develop a secret handshake and perform it.



Throughout

Players high-five all of their teammates on their way to the back of the line.



End

Players gather in a circle and put their hands on top of each other. One player counts to three and then all the players raise their hand upwards and shout their team name, a motivational phrase, or the day's social goal.

Rituals feel good, bring people together, and promote a sense of belonging to a team. Rituals are interactive and both require and foster various social skills. Therefore, rituals can lead to learning by doing and also give the coach material to use during reflection time. One example: "Does our ritual give you confidence before practice?"

Learning by Doing

Learning by doing means learning directly from one's own actions as opposed to listening to someone explain that action. This process promotes critical thinking, a core skill needed to develop further social and personal skills. Long explanations by a coach often lead to disinterested players. Although the coach does not have a direct role in this self-learning process, the targeted social skill of a training session is best understood and learned when the social skill is a key ingredient for success of the drill or exercise.

I hear, and I forget.

I see, and I remember.

I do, and I understand



FREEZE Method

When observing a training session, a coach can say “FREEZE” All players must stop where they are and listen to the coach give his/her coaching point. It is important that these moments be relevant to most or all players and have a strong link to the targeted social skill. A coaching point can highlight something in need of improvement or can congratulate a player on performing well due to his/her use of a social skill. Although the freeze approach is a very effective method, it is important not to use it too often and to keep the coaching point short to avoid interrupting the learning-by-doing process.

Freeze!



Implementing a Good Reflection

Reflection after a training session is a vital part of using sports in the personal development of children and youth. The reflection section serves as a tool for looking back at the training session, what was learned, and the importance of the selected social skill and to link sport-specific aspects to life situations and development topics such as gender equality, health and environment. A reflection should last five to ten minutes maximum and should ideally be done in the same spot where the team started its training and preformed its pre-practice ritual. Having a closing ritual at the end of each training session, after the reflection, ties up the practice nicely and builds team chemistry and players' sense of belonging.

There are many effective ways to hold a reflection; a coach can choose any of the methods listed below or use his/her own variations and methods. It is important for the coach to add context so that the training session's social skill is clear to the players before reflection. Note that it is important to be neutral during reflection and open to diverse opinions and comments players may have. Please note that the following are general methods only; the coach must also come up with questions, keywords, statements, and concepts to work with prior to the training and add new questions based on observations during the training session that are related to the social skill. Also encourage your players to go back to their families and communities to observe and practice these social skills. Refer to Chapters 4 and 5 for specific examples of the methods below.



Method A

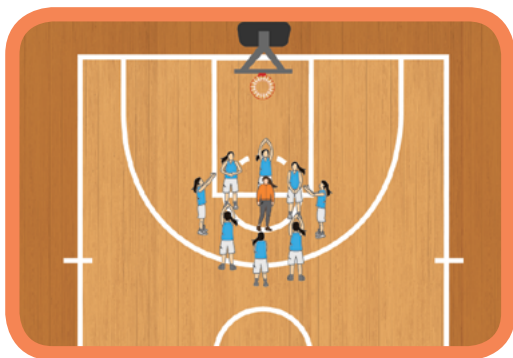
Gather the players together. Place two cones ten meters from each other, and explain that the cones represent the two different goals of the session: the sportive goal and the social one. Ask the players to stand in the spot between the two cones that represents which goal they made the most progress toward in the practice. A player can stand in the

middle of the cones to signify that he/she made equal progress toward both goals. Have a few players explain their reasoning for where they decided to stand, and try to establish the link between sportive success and social learning. A coach can then repeat the same exercise to see if the discussion changed players' opinions.



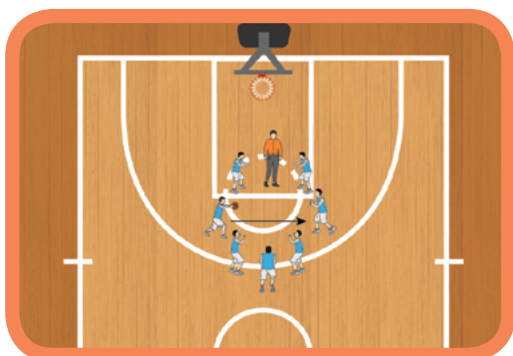
Method B

Have all the players stand together in front of the coach. Emphasize the training session's social skill and ask players to go acting out positive examples of the social skill. After a minute or two, gather the players together and review some of the positive examples that were acted out.



Method C

Gather the players in a circle and mention a phase or keyword related to the training session. Ask the players to clap high (evident) or low (unnoticeable), to indicate how much this keyword was evident/unnoticeable during the training session. Expand and add context to each phase or keyword as needed, and involve players in the discussion



Method D

Gather the players in a circle and ask each one to think of one keyword that summarizes the targeted social skill. Allow some time for players to think of their keywords, then pass a ball around; when a player has the ball, he/she must give his/her keyword and then pass the ball on to someone else. When all players have presented their keywords,

the coach gives his/her keyword and reflects by noting which keywords were repeated and adding context or explanation to others.

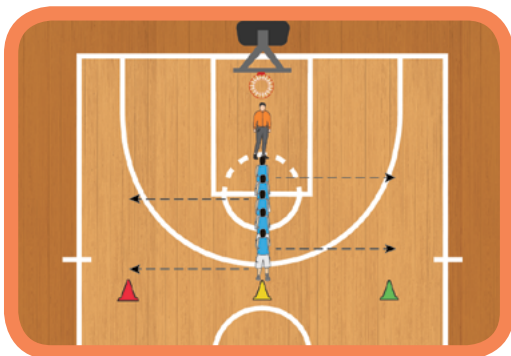


Method E

Place three cones in a triangle, with each cone representing an environment: sports, school, and home. Gather all the players and ask them to stand next to the environments where they think the relevant social skill is most important. Let one or two players from each cone group explain why they think their environment is most important for the

targeted social skill. After the discussion, repeat the exercise to see if the discussion changed any players' thinking.





Method F

Gather all players together, standing in front of the coach. Put three cones in a line:

- Red cone (to the left) – Disagree
- Yellow cone (in the middle) - Neutral
- Green cone (to the right) – Agree

Read out statements related to that practice's

social skill. After each question, all players are to stand next to the cone that represents their opinion. Encourage one or two players to share their reasoning. Move on to the next question, and repeat.



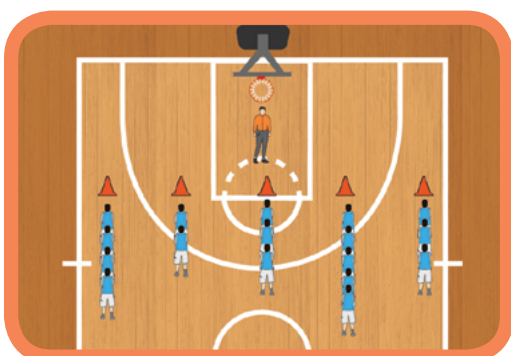
Method G

Gather the players and ask them to think of one behavior for each related social skill that they will:

1. Start doing (a behavior the player will start adopting in his/her life);
2. Stop doing (a behavior the player will refrain from doing); and
3. Continue doing (a behavior the player already

does and will continue to do).

Divide the players into groups of three or four, and ask each group to come up with one behavior they all agree upon. Have each group present their answer, and then ask all players to put their selected behavior into practice in their daily lives.



Method H

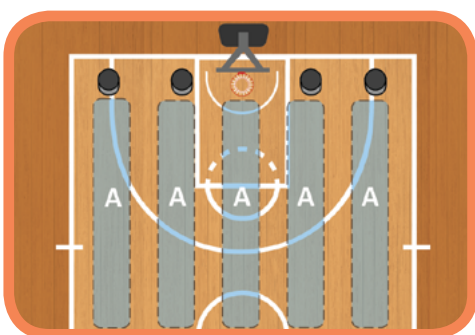
Put down one cone representing every drill or exercise performed during the training session, and have players stand behind the drill or exercise (cone) that was most beneficial to them in practice. Have a few players explain their reasoning. A coach may then repeat the same exercise to see if the discussion changed any players' opinions.

HOW TO GET EVERYONE INVOLVED

Getting everyone involved is one of the main challenges that coaches have to face. With limited playing space, too many players, and a lack of equipment, it can be difficult to have a training session that ensures that everyone is involved and active at all times. To have an effective training session, a coach needs to be aware of the challenges and find creative solutions for them. Talking and exchanging ideas with other coaches and your own players can be a very effective way to come up with these solutions.

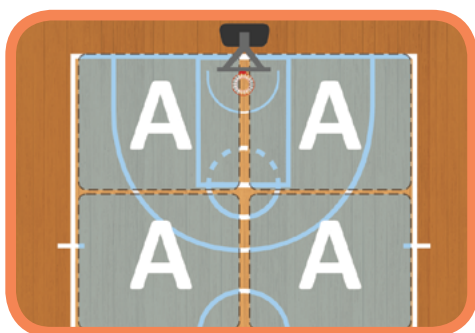
PLAYERS AND SPACE

To have an effective training session, you need to ensure that you maximize the space you have and also look for other alternatives to give you the best practice area possible. A crucial part of a successful training session is having all players as active as possible to avoid long lines and players standing around. Below are several options that a coach can use to maximize the training according to the players and space he/she has.



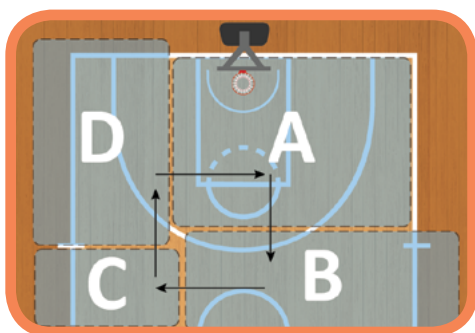
Option 1

Create multiple lines. Although this does result in smaller playing areas, it effectively keeps players more active and involved. As shown you can replace baskets with other objects that can act as baskets.



Option 2

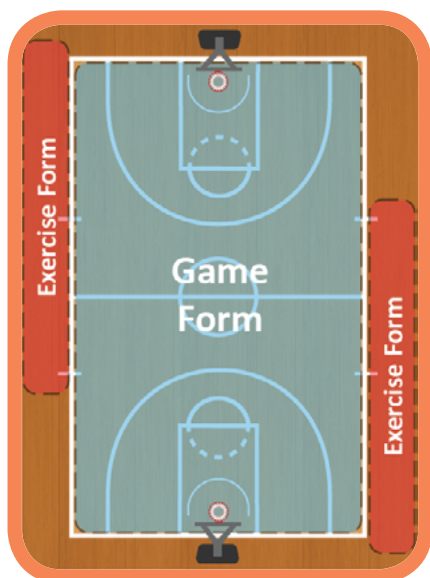
Create multiple fields when implementing your main part and conclusion and be creative in using all the space available



Option 3

Creating multiple lines and fields will be difficult due to the lack of equipment and space. In this case you can create a station practice, where certain stations don't require much space and equipment. Between 5-4 stations players will rotate every 10-5 minutes until all players have completed all of the stations.



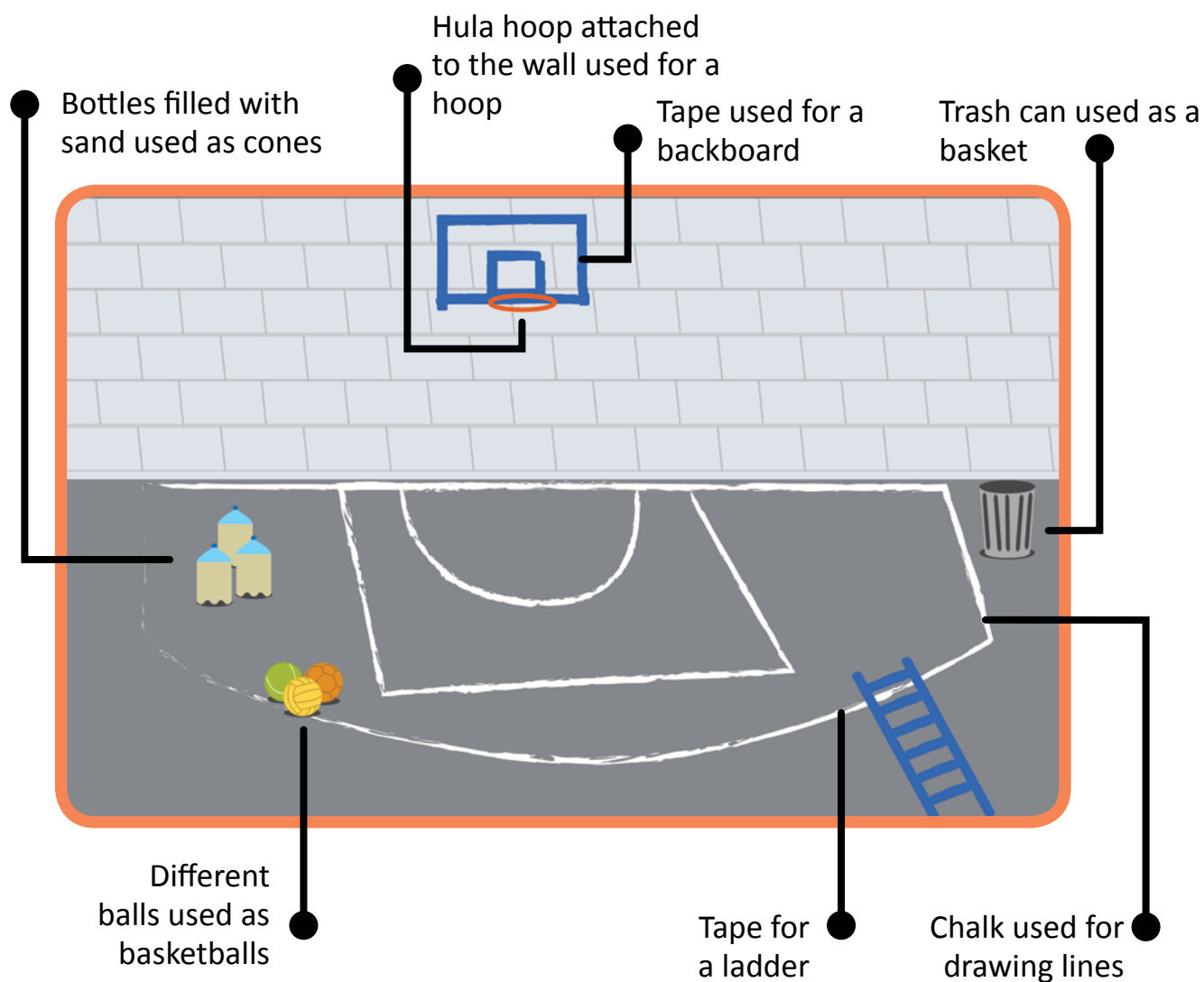


Option 4

When in a game form often where many players on the sideline watching a coach can set up a training exercise on the sides to keep those players waiting still active until it is their turn.

EQUIPMENT

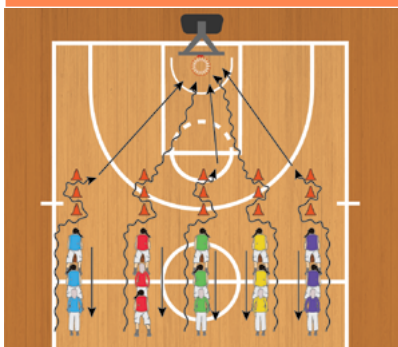
The more players you have in your training sessions, the more equipment you will need. Be creative by looking around your environment to see what other materials can be used as equipment.



GAMES AND EXERCISES FOR DIFFERENT OCCASIONS

There are many different games and exercises that can be used on different occasions and that tap into different themes and life skills. The exercises focus on basketball fundamentals and can be used in different parts of the practice. They can also be adapted based on the size of the playing area, equipment available, and the age and number of children. That is, the coach can tailor each exercise to work in a specific situation and for a specific group.

TRAIN (CONNECTING) SHOT



18



6



1

All
ages

Organization and Procedure:

- Using half the court, organize up to six lanes as a starting point and add three cones on each lane midway toward the hoop. (If full court is available, use three lanes for each hoop or six lanes for each hoop, depending on the number of players.)
- Line up a maximum of six teams with four players each at half court, and give each team a ball. Have the players face the basket. The first player in the line passes the ball through his/her legs to the next player without letting it touch the ground; each player does the same until the ball reaches the end of the line.
- The last player in line dribbles the ball past the team, then through the cones. He/she then does a layup (one point), jump shot (two points), three-pointer (three points) and a rebound. The player then catches the rebounding ball and goes back to his/her team, standing in front of the first player facing the goal and passing the ball through his/her legs to start the process over again. The first team to reach a certain score wins. Alternately, the winning team may be the one to reach the highest score in a certain time.

Variations:

- The ball may be passed above the head or from the side.
- Dribbling variations: Right hand only, left hand only, crossover, between the legs.
- For older players, U-16, and 16+: Instead of being passed between the players' legs, the ball stays with the first player. The last player in line jumps over the backs of his/her teammates and then sprints forward to receive a pass from the first player (overhead or one-hand pass) before attempting the shot.

GOALS



Commitment and perseverance



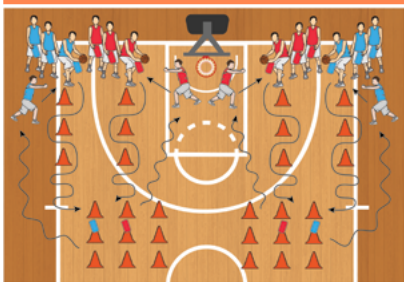
Shooting and passing

COACHING POINTS

Keep trying to make it.

Stay low and be precise in passing and shooting for your team.

X – O



18



4



12

All
ages**Organization and Procedure:**

- Create a grid of nine cones each for two teams.
- Set a starting point approximately twenty meters away and a passing point fifteen meters away. Two teams of equal numbers start at the same time.
- The first participant from each team dribbles the basketball while carrying a marker and drops the marker on top of one of the nine cones.
- Participants then dribble back to their teams, jump stop at the passing point, and perform a chest pass to a teammate, who then goes through the same process.
- When the team has placed three markers in a row on the cones, the game is over.
- If, after each team was unsuccessful in placing its three markers in a row, there is no winner, the next participants move one of their own markers to another empty cone until there is a winner.

Variations:

- The U-10 age group can start this drill with no ball, and the U-12s can gradually begin to dribble. Cones may be added on the way back to practice dribbles (crossover, between the legs, etc.), and the type of passes after the jump stop can be changed each time (chest, bounce, overhead, etc.). You can also integrate pivot turns after the stop and before the pass (U-14, U-16). For players over age sixteen, you can add screens (or “picks”) and rolls.

GOALS

Enjoyment of being in and playing in a group.



Dribbling

COACHING POINTS

Support and encourage each other.

Dribble while changing pace and direction.

OPPOSITES



4

All
ages**Organization and Procedure:**

- Up to seven players per team for up to four teams hold hands in a defense stance.
- Each team stands on the lines (in a square: sidelines, baseline, and half court) of the half court opposite each other, facing the coach in the middle. Getting into the defensive stance and slide as a team in the opposite direction of the coach's call.
- The coach calls out the following commands: “Right,” “Left,” “Jump,” and “Down.” Players should slide in defense the opposite direction, i.e. (e.g., if the coach calls “Right,” players go left, and if he calls “Jump,” they go down).

Variations:

- Depending on space, the number of players can be increased, as can the number of teams by forming two squares, inner and outer.

GOALS

Leadership.



Defense stance.

COACHING POINTS

Lead your fellow teammates in the right direction.

Stay low in slide defense with rapid changes in direction.

STICKS DRIBBLING



15



15

All
ages

Organization and Procedure:

- Set up the players in a circle, each with a ball and a stick. The hands holding the stick should be on the inside of the circle and the other hands to the outside. The objective is to rotate in the circle without dropping the stick on the floor.
- When the coach calls "Rotate left," the players leave their sticks and dribble to the next ones, catching them before they fall down while continuing to dribble steadily. The coach can call out other commands that require the players to change direction ("Left!" or "Right!"), cross over, and change pace to catch the sticks before they fall.
- Any player unable to catch a stick is out and takes the stick to the side, where he/she keeps dribbling and practices ball handling drills. The last player standing wins the game.

Variations:

- For the U-10s, the exercise is done without dribbling.
- If there are more players than sticks, pair the players off. The rotation will be between the players as they stand back to back, depending on the coach's calls: "left," "right," and "change."
- To take it to the next level, change the dribble from crossover to between-the-legs, behind-the-back, behind -the-back, or double dribbles (U-16, 16+).

GOALS



Punctuality



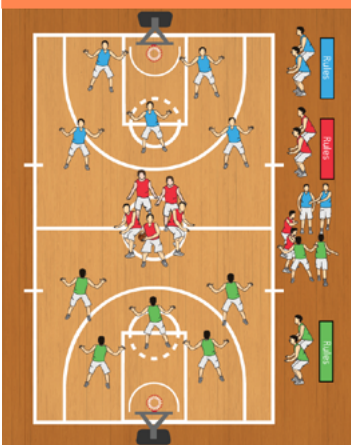
Dribbling and Footwork

COACHING POINTS

Timing is important.

Proper footwork makes you faster.

3 TEAMS IN 3



2



1



15

All
ages

Organization and Procedure:

- Set up the half court with four cones.
- Scatter the twenty-five colored plates in the second half of the half court (half court to mid, toward the baseline).
- Players are teamed up in groups of three and lined up in five lanes on the baseline.
- The first player is blindfolded.
- The coach calls out one color of the colored plates.
- The teammates should direct the blindfolded teammate to collect the color the coach mentioned and bring it back to his/her team. They should then repeat the process with a different player, paying attention to the coach and the changes in colors. The aim is to collect the highest number of plates blindfolded.

Variations:

- The rules can be changed according to a certain theme (e.g., human rights, gender, inclusion, or conflict resolution).
- The additional players are team spokespersons, drafting the rules and facilitating discussions.

GOALS



Willingness to reach agreements



Game situation

COACHING POINTS

Be aware of the importance of discussion and respecting others' views.

Adapt quickly to different game situations.

PACMAN



18 4 20



All
ages

Organization and Procedure:

- Set up a maze using benches/cones or tape.
- Players are divided into teams of “pacmans” and “ghosts” (e.g., twelve pacmans [four teams] and three ghosts).
- The pacman players are divided evenly into teams and positioned at each corner of the court with one ball per team,

while the ghosts start from the middle square in the maze.

- The teams decide how they will dribble through the maze collecting the most points without being eaten by the ghosts.
- One player from each team can dribble through the maze at a time without stepping on the lines and while being directed by their teammates. Each player returns to his/her team corner as soon as he/she has collected one marker.
- The player then passes the ball to a teammate to proceed. The aim is to collect (“eat”) all points (markers) while dribbling and avoid getting eaten by the ghosts.
- If the player is eaten by a ghost (tagged), he/she is frozen and can be freed if tagged by a teammate, or if a teammate crawls between his/her legs. The player is then free to return to the corner.

Variations:

- The markers are given different points (e.g., red=five points, white=four points, etc.).
- Everyone in the maze is blindfolded except for one teammate outside who can direct them. The ghosts are directed by one ghost.

GOALS



Communication skills



Dribbling

COACHING POINTS

Inform your teammate about the direction to move in without being caught.

Stay low and dribble low to be faster and not get caught.

CIRCLE OF TRUST



5 5 5



All
ages

Organization and Procedure:

- Every six players are teamed up (five teams); five team members are inside a circle and one is outside with a ball.
- The sixth player with the ball is chosen by the team.

- The five players in the circle hold hands tightly, allowing them to squat and lean back.
- The sixth player will dribble low through the circle of trust when the coach calls “Go!”
- The team whose sixth player finishes completing the circle at a maximum speed while the circle holds firm and stands still wins.

Variations:

- You can start it running without dribbling or change the type of dribbling.
- The numbers in the circle can be increased if you have a large number of players.

GOALS



Confidence



Dribbling

COACHING POINTS

Build confidence in yourself and your teammates.

Change direction and pace quickly.

2V2



8

2

2

All
ages

Organization and Procedure:

- Two cones are set one meter away from the midline, parallel to the zone lines at each side. Four players start from the baseline at each end, and four players stand behind them.

- The two players by the sideline are offense, and the two inside players are defense.
- The offensive players run to the midline, one of them dribbling the ball. At the same time, the defensive players run in a straight line to touch the cone, going around it toward the offensive players.
- The players play 2-on-2, gaining individual points based on the skill they exhibit (e.g., rebound [offensive/defensive]=one point, assist=one point, steal=one point, score=one point, etc.).
- The game ends with a score or steal from the defensive team.
- The next four players then have a turn, while the team that played rotates one spot to the right.

Variations:

- Add cones signaling the offense to change direction (crossover) to arrive to the midline.
- Add a ladder (actual or tape) for the defense to go through before arriving at the cone to play defense.

GOALS



Proactivity



Game Situation

COACHING POINTS

Be proactive for better decision-making.

Move with and without the ball.

RESCUE BALL



4

2

3

All
ages

Organization and Procedure:

- Set up the half-court area with four cones.
- Players spread out in the specified area with one ball and two catchers (bibs; one catcher per eight players, increased number of catchers per number of players). The aim is to catch the player that does not have the ball.
- The player with the ball must dribble the ball when moving. Having the ball protects the player from being caught, but players may not re-dribble if they stop like in basketball.
- The player with the ball must keep an eye on the court while dribbling, watch for a player in risk of being caught, and pass the ball to that player in time to rescue him or her.
- Any player caught must freeze with his/her feet spread so that the other players can crawl underneath (or pass the ball through) to free the player.

Variations:

- Increasing the number of catchers without increasing the balls makes it more difficult.
- Specify the time for the catcher and how many players can be caught in that time, and then change the catchers.

GOALS



Showing appreciation for others



Passing

COACHING POINTS

Keep a lookout for your teammates and appreciate their support.

Do not pass before making eye contact.

BLIND TRUST



25



5

All
ages**Organization and Procedure:**

- Set up the half court with four cones.
- Scatter the twenty-five colored plates in the second half of the half court (half court to mid, toward the baseline).
- Players are teamed up in groups of three and lined up in five

lanes on the baseline.

- The first player is blindfolded.
- The coach calls out one color of the colored plates.
- The teammates should direct the blindfolded teammate to collect the color the coach mentioned and bring it back to his/her team. They should then repeat the process with a different player, paying attention to the coach and the changes in colors. The aim is to collect the highest number of plates blindfolded.

Variations:

- The colors are given points, and the team has the choice of which plates to collect to get the highest score (strategy).
- For older players, the blindfolded player may dribble the ball, staying low to the ground, to the second half of the court, then pick up the ball and collect the plates. Gradually, cones may be added to dribble through blindfolded.

GOALS

Empowerment



Court vision and planning

COACHING POINTS

Empowering your fellow teammates and trust verbal communication.

Read the court to score. pass before making eye contact.

CHAPTER IV

REGULAR TRAINING SESSION STRUCTURE AND EXAMPLES





INTRODUCTION

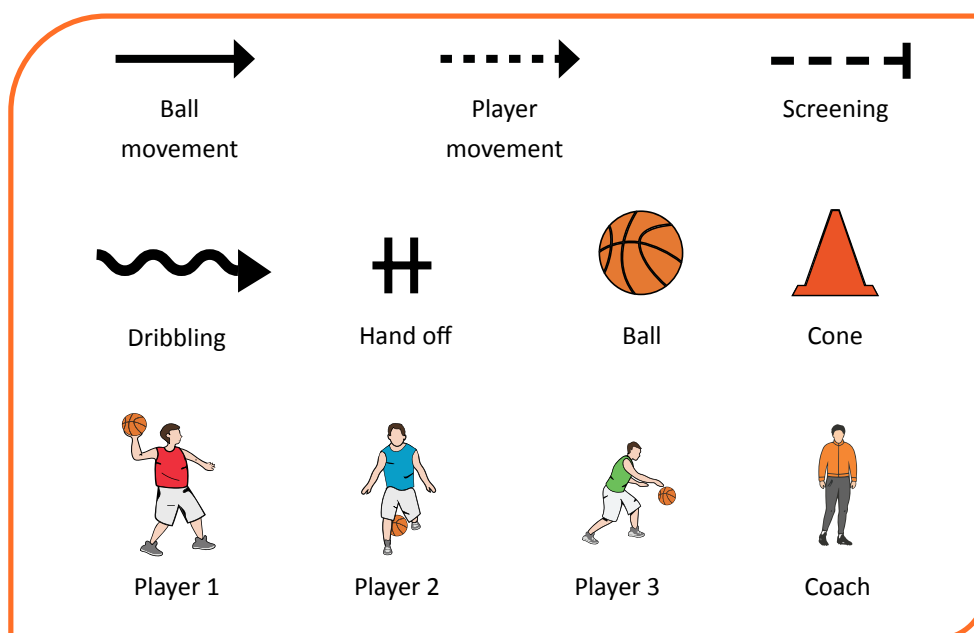
Training sessions (TS) in all sports require a certain amount of preparation and should be planned in advance. Long-term planning is required to achieve the best possible progress. In order to carry out the training sessions in this chapter, it is necessary to understand and review the content in Chapters 2 and 3, as it will serve as a guide for coaches to help teach both social and sportive goals. This chapter offers two examples of regular training sessions for each age group.

The training sessions presented serve as examples for coaches but are also meant to encourage them to develop their own variations, exercises, and full training sessions. It is important to note that all practices can be expanded or shortened according to each coach's environment and that the training sessions presented by age group build on each other. Therefore, a coach can take a training session for under9-s and, with a few modifications and variations, make it age-appropriate for an older age group with a beginners basketball ability level.

All training sessions follow the same structure, and, along with their variations, they can be understood on a technical level through the following illustrations, organization, and procedures. Training sessions should include social goals, and coaches should act as role models by implementing the social coaching points for each drill to successfully introduce each session's social skills.

All training sessions in this chapter are designed for fifteen to twenty players; the space and equipment required are presented on the checklists accordingly. Coaches must take their players, space, and equipment into consideration during the preparation stage to successfully implement the selected training session. Coaches should refer to Chapter 3 for tips on how to best adapt training sessions and social skills to their players and the environment they are playing in.

EXPLANATION OF SIGNS, SYMBOLS AND GRAPHICS



STRUCTURE OF A REGULAR TRAINING SESSION

The structure of a regular training session is divided into three phases (initial, main, and final) that are broken down into five parts, described below in detail.

INITIAL PHASE	Sensitization	Sensitization is the first section of the initial phase. The goal of sensitization is to introduce the training session's social skill and reinforce its importance throughout the exercise so it becomes ingrained in the players' minds. The sensitization exercise does not have to be basketball specific, but it is important for it to be a fun and an interactive game in which the key to success is using that practice's social skill.
	Warm up	A proper warm-up needs to work on basic movements (e.g., jogging, skipping, running, sidestepping) to increase agility, balance, and coordination. This part of the training also serves to introduce the sportive skill that training session will focus on. The coach should break down the steps of this skill and enable technique development by having players work individually or in pairs to allow maximum touches and repetition.
MAIN PHASE		The main part, which is broken down into two exercises, is target oriented and incorporates both the social and sportive skills that were introduced in the initial phase, but at a more complex level. A proper training session should build on the exercise that came before it and progress from small to large groups and unopposed exercises to exercises with opposition. Adding elements of competition to the training will challenge the players' new sportive skills, and adding a tactical component prepares players for a game environment and encourages them to use their new social skill.
FINAL PHASE	Conclusion	Building on the sportive and social skills in the initial and main phases, the conclusion serves to create a game environment to conclude the practice. The coach should design a game with restrictions to allow the social and sportive skills to be further fostered. This can be done by changing the field size, number of touches allowed, or multiple baskets.
	Reflection	The reflection section serves as a tool to look back at the training session, examining what was learned and the importance of the selected social skill. The coach can use several methods to emphasize the importance of the social skill. It is especially important for the coach to create an environment in which the players feel comfortable taking part in reflection.

CHILDREN

UNDER 9 YEARS



U9



SOCIAL SKILLS:

- Punctuality
- Honesty
- Ability to show emotions
- Equality between boys and girls
- Enjoyment of being and playing in a group
- Awareness of health / hygiene, nutrition









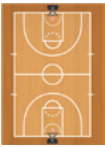



















SPORTIVE SKILLS:

- Understand the concept of the game, 1v1
- Learn fundamental movement skills
- Build overall motor skills
- Introduce team principles
- Build familiarity with the ball (ball handling and dribbling)
- Practice footwork basics and stances (triple threat, pivot, ready, defense)
- Develop basic skills (passing & receiving, shooting, rebounding)

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 80 Min.

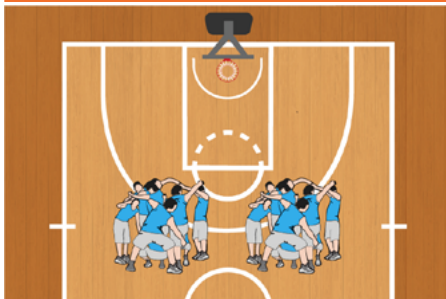
GOALS	 Social	Respect, tolerance		
	 Sportive	Dribbling, defense		
INITIAL PHASE	Sensitization  10 minutes	 stopwatch	 Half court	
	Warm up  15 minutes	 stopwatch	 5 - 20 Balls	 Full court
MAIN PHASE	Main part A  25 minutes	 stopwatch	 5 - 20 Balls	 Half court
	Main part B  10 minutes	 stopwatch	 0 - 8 Balls	 20 - 30 Cones  Half court
FINAL PHASE	Conclusion  15 minutes	 stopwatch	 4 - 12 Balls	 1 - 2 Baskets  Half court
	Reflection  5 minutes	 stopwatch	 Half court	

I CAN BE A ROLE MODEL

by respecting time before and during practice. I respect everyone's views, everyone's backgrounds and being patient while teaching different levels.

INITIAL PHASE

THE GORDIAN KNOT



Organization and Procedure:

- All players form a circle facing each other.
- All players extend their arms and try to grab each other's hands.
- It is not permitted to grab the arm of a direct neighbor or both hands of another player.
- This process forms a knot of hands, and

players must work together to unknot the whole group without releasing the other players' hands.

- Goal: to rebuild the circle with all players

Variations:

- Have them move on only one foot.
- Have them hold each other's hands by just one finger.

COACHING POINTS



Start communicating by saying, "[PLAYER NAME], could you please [X]."

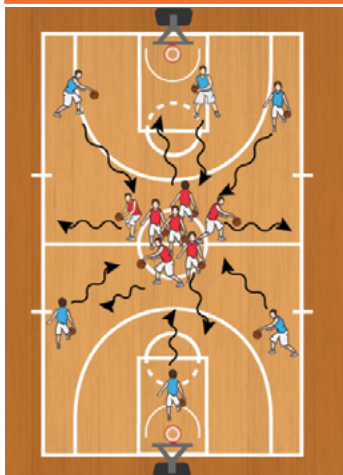


Stay low while moving.

SENSITIZATION



SHEEP AND FOX



Organization and Procedure:

- The "sheep" start from their home (mid-circle) and dribble out into the "yard" (court), where they are forced to return home.
- The "fox" hiding in the yard catches the sheep by tagging them.
- If a sheep is caught, it is frozen (feet open) but can be set free by its fellow sheep.

Variations:

- The coach calls out "right" or "left" to indicate which hand to dribble with, as well as "jump stop" in the home area.
- Not enough balls: Everyone runs out of the home area dribbling (for example, five times) and passes to players without a ball.

- Only a certain number of sheep are allowed inside the circle at a time, to make it more difficult

COACHING POINTS



Be careful when tagging each other.



Dribble without looking at the ball.

WARM-UP

MAIN PHASE

MIRROR-DRIBBLING



Organization and Procedure:

- All players have their own balls and stand facing the coach.
- The coach dribbles, using techniques that have already been introduced ("right hand," "left hand," "low/high," "crossover," "between the legs," etc.).
- The players copy each of the coach's movements.
- Step 1: Introduce more dribbling techniques before the drill, letting them try on their own before you start mirror


dribbling again.


- Step 2: Introduce more dribbling techniques into each practice before the drill, letting them try the techniques on their own.

Variations:

- Use any kind of ball to dribble and use signals instead of a "mirror."
- Form teams of two and let them do the drill on their own, with one player giving signals.
- Split the team into different groups when there are not enough balls, creating a new station called "mirror defense."

COACHING POINTS

 As the coach, signal in a kind and respectful manner.

 Dribble without looking at the ball.

MAIN PART A

DUCK AND FOX



Organization and Procedure:

- Form teams of four: one "fox," one "duck," and two players as a defending "wall."
- The fox tries to catch the duck by tagging it on the back.
- The wall defends the duck; both players in the wall move their feet and put their bodies in between the fox and duck (in defensive stance—players' arms must be above their heads).
- The duck leads the wall by placing his or her arms on their shoulders.

- Let all players switch roles every thirty seconds.
- End: Each player has been the duck three times.

Variations:

- Each player has a cone on his or her head.
- The duck and the fox dribble balls.
- All players make the appropriate noises for their roles.

COACHING POINTS

 Respect the rules.

 Stop the fox in a defensive stance.

MAIN PART B



FINAL PHASE

DRIBBLE-CHAMP-GAMES



Organization and Procedure:

- Form teams of two, splitting the court by using both baskets.
- Have two teams (four players with a ball each) enter the zone (paint area) on each side.
- Both teams start dribbling, trying to push the other team's ball out of the zone.
- When the ball is outside the zone, the player has to stay there.

- The last one inside the zone is offense (with his or her teammate) and must dribble to the midline and back to play 2-on-2.
- A basket is worth one point; teams may score up to three points before they rotate around the court.
- For a quicker rotation, give four players only sixty seconds to figure out who is offense

Variations:

- Play Dribble Champ without using a basket. The last one into the zone wins.
- Sing a song while dribbling.
- Have the offensive team attack the other basket (waiting at the midline until they are finished).
- Pass the ball instead of dribbling.
- Play with teams of more people.

COACHING POINTS



Respect your opponent.



Learn to dribble under pressure.

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather the players in a circle and mention "respect and tolerance," which is the social skill this practice focuses on.
- Ask the players to clap loudly to indicate that there was a great deal of respect and tolerance present in the training session, or quietly if those elements were unnoticeable.
- Then do the same with the following phrases below.



























Example

- Players called and asked each other nicely using the word "please."
- Players pushed each other when tagging each other.
- Players listened to the coach's instructions.
- Players argued with each other about whose turn it was.
- Players shouted at each other when performing the drills.
- All the players arrived on time.

As a coach, you should feel out their understanding of respect and tolerance through their clapping and let them pass the ball to each other as they answer the questions, "How do you feel when the whole team respects each other?" and "Who can give me an example from school of a situation where you felt respect and tolerance or a lack of it?"

TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 80 Min.

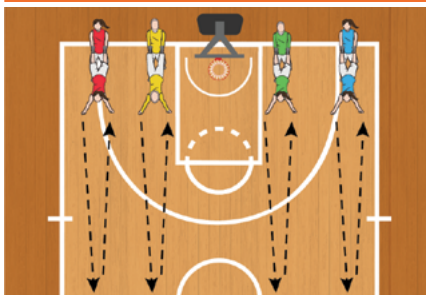
GOALS	 Social	Empathy		
	 Sportive	Passing, rebound		
INITIAL PHASE	Sensitization  10 minutes	 stopwatch	 Half court	
	Warm up  15 minutes	 stopwatch	 4 - 10 Balls	 Half court
MAIN PHASE	Main part A  25 minutes	 stopwatch	 4 - 8 Balls	 Half court
	Main part B  10 minutes	 stopwatch	 2 - 6 Balls	 1 - 2 Baskets  Half court
FINAL PHASE	Conclusion  15 minutes	 stopwatch	 1 - 6 Balls	 1 - 2 Baskets  Half court
	Reflection  5 minutes	 stopwatch	 Half court	

I CAN BE A ROLE MODEL

by inspiring the team to make gestures to celebrate positive progress in the practice and another to indicate that a team needs empathy and encouragement to succeed.

INITIAL PHASE

BE A WHEELBARROW



Organization and Procedure:

- Form teams of two.
- Have these teams practice forming wheelbarrows on their own.
- Compete in a wheelbarrow race to the midline and then back with cones on their heads.

Variations:

- Come up with code words for communication.
- Have teams of two wheelbarrows roll a ball back and forth for up to ten passes. If it is too hard for the players to stay in wheelbarrow position, piggyback as a relay.

COACHING POINTS



Anticipate how strong and quick your partner can be.



Work as a team.

SENSITIZATION



PASSING ROTATION



Organization and Procedure:

- Form teams of three or up to five in the form of a line: up to two on one side and the others five meters opposite.
- All players are supposed to pass to the other side and then follow their passes to the other side.
- Practice techniques such as the chest pass, overhead pass, or bounce pass.

Variations:

- Try all passing techniques, including different fakes.
- Add a defender (the player who passed follows the pass and becomes a defender) at fifty to one hundred percent intensity.

COACHING POINTS



Support your teammates.



Learn proper passing techniques.

WARM-UP

MAIN PHASE

SQUARE PASSING



Organization and Procedure:

- Organize teams of four in the form of squares with one ball per team.
- The coach calls out the time, pass type, direction (right, left), and number of passes players must make without dropping the ball.
- Increase the number of balls per group if possible.

Variations:

- Do it with three players who always fill up the fourth spot without crossing.
- Star passing: Teams of five form a star and pass the ball in the figure of the star without dropping the ball for a set number of passes or a set time, using the specified type of pass.
- The drill can be done while on the move from baseline to baseline.

COACHING POINTS



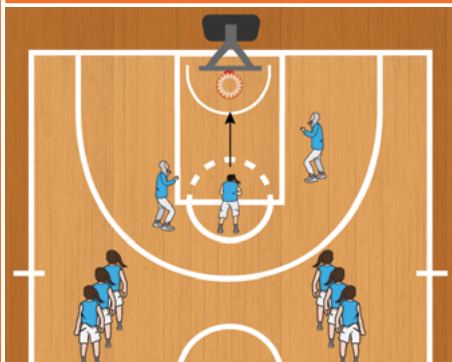
Understand the movements of others.



Receiving players must put their hands up to show their teammates where to throw.

MAIN PART A

GUESS THE REBOUND



Organization and Procedure:

- Form teams of three in three lines: one player shoots the ball at the basket, and the other two pick spots to stand in, guessing where the rebound will land.
- If they can catch the ball without moving, they get one point, and they should rotate after each shot until one player gets five points.

Variations:

- The rebounders and the shooter play 2-on-1 and can get extra points through scoring baskets.
- Have players fight for the spots and box out for the rebound.
- Form bigger groups (3-on-2).

COACHING POINTS



Anticipate by watching.

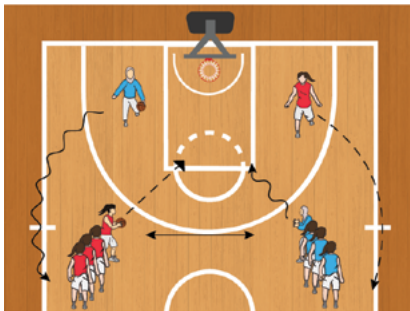


Get the rebound.

MAIN PART B

FINAL PHASE

PASSING GOES COMPETITION



Organization and Procedure:

- Form teams of two competing against each other on all available baskets. Have players stand outside the three-point line and pass a ball to each other.
- Call out "Go!" to make the player with the ball offense, the other becoming defense.
- Rotate quickly, having teams form rows at the midline.

Variations:

- Use different passing techniques or have players choose their own techniques.
- Do the drill as 1-on-1 or 2-on-2, with teams of four around the three-point line (the player with the ball and the passer become offense).
- Work together to score within five seconds after yelling "Go!" Sing a song while dribbling.
- Have the offensive team attack the other basket (waiting at the midline until they are finished).
- Pass the ball instead of dribbling.
- Play with teams of more people.

COACHING POINTS



Be a respectful winner.



Practice passing techniques at a high frequency.

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather the players and have them stand in front of you.
- Remind them that the social skill focus of this practice was empathy. Ask players to jump up if they agree with the following comments and sit down if they disagree with them:

Example:

- Players need to support and encourage each other to succeed as a team.
- Players can tease each other after winning .
- Players should shake hands with or give high fives to their opponents before and after competition.
- A player does not need to know how the rest of the team is performing.
- Ask the players randomly why they chose to agree or disagree and to give examples of empathy from their home or school.

CHILDREN

9 TO 12 YEARS



9-12

SOCIAL SKILLS:




















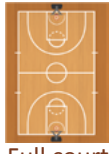









- Resilience
- Generosity
- Non-violent resolution of conflicts
- Raise awareness of gender differences
- Showing appreciation for others
- Communication skills
- Proactivity creativity
- Empowerment
- Self-assessment
- Leadership

SPORTIVE SKILLS:

- Learn position concepts
- Advance basic fundamentals (ball handling, dribbling, passing & receiving, shooting, rebounding, footwork)
- Introduce basic defense (man 2 man & zone)
- Introduce fast break fundamentals and basic screens
- Develop offense (1v2 ,1v2,3v3)

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 90 Min.

GOALS	 Social	Self-assessment			
	 Sportive	Dribbling, defense			
INITIAL PHASE	Sensitization  10 minutes	 stopwatch	 Half court		
	Warm up  20 minutes	 stopwatch	 5 - 10 Balls	 10 Cones	 Half court
MAIN PHASE	Main part A  20 minutes	 stopwatch	 5 - 20 Balls	 20 Cones	 Half court
	Main part B  15 minutes	 stopwatch	 0 - 8 Balls	 15 Cones	 Full court
FINAL PHASE	Conclusion  20 minutes	 stopwatch	 1 Ball	 2 Baskets	 Half court
	Reflection  5 minutes	 stopwatch	 2 Cones	 Half court	

I CAN BE A ROLE MODEL

by making a visible training plan and writing down one word to describe each training progress and encourage the players to include their self-assessment for each training.

INITIAL PHASE

WHERE ARE YOU?



Organization and Procedure:

- Form teams of two: Player 1 must close his/her eyes, and Player 2 must look out for him/her. This phase will teach players to act slowly but with self-reflection.
- All these players start on the baseline with adequate space between pairs.
- First task: Find the midline with Player 1's eyes closed.
- Second task: Find the other free throw line with Player 1's eyes still closed.
- Third task: Find your own free throw line, eyes closed, going backward.
- When Player 1 thinks he/she has found the line, he/she should stop and open his/her eyes.
- The team closest to the line gets a point. After the first team has scored five points, players should switch roles.

Variations:

- Each player dribbles while looking for the line.
- Players should pivot 360° in between finding the lines.

COACHING POINTS



Know your space



Get to know distances on the court.

SENSITIZATION



ICE CREAM



Organization and Procedure:

- "Ice creams" (cones) are scattered in the half-court, some standing and some lying down.
- Form two teams. One team needs to stand all the ice cream cones upright, and the other team needs to "eat" all of them (lay them down) while dribbling.
- The coach sets a timer and, when it sounds, counts both teams' ice creams.

Variations:

- Not enough balls: Balls are divided equally between the teams. The players without balls can move the cones; the players with balls can pass the ball to a teammate once a cone has been moved.

COACHING POINTS



Know your strengths.



Dribble and communicate simultaneously.

WARM-UP

MAIN PHASE

FOREST



Organization and Procedure:

- Plant the “trees” (cones) in the “forest” (half-court).
- The players must go dribbling for an adventure in the forest without bumping into the trees.
- While they dribble, the coach will call for a jump stop, triple threat, and then a pivot (forward and reverse).

Variations:

- Players can change direction in front of the trees (crossover, between the legs, behind the back).
- Not enough balls: Players without a ball jog, and when the coach calls out instructions, they do the moves with an imaginary ball. When the coach calls “Dribble!” again, the player calls for a ball from a teammate.

COACHING POINTS



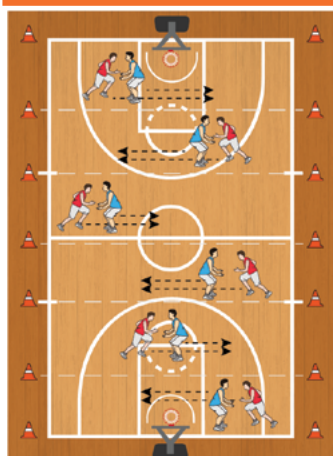
Cross through as quickly as possible.



Dribble to beat the defenders (the trees).

MAIN PART A

BE A SHADOW



Organization and Procedure:

- Form teams of two and give each team a four-meter corridor along the side- or baseline.
- For sixty seconds, one player is offense and the other is defense, shadowing the offensive player.
- Step 1: Offense signals by pointing fingers.
- Step 2: Offense moves toward the defender (without a ball) inside the corridor.
- Step 3: Add a ball.
- Step 4: Play 1-on-1 in the corridor; the defender should try to stay in front of the offensive player (at fifty or one hundred percent intensity).

Variations:

- Use smaller corridors.
- Use different corridors for different options.
- Use one corridor for more than one team.

COACHING POINTS



Improve your decisions according to your strengths.



Use quick slides and footwork to stop your opponent.

MAIN PART B

FINAL PHASE

DEFENSE COMPETITIONS



Organization and Procedure:

- Form teams of three in three lines behind the three-point line for each basket.
- The first two lines of three players play 3-on-3, with one team starting as defense under basket.
- After a score or defensive rebound, defensive players must get the ball and pass it to the next line of three players.

- The defensive team goes back in line, and the offensive team becomes defense for the next team:
- "Offense to defense; defense off."
- One basket is worth one point; teams play up to ten points.

Variations:

- Use this exercise as a 1-on-1 or 2-on-2 drill.

COACHING POINTS



React as quickly as possible.



Use dribbling and defense in competitions.

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather the players together. Place two cones ten meters apart, and explain that the cones represent the two different goals of the session: the sportive "dribbling and defense" goal and the social "self-assessment" goal.
- Ask the players to stand in the spot between the two cones that represents which goal they benefited most from in the practice. A player can stand in the middle of the cones to indicate that he/she learned equally from both goals.

- Have a few players explain their reasoning for where they decided to stand, and try to establish the link between athletic success and social learning. At the end, you can repeat the same exercise or try it with variations to see if the discussion has changed players' opinions.






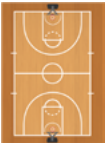















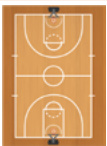









Examples:

- Sportive goal: I learned to dribble and communicate simultaneously. I learned to change pace and direction when dribbling to beat defenders. I learned to do quick slides in defense to stop the offense.
- Social goal: I learned to assess myself to know my strengths and make better decisions. I learned to react quickly according to the situation. I learned to assess myself to measure my progress.

Guide students to link their examples together, in terms of both sportive and social goals, and then ask them how these relate to their day-to-day lives. In what areas of their lives do they do self-assessment? And how difficult is it? How do they feel about themselves?

TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 90 Min.

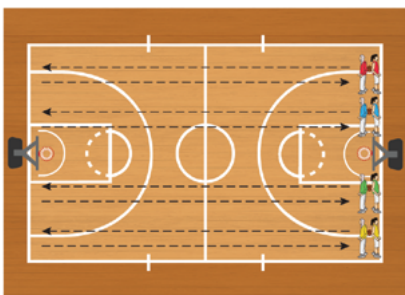
GOALS	 Social	Resilience		
	 Sportive	Passing, scoring out of a fast break		
INITIAL PHASE	Sensitization  10 minutes	 stopwatch	 5 - 15 Balls	 Full court
	Warm up  20 minutes	 stopwatch	 4 - 10 Balls  5 - 20 Balls	 Half court
MAIN PHASE	Main part A  20 minutes	 stopwatch	 6 - 9 Balls  1-2 Baskets	 2 - 4 Balls  Half court
	Main part B  15 minutes	 stopwatch	 2 - 4 Balls  2 Baskets	 Full court
FINAL PHASE	Conclusion  20 minutes	 stopwatch	 1 - 2 Balls  1-2 Baskets	 Half court
	Reflection  5 minutes	 stopwatch	 3 Cones	 Half court

I CAN BE A ROLE MODEL

by being patient and staying positive on and off the court.

INITIAL PHASE

RESILIENCE THROUGH COOPERATION



Organization and Procedure:

- Form teams of two and have all teams start at the baseline with a ball.
- All teams have to carry the ball to the other baseline and back without using their hands.
- The team that arrives first gets a point; teams play to four points.

Variations:

- Only allow players to carry the ball between their heads or backs or chests.
- Use anything you have on hand (other than balls) to be carried back and forth

COACHING POINTS



Develop patience.



Work as a team.

SENSITIZATION



ZIGZAG PASSING



Organization and Procedure:

- Divide players into groups of six to eight.
- The groups stand in two lines opposite each other, players from Team X opposite players from Team O.
- Passes are accomplished in a zigzag pattern; one team uses the bounce pass, and the other team uses the chest pass.
- The aim is to finish passing the ball in the zigzag pattern and back before the other team and then to switch the type of pass used.

Variations:

- Add more balls.
- Add defense in the middle.
- Add different types of passes (e.g., wrap-around pass, overhead pass).

COACHING POINTS



Stay focused.



Make quick passes.

WARM-UP

MAIN PHASE

SCORE WITH THE EXTRA BALL



Organization and Procedure:



- Form teams of two or three, and use both baskets.
- Each player has a ball and must not stop dribbling.
- Two teams compete against each other on each basket, 2-on-2 or 3-on-3.
- An extra ball is added, and players may only score with this extra ball.

- When catching the extra ball, a player is not allowed to move but has to continue dribbling.
- If a team scores (one point per basket), it remains in play and the other team leaves. The new team that comes in to replace the losing team gets the extra ball at the beginning. Teams play up to five points.

Variations:

- Divide players into teams of four or five.
- Use different passing techniques.

COACHING POINTS

-  Stay positive even when you make mistakes.
-  Pass and dribble under pressure.

MAIN PART A

8S RUN 3-ON-2



Organization and Procedure:



- Form teams of three at each baseline (three rows).
- Do an 8s run (the ball starts in the middle and gets passed to one side; player follows the pass to that side; receiving player passes to the other side and follows the pass, etc.) with chest passes and a lay-up.
- After the lay-up, the team on that baseline gets the rebound and starts the process over.

- Step 1: Only allow certain passing techniques.
- Step 2: Only allow a certain amount of passes.
- Step 3: Split the court, and do an 8s run to the midline. Two defenders should be waiting under each basket. Offense comes back from midline. In 3-on-2, the shooter and defense get back in line, and the two other offensive players become defense.

Variations:

- Do this exercise in teams of five on each baseline.
- Do not allow passes in the 3-on-2 situation.

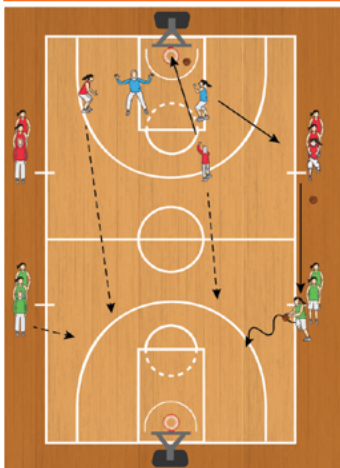
COACHING POINTS

-  Keep the intensity up.
-  Pass and cut in a 3-on-2 (basic for fast break).

MAIN PART B

FINAL PHASE

TRANSITION COMPETITION



Organization and Procedure:

- Form four rows on the sidelines at the level of the free throw line, and play 2-on-2 on one of the baskets.
- After a score or defensive rebound, the defensive team passes the ball to one of the two closer rows, and the player receiving the ball forwards it to the row on the same sideline (the other side of the half-court).
- The player in front of that line and the one in front of the opposite line (same half-court) play offense.
- The team that just finished offense runs back for defense (transition).
- Each basket or defensive rebound earns players one point, up to five points.

Variations:

- Put two players from each team on each spot as teams of four: 4-on-4.
- Develop code words in transition defense.

COACHING POINTS



Keep going.



Score out of transition.

CONCLUSION

REFLECTION



Organization and Procedure:

- Place three cones in a triangle, with each cone representing an environment: sports, school, and home.
- Gather all the players and ask them to stand next to the cone environment where they think resilience is most important.
- Let one or two players from each cone group explain why they think their environment most requires resilience. After the discussion, which you guide as a coach, building on their answers

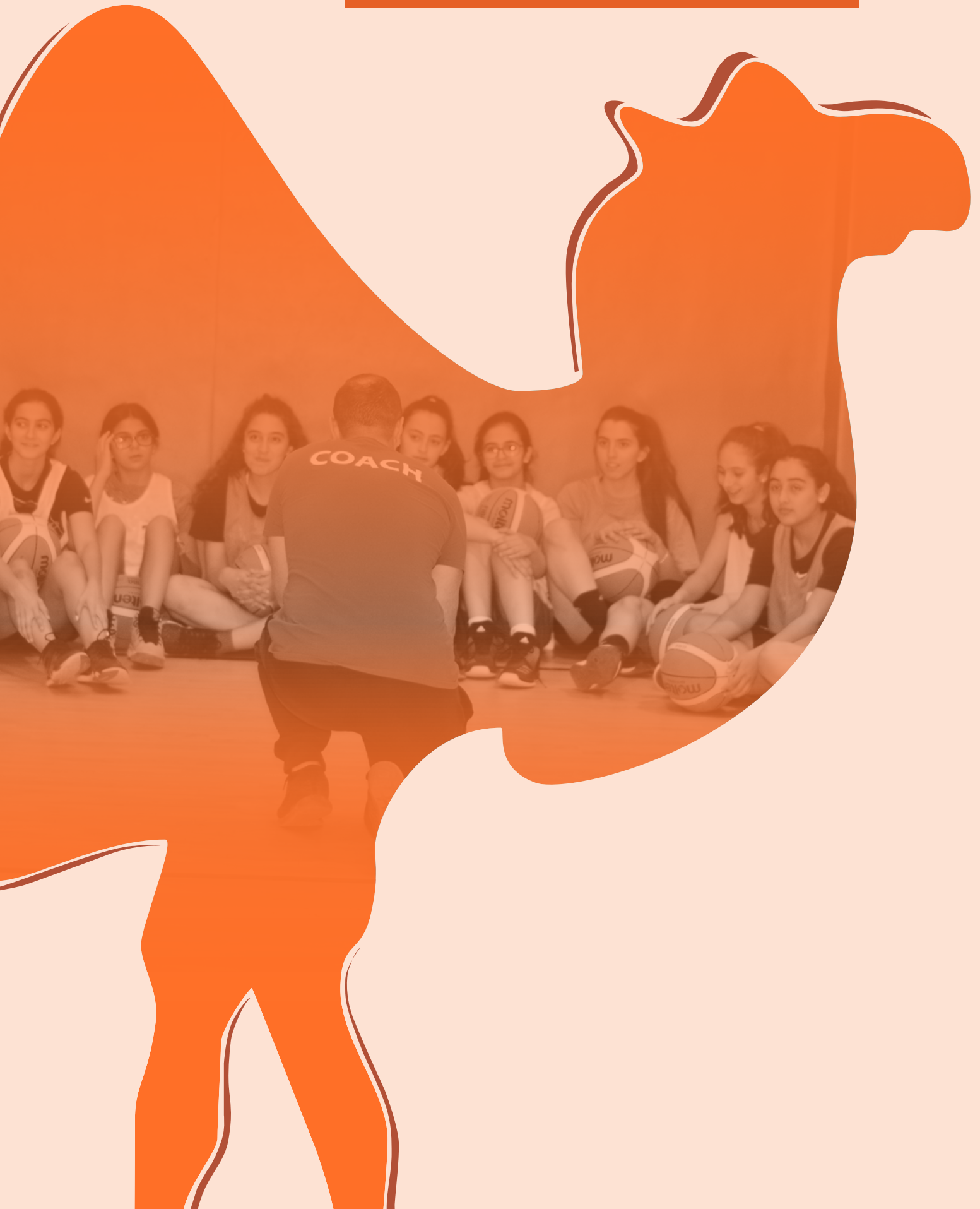
and questions, repeat the exercise with or without variations to see if the discussion has changed any players' thinking.

Examples:

- Sports: I need to keep trying to score.
- School: I need to stay focused to learn and achieve good grades.
- Home: I need to stay positive and learn from my mistakes.

YOUTH

13 TO 16 YEARS



13 - 16

SOCIAL SKILLS:































- Knowledge of processes involved in group dynamics
- Communication skills
- 'Life plan' / personal care
- Willingness to reach agreements
- Proactivity and creativity
- Rights and duties
- Self-assessment
- Leadership

SPORTIVE SKILLS:

- Master fundamentals under pressure
- Refine team defensive and offensive concepts
- Introduce positions
- Introduce press and press break
- Learn double team defense
- Develop offense (2v1,3v2,4v3,5v5)

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 100 Min.

GOALS	 Social	Pro activity				
	 Sportive	Decision-making in game situations				
INITIAL PHASE	Sensitization  10 minutes	 stopwatch	 1 - 3 Balls	 12 bibs	 Half court	
	Warm up  20 minutes	 stopwatch	 2 - 4 Balls	 1-2 Baskets	 Half court	
MAIN PHASE	Main part A  20 minutes	 stopwatch	 2 - 4 Balls	 1-2 Baskets	 Half court	
	Main part B  15 minutes	 stopwatch	 Half court			
FINAL PHASE	Conclusion  30 minutes	 stopwatch	 2 - 4 Balls	 1-2 Baskets	 4 Cones	 Half court
	Reflection  5 minutes	 stopwatch	 3 Cones	 Half court		

I CAN BE A ROLE MODEL

by always having the court set up prior to the start of the practice and every drill, to show continuity and proactive planning. Creating a routine at the start of the practice with a “cue word” to help maintain focus.

INITIAL PHASE

FOUR-COLOR PASSING



Organization and Procedure:

- Form four teams (different colors).
- Two teams try to make ten passes; the other two teams try to defend and steal the ball.
- The coach calls out the colors that will work together.
- The team that has the ball keeps counting.

Variations:

- Have the teams play up to a certain number of passes.
- Count how many successful passes occur in a row.
- Set a time limit after which teams change automatically.
- Use a visual signal.

COACHING POINTS



Move proactively to succeed.

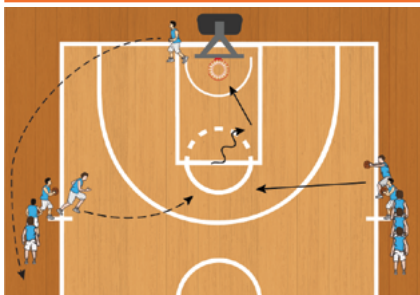


Pass and cut under pressure.

SENSITIZATION



WING? DECIDE!



Organization and Procedure:

- Form two lines with two balls on both baskets at the extended free throw line facing each other.
- Player 1 sprints to the free throw line, receives a pass from the other side, and stops in triple threat position.
- The player then decides after the fake shot, to make a layup or power move, or shoot.
- After the pass, the passing player sprints to the corner in a

straight line, does five stutter steps, defense slides on the baseline, ladder drill on the sideline to the other lane.

Variations:

- The coach shows certain colors for different moves.
- The coach points a finger on one side (pretending to be a defensive player).
- Offense becomes defense after the move and forces the decision for the next offensive player
- The drill is performed as a station practice in teams of four (for more information, see Chapter 3).

COACHING POINTS



Decide proactively.



Decide under pressure.

WARM-UP

MAIN PHASE

CENTER? DECIDE!



Organization and Procedure:

- Form two lines, one (with the ball) on the 45° position and the other on the weak side, low post.
- The wing drives to the basket and passes the ball to the center, who finishes by shooting.
- Step 1: The wing drives along the baseline; the center moves to the free throw line.


- Step 2: The wing drives along the middle; the center moves along the baseline to the opposite side.
- After the pass, the passing player runs to the corner, does stutter steps and the zig zag defense until the midline and a ladder drill on the midline, then runs backward to low post row.
- The coach shows certain colors for different directions.

Variations:

- The coach points his/her finger at one side (pretending to be a defensive player); the offensive player attacks the opposite side.
- A low-post defender chooses between helping the driver or staying with the low-post position.

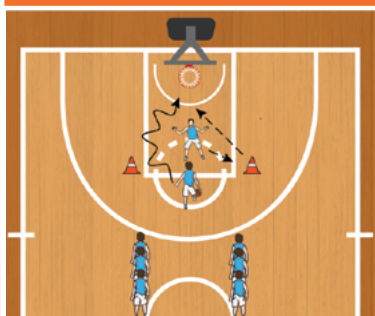
COACHING POINTS

 React proactively

 React to your teammates' movements.

MAIN PART A

BASIC DECISION (1-ON-1)



the basket.

Organization and Procedure:


- Basic Decision (1-on-1)
- Form groups of two; use every basket.
- Offensive and defensive players stand on the free throw line, both hands on the ball, between two cones on each elbow.
- The defensive player starts by running to a cone and tapping that cone before defending
- The offensive player is forced to react, attacking the other side of

Variation:

- Change the distance between cones (depending on player levels).

COACHING POINTS

 React proactively

 React to your teammates' movements.

MAIN PART B

FINAL PHASE

DECISION COMPETITION



Organization and Procedure:

Advanced Decision (2-on-2)

- Form groups of two, and start the drill on the known positions: wing at 45° and center at weak side.
- Start: The wing defender has to tap the hand of the coach (standing next to the wing) before defending.
- The wing has to attack at the right moment. The offensive decision is based on the center defender location

- Goal of defense: Force a 2-on-2 and get the rebound.
- Use all available baskets.



Advanced Decision in a Real Game Situation (4-on-3/+1)

- Form teams of four in four rows on the baseline. The offensive team starts on the baseline, and the defensive team starts on the level of the free throw line
- Each defensive player faces an offensive player.
- The coach passes the ball to one of the offensive players, who then must make a decision in the fast break situation. The four offensive players start attacking immediately and use "pass and cut" to get an advantage.

- The defensive player, who faced the offensive player with the ball, has to run to the baseline before being allowed to defend. This is 4-on-3(+1).
- All defensive players have to communicate in order to defend properly.
- A basket is worth one point, and teams play up to five points.

Variations:

- Start with the 1-on-1 decision drill on one basket and the 2-on-2 decision drill on the other.
- Install a dribbling or defense obstacle course on the sideline after the 1-on-1/2-on-2 situations.

COACHING POINTS



Make proactive decisions under pressure.



Make decisions in real game situations.

REFLECTION



Organization and Procedure:

- Gather all players together, standing on the baseline or sideline facing you. Put three cones in a line in between you. Red cone (left): disagree, yellow cone (middle): neutral, green cone (right): agree
- Read the following statements, examples that relate to proactivity. After each question, each player is to stand next to the cone that represents his/her opinion. Encourage one or two

players to share their reasoning.







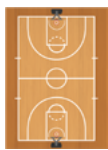



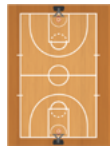









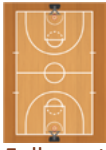



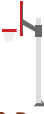

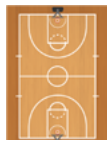



- Move on the next question, and repeat.

Examples:

- An offensive player should stay in his/her spot until he/she gets the ball.
- In school, it is better to react to our received grades rather than to plan ahead and study better.
- To succeed as a basketball team, we should have a plan to develop and a cue word to keep us focused on our goal.
- Read the defense to plan and make a decision under pressure.

TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 100 Min.

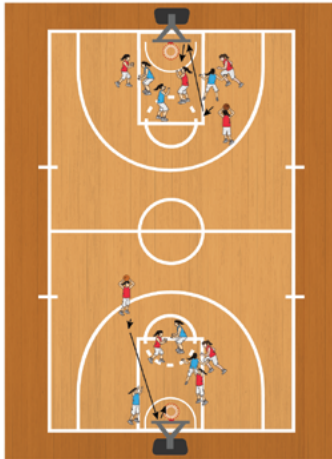
GOALS	 Social	Confidence				
	 Sportive	Techniques in game situations				
INITIAL PHASE	Sensitization  10 minutes	 stopwatch	 1 - 4 Balls	 1-2 Baskets	 Full court	
	Warm up  20 minutes	 stopwatch	 2 - 4 Balls		 Full court	
MAIN PHASE	Main part A  20 minutes	 stopwatch	 0 - 10 Balls	 1-2 Baskets	 Full court	
	Main part B  15 minutes	 stopwatch	 5 - 10 Balls	 2 Baskets	 Full court	
FINAL PHASE	Conclusion  30 minutes	 stopwatch	 1 - 2 Balls	 1-2 Baskets	 4 Cones	 Full court
	Reflection  5 minutes	 stopwatch			 Half court	

I CAN BE A ROLE MODEL

by standing and talking in confidence, having confident attitude and standards. I create a good environment for my players to develop their belief in themselves "You can do it", providing them with evidence that they are developing to boost their self-confidence.

INITIAL PHASE

SMASH THE BACKBOARD



Organization and Procedure:

- Form two teams, using all baskets with only one ball for each.
- Score a point by bouncing the ball on the floor against one backboard and letting it fall back onto the floor without touching anything else. Play up to five points
- A player is only allowed to pivot when receiving the ball (no dribbling or running).
- A team needs to pass, communicate, move, and box out properly.

Variations:

- Use a wall or something

similar instead of a backboard.

- Form three teams or use more balls.

COACHING POINTS



Build confidence in each other.

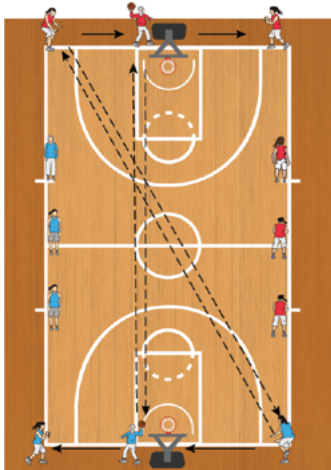


Box out and pass.

SENSITIZATION



PASS CATCHES PASS



Organization and Procedure:

- Each player has to find a spot on the court borderlines, pass the ball clockwise, and then run to a diagonal spot to receive the pass.
- Two players in opposite corners next to each basket of the court have a ball.
- Both balls (teams) try to catch the other one, which is possible if a team gets slower and/or has to stop.
- The winner is the team whose ball stays alive and gets the other ball.

Variations:

- Put two people on each spot.
- Find more spots.
- Use something other than a ball.

COACHING POINTS



Believe in yourself and your team.

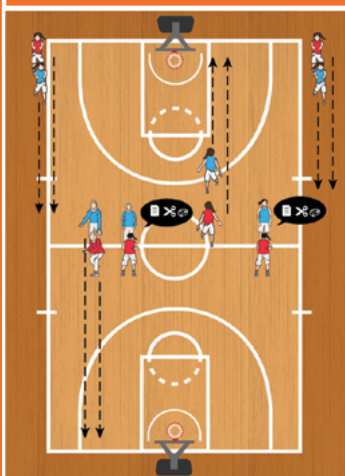


Pass with proper timing while finding your teammate.

WARM-UP

MAIN PHASE

MIDLINE CATCHING





Organization and Procedure:

- Form teams of two. Each team stands at the midline facing the other, with or without a ball.
- One has to catch the other based on winning small games.
- A player can no longer be caught once he/she has arrived at the baseline.
- Step 1: They play paper-scissors-rock, and the winner plays the role of catcher.
- Step 2: The coach calls out a math problem. If the solution is even, the catcher is right of the midline. If it is uneven, the catcher is to the left.
- Step 3: The coach calls out a city (making the catcher on the right side) or a state (making the catcher to the left).

Variations:

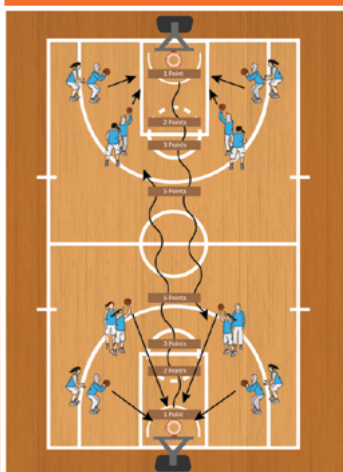
- Let each player put a cone on his/her head that is not allowed to fall down while running.
- Only one side has balls, which are passed after each round.

COACHING POINTS

-  Improve each other through tips when being caught.
-  Dribble without looking at the ball.

MAIN PART A

CONFIDENCE SHOTS




Organization and Procedure:

- Form teams of two with one ball, starting from a mid-distance shot position.
- The first player of each team takes a shot from position. A basket is worth two points.
- On each basket, there are marked spots with different points (5, 3, 2, 1).
- The shooter gets the rebound, dribbles to the other basket, and decides from where to shoot with confidence and earn points accordingly.
- The shooter is the rebounder and runs back to the other basket; the other player does the same.
- Teams may score up to fifty points (group points).

Variations:

- Form teams of three.

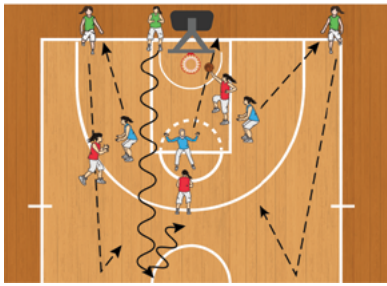
COACHING POINTS

-  Develop confidence in yourself.
-  Shoot with confidence under pressure.

MAIN PART B

FINAL PHASE

3-ON-3 COMPETITIONS



Organization and Procedure:

- Form teams of three on each basket. Two teams play 3-on-3, and the other teams wait by the baseline. If a team scores, offense becomes defense, defense goes back in line, and a waiting team gets in by dribbling the ball up to the midline and attacking.
- The game is played up to ten baskets, or the winner is the highest scorer in a certain amount of time.
- The coach needs to encourage players to use their techniques to

develop self-confidence.

- Play by the official 3-on-3 rules.

Variations:

- Make it 4-on-4 or 5-on-5, although 3-on-3 gives the players more opportunities to try and succeed in techniques.
- Give the players a certain pattern to start offense.

COACHING POINTS



Develop confidence in trying new things.



Compete on defense.

CONCLUSION

REFLECTION



Organization and Procedure:

- Have all the players stand together by the midline or baseline, facing you.
- Emphasize confidence and ask players to act out positive examples of confidence.
- After a minute or two, gather the players together and review some of the positive examples that were acted out and how they relate to their daily lives.

Examples:

- Positive: Walking with shoulders back and head up

YOUTH

16 YEARS PLUS



16+

SOCIAL SKILLS:






























- Proactivity
- Professional vision
- Healthy habits
- Awareness of gender
- Commitment and perseverance
- Self-assessment / reflection
- Preventing the consumption of drugs and alcohol
- Communication skills

SPORTIVE SKILLS:

- Master fundamentals for position-specific skills
- Specialize in a specific position
- Refine performance skills under pressure
- Train to compete
- Advance defensive and offensive tactics for 3v3 and 5v5

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 110 Min.

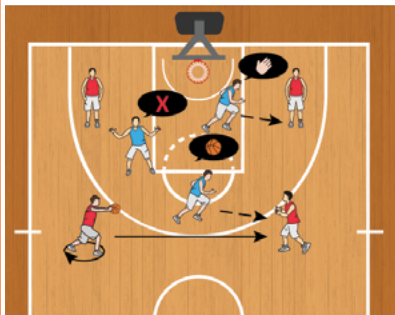
GOALS	 Social	Communication skills			
	 Sportive	Pick-n-roll situations, defense			
INITIAL PHASE	Sensitization  10 minutes	 stopwatch	 1 - 4 Balls	 Half court	
	Warm up  20 minutes	 stopwatch	 1 - 6 Balls	 15 - 30 bibs	 Half court
MAIN PHASE	Main part A  25 minutes	 stopwatch	 2 - 4 Balls	 1-2 Baskets	 Half court
	Main part B  15 minutes	 stopwatch	 2 - 4 Balls	 2 Baskets	 Half court
FINAL PHASE	Conclusion  35 minutes	 stopwatch	 2 - 4 Balls	 1-2 Baskets	 Half court
	Reflection  5 minutes	 stopwatch	 Half court		

I CAN BE A ROLE MODEL

by always having open communication with my players; shaking hands with them or giving them high fives at the beginning and end of the practice. Always being encouraging rather than critical, and expressing positivity. Speaking in a clear voice and tone, being consistent and listen to my players.

INITIAL PHASE

COMMUNICATION IN 3-ON-4 DEFENSE



Organization and Procedure:

- Split the team into groups of seven. Four of these players form a square (zone) with a ball, and three form a triangle within it.
- The four players pass a ball around while the other three players play defense, calling out either "ball" (get to the ball), "deny" (deny one of the close passes), or "help" (stand in between the other two players, being responsible for the

next pass).

- While passing the ball around, each player must pivot 360° before passing the ball.

Variations:

- Use the elastic band for the three players inside the zone.
- Expand the field or put nine or eleven players on each team.
- Split the court using all of the many zone-like fields, or use a "fake basket."

COACHING POINTS

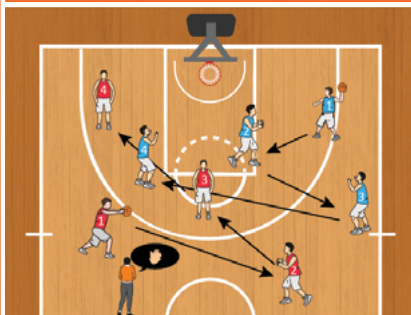
 Communicate verbally.

 Develop defensive communication skills.

SENSITIZATION



PASSING BY NUMBERS



Organization and Procedure:

- Each player gets a number and a colored shirt (three different colors).
- All players move within the court and pass a ball to each other according to the coach's calls.
- Step 1: Pass to the next number; when the coach claps, change the passing direction.
- Step 2: Change the passing technique or length of the pass

every two minutes.

- Step 3: Use more than one ball or different balls (e.g., football, tennis ball, etc.).
- Step 4: When the coach claps twice, only the colors pass to each other by the numbers they were given.

Variations:

- Use other combinations.
- Let the players develop their own ideas to make it more creative.

COACHING POINTS

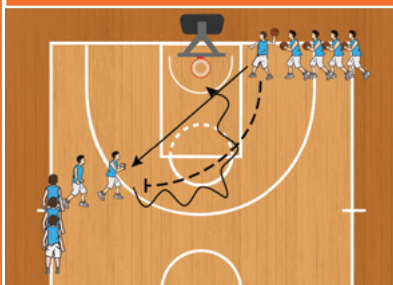
 Use eye contact as communication.

 Use passing techniques in competition.

WARM-UP

MAIN PHASE

PICK-N-ROLL BASICS



Organization and Procedure:

- Form teams of two and split the court, using both baskets.
- On all baskets, have one row on the baseline and one row at the three-point line.
- Pass to the three-point line, catch in the triple threat position, and sprint, setting a screen.
- Use the screen, either for a shot or pocket pass (a quick bounce pass—both of these after one dribble), or a wrap-around pass or lay-up (both after two dribbles).
- Player 2 runs directly to the basket (footwork), awaiting a possible pass or rebound at the zone entry.
- After all four options (up to ten scores), the coach shows how to play this exercise against a “flat hedge defense” in slow motion. Advanced variation: Teach how to play against a different defense.

Variations:

- Use “fake baskets” to practice options.
- Do station practice in teams of two or four. For more information, see Chapter 3.

COACHING POINTS



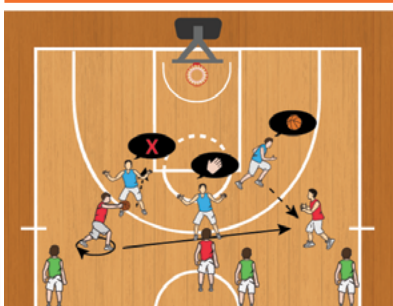
Develop nonverbal communication.



Use a ball screen

MAIN PART A

THE SHELL



Organization and Procedure:

- Form teams of three, split the court, and use all baskets with one ball and at least one offensive and one defensive team, with an extra team on each basket.
- The offensive team (standing on both 45° spots and in front of the basket, all at the three-point line) passes the ball around, and the three defensive players must move and communicate.
- Each of the three defensive players has to call “ball” (get to the ball), “deny” (deny one of the close/first passes), or “help” (stand on helpside when two passes away from the ball).
- While passing around up to ten passes, each player has to pivot 360° before passing the ball. The offensive team is allowed to attack, and each basket is worth one point, up to five points. After each possession, the teams rotate.
- The defensive team still needs to communicate and play helpside.
- Advanced: Do a 5-on-5 shell drill with cut defense, penetration, and rotation; pick-n-roll defense; and screen defense.

Variations:

- Use bigger groups.
- Use “fake baskets.”

COACHING POINTS



Overcome challenges through communication.

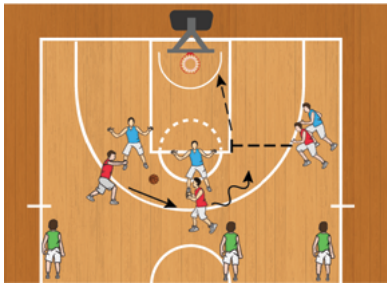


Play team defense.

MAIN PART B

FINAL PHASE

3-ON-3 COMPETITIONS



Organization and Procedure:

- Form teams of three with at least three teams on each basket.
- Split the court and use both baskets with two teams playing against each other on each one.
- Each team always stays in offense for one possession, then all three teams rotate.
- The offensive team can use the options it learned earlier for pick-n-roll situations.
- The defensive team can use defensive mechanisms it learned earlier (the shell).
- Give extra points for pick-n-roll scores.
- A score or defensive rebound is worth one point, up to ten points.
- The coach should ask players to quickly help their teammates if their opponent is setting a screen.

Variations:

- Form teams of four or five.

COACHING POINTS



Use simple communication under pressure.



Use pick-n-roll options.

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather the players in a circle and ask each player to think of one keyword that sums up communication. Allow some time for players to think of their keyword.
- Pass a ball around; when a player has the ball, he/she says his/her keyword and then passes the ball on to someone else.
- When everyone has presented their keywords, give yours and reflect by noting which keywords were repeated and adding




























context or explanation to others, such as the type of communication (verbal and nonverbal, like eye contact, signs, touch—shaking hands, high fives, etc.) and how vital communication is in our daily life with our family, friends, school, and community, linking the keywords that are mentioned.

Examples:

- Keywords on communication may include the following: connection, contact, conversation, link, ideas, giving information, writing, support, eye contact, and handshakes.

TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 110 Min.

GOALS	 Social	Clean and fair play		
	 Sportive	Hand-offs, transition		
INITIAL PHASE	Sensitization  10 minutes	 stopwatch	 4 - 15 Balls	 Half court
	Warm up  20 minutes	 stopwatch	 2 - 6 Balls	 Half court
MAIN PHASE	Main part A  25 minutes	 stopwatch	 2 - 6 Balls	 Half court
	Main part B  15 minutes	 stopwatch	 2 - 4 Balls	 1 - 2 Baskets  Half court
FINAL PHASE	Conclusion  35 minutes	 stopwatch	 2 - 4 Balls	 1-2 Baskets  Half court
	Reflection  5 minutes	 stopwatch	 Half court	

I CAN BE A ROLE MODEL

by always being fair with my players in all situations, on and off the court. I greet officials and other teams. I help players stand back up when they fall down during practice or games.

INITIAL PHASE

DRIBBLING X 2



Organization and Procedure:

- Form teams of two with two balls.
- One player holds both balls and decides on the signals, and the other player gives instructions using the signals
- These might include, for example: "bounce both balls at once," "alternating bounce" (bouncing one ball and then the other), "walk backwards" or "walk closer." Change roles after sixty seconds.

- The player giving signals should focus on giving instructions that are fair to the basketball level of his/her teammate while always looking out for the players surrounding them.

Variations:

- Dribble one ball, throwing the other ball into the air and catching it.
- Dribble blindfolded or with covered ears.
- Have players develop their own ideas to make it more creative.

COACHING POINTS



Communicate in a fair and clean manner.



Use more advanced dribbling techniques.

SENSITIZATION



PASS AND CATCH



Organization and Procedure:

- Form two teams within the basketball court and give each team a ball.
- A team gets a point if one of its players uses the ball to touch a player from the other team.
- If a player has the ball, he/she cannot be caught but is also not allowed to move.
- A team is not allowed to catch the other team's ball but can

push it away to defend itself.

- This exercise is played up to fifteen points.

Variations:

- Use two balls for each team.
- Form three teams.

COACHING POINTS



Use eye contact as communication.

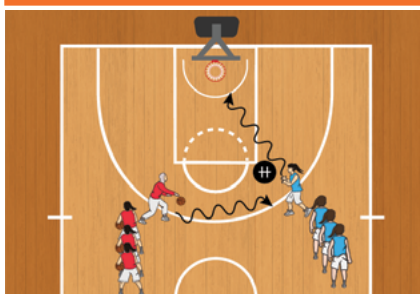


Use passing techniques in competition.

WARM-UP

MAIN PHASE

HANDOFF OPTIONS



Organization and Procedure:

- Form teams of two in two to four rows by the three-point line on each basket.
- Player 1 dribbles the ball to Player 2, and Player 2 fakes to the baseline and speeds up in the direction of Player 1.
- Step 1: Dribble and hand off, finishing with a shot after one dribble.

- Step 2: Dribble and hand off, passing the ball to Player 1 in the direction of the baseline after the handoff, finishing with a shot.
- Step 3: Player fakes the handoff and goes to the basket for a layup.
- Step 4: Player fakes the handoff and goes to the basket, then passes the ball to the player who sprints in the direction of the elbow, finishing with a shot.
- For each step, a team may score up to fifteen points.

Variations:

- Use triangle handoffs. Two players do a handoff, and a third plays defense. Two chairs act as baskets. The offense can decide to fake (going to Chair 1) or use the handoff (going to Chair 2) and lay the ball on the chair (defense can try to defend it).

COACHING POINTS



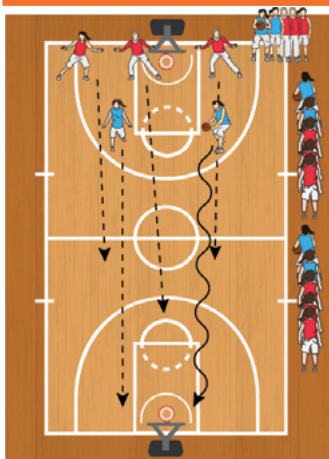
Be fair to achieve your goals.



Learn different handoff options.

MAIN PART A

2-ON-3 + 3-ON-2



points.

Organization and Procedure:

- Form teams of five; all teams must wait behind the baseline with one ball.
- Two players of a team start from the free throw line with the ball.
- The other three start from the block (zone entry at low-post position).
- The one with the ball decides when the drill starts by dribbling the ball toward the other basket.
- The other three follow while trying to catch and defend the players with the ball (2-on-3).
- After a score or rebound, the other three get the ball and attack the other basket 3-on-2.
- Each basket is worth one point. Rotate teams, until a team reaches five points.

Variations:

- For higher intensity, play 1-on-2 + 2-on-1 with the same rules.

COACHING POINTS



Improve your timing.



Score under pressure (out of transition).

MAIN PART B

FINAL PHASE

HANDOFF COMPETITIONS



earlier.

Organization and Procedure:

- Form teams of three (also possible with teams of two or four) on each basket.
- Let two teams play against each other on each basket, 2-on-2, 3-on-3, or 4-on-4.
- Each team always stays in offense for three possessions, and then offense becomes defense.
- Give extra points for handoff scores using the options taught

- Play up to ten points; points are granted for baskets and made defensive rebounds.

Variations:

- Show the defense how to defend against the handoff.
- Ask for a minimum of handoffs before the offensive team is allowed to score.
- Let one of the handoff defenders do a squat or push-up before defending to give the offensive team an advantage.
- Use teams of four or five.

COACHING POINTS



Use a fair tactical element.



Use different handoff options in competitions.

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather the players and ask them to think of one behavior of clean and fair play, that they would: Start doing (a behavior the player will start adopting in his/her life); Stop doing (a behavior the player will refrain from doing); Continue doing (a behavior the player already does and will continue to do).
- Divide the players into groups of three or four, and ask each group to come up with one behavior they all agree upon.

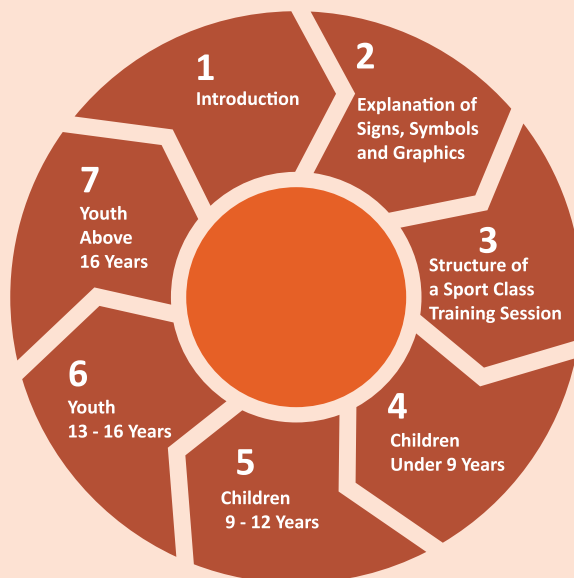
- Have each group present their answer, and then ask all players to put their selected behavior into practice in their daily lives.

Examples

- Start doing: I will be responsible for my actions and act in a fair way.
- Stop doing: I will stop pushing and cursing in practice and games (on and off the court).
- Continue doing: I will support all my teammates and act respectfully toward them in all situations.

CHAPTER V

SPORT CLASS TRAINING SESSION STRUCTURE AND EXAMPLES





INTRODUCTION

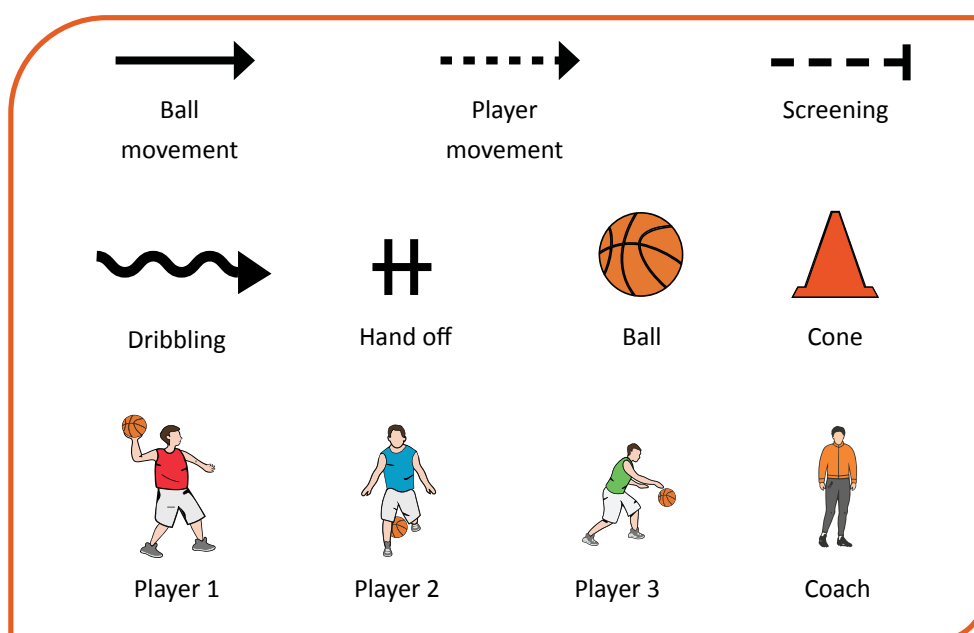
Sport class training (TS) sessions require a certain amount of preparation and should be planned in advance. Long-term planning is required to achieve the best possible progress. The sessions found in this chapter have been created to allow teachers to see how the GIZ Sport for Development (S4D) methodology can be used during school sport classes and also in shorter trainings when teachers and coaches do not have the time for a full-length session. In order to maximize your output, it is necessary to understand and review the content in Chapters 2 and 3, as it will serve as a guide for teachers to help teach both social and sportive goals. This chapter offers two examples of regular training sessions for each age group.

The training sessions presented serve as examples for teachers but are also meant to encourage them to develop their own variations, exercises, and full training sessions. It is important to note that the training sessions presented in this chapter are based on age group and build on each other. Therefore, a teacher can take a training session for a younger age group and, with a few modifications and variations, make it age-appropriate for an older age group with a basic basketball ability level.

All sport class training sessions follow the same structure, and, along with their variations, the exercises may be understood on a technical level through illustrations, organization, and procedures. Training sessions should always include a social goal, and coaches should act as role models by implementing the “I can be a role model” and using the social coaching points for each drill to successfully introduce each session’s social skill.

All training sessions in this chapter are designed for fifteen to twenty players; the space and equipment required are presented on the checklists accordingly. A teacher must take their players, space, and equipment into consideration during the preparation stage to successfully implement the selected training session. Teachers should refer to Chapter 3 for tips and methods on how to best adapt training sessions and social skills to their students and the environment they are playing in.

EXPLANATION OF SIGNS, SYMBOLS AND GRAPHICS



STRUCTURE OF A SPORT CLASS TRAINING SESSION

The structure of a sport class training session is divided into three phases (initial, main, and final) that are divided into four parts, described below in detail.

INITIAL PHASE

The goal of sensitization is to introduce the training session's social skill and reinforce its importance throughout the exercise so it becomes ingrained in the players' minds. The sensitization exercise should be basketball specific and needs to warm up the body with movements related to the sportive goal. The exercise should be designed in such a way that the key to being successful is determined by how a player or team uses that practice's social skill.

MAIN PHASE

The main phase of the training is target oriented and works to develop the training's sportive skill while also incorporating the social skills it emphasizes. The teacher should break down the steps of a sportive skill and enable the development of technique. With easy-to-explain variations, teachers can build up the difficulty level. Adding point systems and incentives can be used to create a competitive environment; these can serve as building blocks toward the final phase.

FINAL PHASE

Conclusion

Building on the sportive and social skills in the initial and main phases, the practice concludes with a game environment. The teacher should design a game with restrictions to allow players' social and sportive skills to be further fostered. This can be done by changing the field size, number of touches allowed, or multiple baskets.

Reflection

The reflection phase of class is a tool that encourages players to look back at the training session, examining what they learned and the importance of the selected social skill. The teacher can use several methods to emphasize the importance of this social skill. It is especially important for the teacher to create an environment in which the players feel comfortable taking part in reflection.

CHILDREN

UNDER 9 YEARS



U9

SOCIAL SKILLS:













- Punctuality
- Honesty
- Ability to show emotions
- Equality between boys and girls
- Enjoyment of being and playing in a group
- Awareness of health / hygiene, nutrition

SPORTIVE SKILLS:

- Understand the concept of the game, 1v1
- Learn fundamental movement skills
- Build overall motor skills
- Introduce team principles
- Build familiarity with the ball (ball handling and dribbling)
- Practice footwork basics and stances (triple threat, pivot, ready, defense)
- Develop basic skills (passing & receiving, shooting, rebounding)

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Enjoyment of being and playing in a group				
	 Sportive	Dribbling				
INITIAL PHASE	Sensitization and Warm up					
	 10 min.	 Half court	 0 - 15 Balls	 stopwatch		
MAIN PHASE						
	 15 min.	 Full court	 20 bibs	 20 Cones	 4 Balls	 stopwatch
FINAL PHASE	Conclusion	 10 - 15 Balls	 2 - 4 Balls	 Half court	 stopwatch	
	Reflection					
	 5 min.	 Half court	 stopwatch			

I CAN BE A ROLE MODEL

By smiling and enjoying the practice, standing in the circle with the team, and helping the team create a special cheer (clapping/dancing and yelling out the team name). When grouping the teams, I can let them pick their own team name and cheer during the practice.

INITIAL PHASE

FRUIT SALAD



Organization and Procedure:

- Players are placed in a circle.
- Each player is assigned a fruit name, with one player dribbling in the middle of the circle.
- The coach calls out one fruit name, and those 'fruits' must dribble and shuffle to new places before the player in the middle



takes one of their places in the circle.

- If the middle player manages to take a player's place, that player automatically comes to the middle of the circle.
- The coach continues to call out fruits (or "fruit salad"—several fruits at once), keeping players moving.

Variations:

- The players are assigned to specific places marked by hoops, cones, chairs, or markers on the ground.
- Instead of dribbling, they must move in defensive stance slides

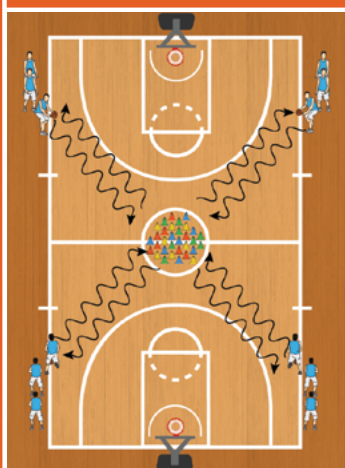
COACHING POINTS

-  Have fun competing against each other.
-  Change direction and pace and make decisions while dribbling.



MAIN PHASE

CAR MARKET





Organization and Procedure:

- "Car parts" (colored plates) are put in the "market" (the mid-court circle). These represent different things based on color (e.g., red=engine, blue=brakes, yellow=seats, green=body, though these may be changed into any car parts you like).
- Players are divided into four teams (at the corners) with one ball per team, each team assigned a car part.
- The aim is to dribble to half-court at the coach's signal and collect one car part from the market, dribbling back to the corner and doing a jump stop and one-handed bounce pass to a teammate. The first team to collect all their car parts wins.

Variations:

- The team can collect two car parts (their two parts, two from the other teams, or one theirs and one of another team) and when the team's own parts finish from the circle, they can go dribbling to collect them from the teams that collected them, until the first team completes collecting all his parts.
- Each team needs to collect all four parts to form one car, and the team that forms the greatest number of cars wins.
- Players may do defensive stance slides instead of dribbling.

COACHING POINTS

-  Enjoy working in a team.
-  Dribble without looking at the ball.

FINAL PHASE

TRAFFIC LIGHT



Organization and Procedure:

- Each player has a ball; players form teams of two, holding hands.
- One player stands at half-court, and the others stand behind the baseline.
- The player at half-court calls out “Red light!” or “Green light!”
- If the player calls red light, players freeze, and if he/she

calls green light, they start to dribble toward half-court.

- Any player that moves during a red light must go back to the baseline.
- The first team to reach half-court is the winner and changes places with the player who was calling the traffic lights.
- The player in the middle may call the colors in any order he/she wants to call them.

Variations:

- Form bigger teams.
- Put down cones to dribble around (left/right to change direction)
- You can play the same game with defensive stance slides instead of dribbling.

COACHING POINTS



Work together to win.



Learn to dribble with your weak hand.

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather the players in a circle and mention phrases and keywords related to “enjoyment” and “playing in a group” (examples below).
- Ask players whether these keywords were evident or unnoticeable during practice; have them jog in the circle if they were evident and walk in slow motion if they were unnoticeable. Expand upon each phrase or keyword as

necessary, adding context.

- Do this a couple of times, observing their actions, then stand in the circle again to ask where/why these things were evident and why some students felt they were unnoticeable.








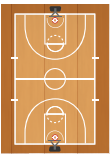





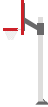







Examples:

- Being part of a group gave you joy.
- Everyone was smiling and happy.
- You can learn and have fun being part of a group.
- I enjoy and get to have more friends when playing in different groups in the team.



TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Discipline			
	 Sportive	Scoring out of a fast break			
INITIAL PHASE	Sensitization and Warm up				
	 10 min.	 Half court	 3 - 8 Balls	 stopwatch	
MAIN PHASE					
	 15 min.	 Full court	 2 Baskets	 2 - 4 Balls	 stopwatch
FINAL PHASE	Conclusion				
	 15 min.	 4 - 8 Balls	 1-2 Baskets	 Half court	 stopwatch
	Reflection				
	 5 min.	 Half court	 2 Cones	 2 bibs	 stopwatch

I CAN BE A ROLE MODEL

By when I set up the court and all equipment prior to practice. When kids show up, I can teach them where to place their bags and water bottles. During practice, I can teach them how to stand in line and respect turns. During water breaks, I can focus on kids returning their water bottles to the proper place and not pushing each other.

INITIAL PHASE

LEAD PASSING



pass back their balls on the move

- They continue this process until they reach the end of the court (baseline).
- The aim for the players is to pass on the move and learn to lead the pace of passing and receiving.

Variations:

- Use different kinds of passes.

Organization and Procedure:

- Form as many groups as possible (minimum: four players).
- Each team should form two lines facing each other. The players on the baseline with balls pass to the players in front of them, following the pass (running). The players who receive the balls run backwards and

COACHING POINTS



Stay in your roles to advance.

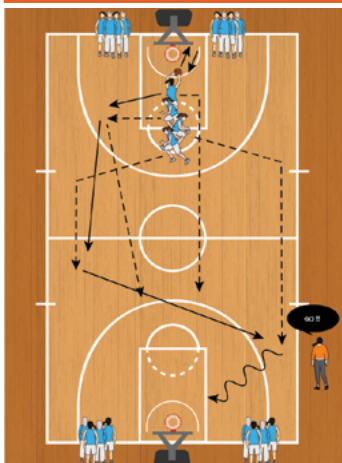


Use passes to get to the other side of the court as quickly as possible.



MAIN PHASE

FAST BREAK PASSING



Organization and Procedure:

- Form teams of four, each team with its own ball.
- All teams wait at the baseline.
- The first team bounces (tips) the ball against the backboard until coach yells "Go!"
- The rebounder passes the ball to the player behind him/her (the guard) and runs to the basket.
- The guard passes to one of the other two players who are running on the outer fast break lanes; this player then passes it on to the other outer lane player.
- Step 1: Let them finish with the first option (after the third pass to one of the players on the outer lane).

- Step 2: Let them finish with the second option (from the outer lane to the guard's cut).
- Step 3: Let them finish with the third option (from the outer lane to the rebounder's cut).
- Up to ten baskets for each option.

Variations:

- Let them choose their own option and passing technique.
- Start by running in a circle instead of bouncing (tipping) the ball against the backboard.
- Split the court and let them run to the midline and back.

COACHING POINTS



Stay in your role so that others can depend on you.



Learn fast break lanes.

FINAL PHASE

KNOCK-OUT SHOOTING



Organization and Procedure:

- Two groups of five to seven players each stand by the free throw line with two balls each (two groups and four balls on each basket).
- The aim is for a player to make the shot before the player shooting next makes it.
- Otherwise, the player is out ("knocked out" by the next player).

- If the player misses the shot, he/she rebounds it and continues to shoot until he/she scores before the next player, then moves to the end of the line until the last player stays.

Variations:

- Shoot from different spots in the court using the same system.
- Create bigger teams and use more baskets.
- Prohibit dribble after rebound.
- Allow players who are knocked out by another player to return when that player gets knocked out.

COACHING POINTS



Do not argue after being knocked out.



Learn the first steps on how to shoot in fun competitions.

CONCLUSION

REFLECTION



Organization and Procedure:

- As the coach, gather all players together facing you. Put two cones in a line: Red cone/bib (left)=Disagree; Green cone/bib (right)=Agree
- Read out statements related to "Discipline." After each statement, all players are to jump on both feet (like a rabbit) (then change to their right or left feet) to the cone that represents their opinions.

- Encourage one or two players to share their reasoning. Move on to the next question, and repeat the process.
- To conclude, agree as a team about behaviors to start doing and behaviors to stop doing.

Examples:

- A player can place his or her bag and water bottle anywhere on the court.
- A player should listen to the coach's instructions.
- A player is allowed to argue with the coach and his or her fellow teammates about a game result.
- A player should know his or her role on the court so that others can depend on him/her.



CHILDREN

FROM 9 TO 12 YEARS



9-12

SOCIAL SKILLS:




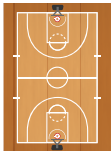











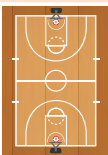




- Resilience
- Generosity
- Non-violent resolution of conflicts
- Raise awareness of gender differences
- Showing appreciation for others
- Communication skills
- Proactivity creativity
- Empowerment
- Self-assessment
- Leadership

SPORTIVE SKILLS:

- Learn position concepts
- Advance basic fundamentals (ball handling, dribbling, passing & receiving, shooting, rebounding, footwork)
- Introduce basic defense (man 2 man & zone)
- Introduce fast break fundamentals and basic screens
- Develop offense (1v2 ,1v2,3v3)

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 45 Min.

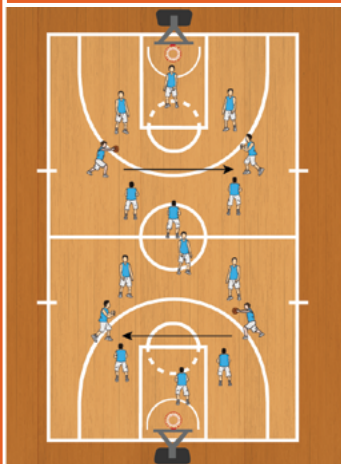
GOALS	 Social	Confidence				
	 Sportive	Scoring				
INITIAL PHASE	Sensitization and Warm up					
	 10 min.	 Full court	 1 - 2 Balls	 stopwatch		
MAIN PHASE						
	 15 min.	 Half court	 1 Baskets	 6 - 8 Cones	 4 - 6 Balls	 stopwatch
FINAL PHASE	Conclusion					
	 15 min.	 2 - 6 Balls	 2 Baskets	 Full court	 stopwatch	
	Reflection					
	 5 min.	 Half court	 stopwatch			

I CAN BE A ROLE MODEL

with my body language and the tone of my voice; both must always show confidence. I can start the session by having the students say out loud, "I can do anything; nothing is impossible if I practice." During the session, I can make sure to compliment and encourage the students in activities, both individually and as a team, to boost their confidence.

INITIAL PHASE

COMPLIMENTS PASSING



Organization and Procedure:

- All players gather around the midline with one ball for the whole team.
- Players must pass the ball while saying something nice to the group about the person they are passing to.
- The coach has to react and include players if they are being left out.

Variations:

- Form more circles.
- Have the passing player say something nice about him-/herself.

- Make the compliment about a certain topic (i.e., school, basketball, etc.).
- Allow only certain passing techniques.
- Use more than one ball, each one standing for a certain topic and requiring a certain passing technique.

COACHING POINTS



Help players give each other confidence.

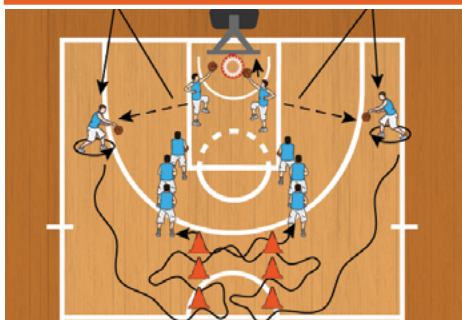


Practice passing techniques.



MAIN PHASE

FAST BREAK PASSING



Organization and Procedure:

- On both baskets, form two rows of players behind the free throw spot on both elbows.
- Players start from the free throw elbow with both feet on the floor (triple threat position) and make one step toward the basket (no dribbling).
- Players make two long, slow, and straight steps toward the basket at an angle. They finish on one foot, at first

without jumping (for fifty shots or twenty scores), and then adding jumping later (fifty shots, twenty scores).

- Players get their own rebound, throw the ball against the wall after rebound, catch it again with a jump stop, pivot, dribble with their first step, dribble sprint to the midline, and come dribbling back to the opposite free throw spot.
- After a score, all players clap twice. after a miss, only one clap

Variations:

- Use hoops (circles on the ground) for the steps to teach the layup steps.
- Use a station with defense stance slides for kids in line.
- Teach different layup techniques.
- Let them do quickness drills instead of dribbling after rebound.
- Let the players develop their own moves.

COACHING POINTS



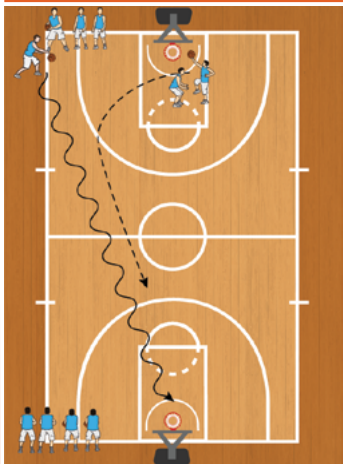
Give each other confidence through clapping.



Practice layups.

FINAL PHASE

TRANSITION CONFIDENCE



Organization and Procedure:

- Form one row at each baseline with two balls.
- Two players inside the court play 1-on-1, full court.
- After a score through offense or a defensive rebound, a player from the line under the basket starts dribbling toward the other basket.
- The player that just finished offense runs back to defense (transition).
- Each basket is worth one point; each defensive rebound is one point, play up to five points.

Variations:

- Add two, three, or four rows on each baseline for a 2-on-2, 3-on-3, or 4-on-4 full-court transition.

CONCLUSION

COACHING POINTS



Develop confidence through success.



Finish in transition.

REFLECTION



Organization and Procedure:

- Gather the players in a circle and ask each player to think of one keyword or move that summarizes confidence.
- Allow some time for players to think of their keywords and moves.
- Pass a ball around; when a player has the ball, he/she turns to say his/her keyword or make his/her move and then passes the ball on to someone else.

- When everyone has presented their keywords or moves, you give your keyword or move and reflect by noting which keywords or moves were repeated, adding context (e.g., practice, school, home) and explanation for others.






















EXAMPLES:

- Keywords: Courage, belief, willingness, firmness, tenacity
- Moves: Walking with shoulders up, dribbling hard with eyes up



TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Proactivity			
	 Sportive	Rebound			
INITIAL PHASE	Sensitization and Warm up				
	 10 min.	 Half court	 18 - 36 Cones	 0 - 4 Balls	 stopwatch
MAIN PHASE					
	 15 min.	 Half court	 1 - 2 Baskets	 2 - 4 Balls	 stopwatch
FINAL PHASE	Conclusion				
	 15 min.	 2 - 4 Balls	 1 - 2 Baskets	 Half court	 stopwatch
	Reflection				
	 5 min.	 Half court	 2 Cones	 stopwatch	

I CAN BE A ROLE MODEL

when I always have a plan B; for example, I can bring in thirty-six water bottles or bags to replace the cones needed in the training session if I do not have enough.

I can emphasize the approach of always thinking ahead and having a plan.



INITIAL PHASE

PHONE RUN



Organization and Procedure:

- Split the court and build two phone keypads over each half-court with nine cones.
- Form teams of two; these teams compete against each other inside the keypad.
- The goal is to be the first to arrive at a number; this earns players one point.
- The teams who are not in the speed-court

(keypads) send a player to call out the numbers. All players start at number "five"; when they have run to another number, they stay there and wait for the next call.

- In a series, players play "best out of five," or the one with three points wins and the next four players get on the court.

Variations:

- Compete while dribbling.
- Give a nine-digit phone number. One of the two players reads loudly; the other "runs the number," pitting "both speed-courts" against each other.
- Open more keypads.

COACHING POINTS



Proactively find solutions to succeed.



Get quicker.

MAIN PHASE

SHOT? REBOUND!



Organization and Procedure:

- Put three or more people on each basket.
- The player on the baseline passes to the one on the opposite elbow.
- The player receiving the ball shoots, trying to get the rebound.
- The player that passed the ball tries to get there in time to box out but has to high five the player on the other elbow

before being allowed to do so.

- The coach should ask defensive players to get the opponent physically under control before running for the ball.
- The player getting the rebound is awarded one point. If the shooter scores before then, he/she gets another point (a score does not mean no rebound). Players play up to ten points and then rotate clockwise.

Variations:

- Try station practice in teams of two or four. For more information, see Chapter 3.

COACHING POINTS



Be proactive to achieve the goal.



Get the rebound.

FINAL PHASE

COMPETE OUT OF A REBOUND



Organization and Procedure:

- Form teams of three with two teams inside the three-point line.
- Both teams move around, trying to get into a good rebound position.
- The coach or an extra player shoots the ball.
- The team that gets the rebound becomes offense, 3-on-3.
- Option 1: The offensive team dribbles out of the three-

point line and can then attack.

- Option 2: The offensive team can attack immediately.
- Players score one point per basket, play up to five points.

Variations:

- Form teams of four or five players.

COACHING POINTS



Proactively put yourself in a good position.



Get the rebound and play transition.

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather the players in a circle and mention a phase or keyword related to proactivity.
- Ask the players to clap loudly to indicate their agreement that this element was evident in the training session, or more quietly if it was unnoticeable.
- Expand and add context to each phrase or keyword as necessary, and involve players in the discussion by passing

the ball randomly to them, asking them to catch it in a jump stop and then share their opinions.

Examples:

- Players need to be proactive and place themselves in a good position to rebound. (Players need to be proactive and prepare themselves in school to put themselves in a good position to succeed.)
- Players need to be proactive and plan as a team to be successful.
- Players need to be quick in finding a solution.
- Keywords: Planning ahead, fast, focused, eager, energetic



YOUTH

FROM 13 TO 16 YEARS



13 - 16

SOCIAL SKILLS:

- Knowledge of processes involved in group dynamics
- Communication skills
- 'Life plan' / personal care
- Willingness to reach agreements
- Proactivity and creativity
- Rights and duties
- Self-assessment
- Leadership


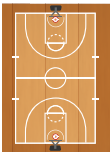




SPORTIVE SKILLS:



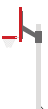


- Master fundamentals under pressure
- Refine team defensive and offensive concepts
- Introduce positions
- Introduce press and press break
- Learn double team defense
- Develop offense (2v1,3v2,4v3,5v5)










TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Commitment and perseverance
	 Sportive	Rebound

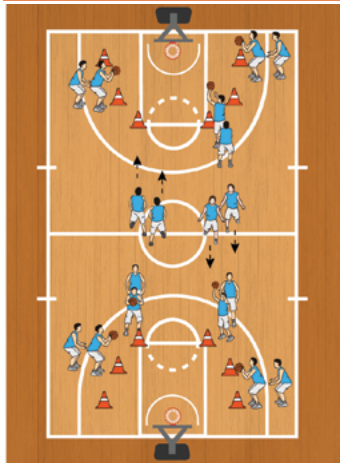
INITIAL PHASE	Sensitization and Warm up					
	 10 min.	 Full court	 5 - 20 Balls	 12 Cones	 1 - 2 Baskets	 stopwatch

MAIN PHASE						
	 15 min.	 Half court	 1 - 2 Baskets	 2 - 4 Balls	 stopwatch	

FINAL PHASE	Conclusion					
	 15 min.	 1 Balls	 1 Baskets	 Half court	 stopwatch	
	Reflection					
	 5 min.	 Half court	 3 Cones	 stopwatch		

I CAN BE A ROLE MODEL

when I am always there before practice to show commitment to the session and when I end it on time. I can make sure that all students finish their drills and not give up, emphasizing perseverance.

INITIAL PHASE**SHOOTING PERSEVERANCE****Organization and Procedure:**

- Form teams of two, each with one ball.
- Choose six shooting positions and mark them on both baskets with cones.
- Each team has to score three baskets in a row from each of the six positions, alternating which players are shooting.
- If a player misses, the team has to change baskets and start over again from one of the other positions.

Variations:

- Include shots made after one dribble.
- Each team must score three times in a row from all twelve positions.

- When changing baskets, players have to do a task at the midline.
- Form teams of three or four.

COACHING POINTS

Get through the ups and downs together.



Shoot under pressure.

**MAIN PHASE****COMMIT TO REBOUND****Organization and Procedure:**

- This is a rebound game within the three-point line.
- No fouls are called, and a player can always score even if the shot before the rebound came from an opponent.
- The game starts with the coach shooting, and there is a competition for the rebound. It ends with one of the teams making a basket.

- Step 1: Players play 1-on-1, both staying in the defensive position underneath the basket until the coach shoots the ball. When one team scores, the opponent does push-ups.
- Step 2: Players play 2-on-2, one player of each team staying at each elbow until the coach shoots the ball. When one team scores, it moves behind the three-point line, leaving the losing team to play against the next team.
- Step 3: Players play 3-on-3. All players move around at the three-point line until the coach shoots. A basket made is worth one point; the game is played up to five points.

Variations:

- Use all baskets with three teams of four or five, using the 3-on-3 rules.

COACHING POINTS

Never give up.



Get the rebound, and score under pressure.

FINAL PHASE

REBOUND COMPETITION



Organization and Procedure:

- Form two or three teams of five players, and play 5-on-5 on one basket.
- If a team scores in defense, it can stay in defense, and the other team has to rotate.
- If a team scores in offense, it is allowed to defend during the next possession, and the defensive team has to rotate.
- Always start with the five offensive players in the five spots

(both 45° spots, both short corners, and in front of the basket, all at the three-point line) and the defense in place.

Variations:

- Use both baskets with three teams of four or five.

COACHING POINTS



The player has to commit to the team goal.



Get the rebound in defense.

CONCLUSION

REFLECTION



Organization and Procedure:

- Place three cones in a triangle, with each cone representing an environment: sports, school, and home.
- Gather all the players and ask them to stand next to the cone environment where they think this social skill is most important. Let one or two players from each cone group explain why they think their environment is most important for the targeted social skill.

- After the discussion, repeat the exercise to see if the discussion changed any players' thinking.






















Examples:

- Sports: To succeed in sports, the individual and team need to be committed to practice and make sure not to give up if they miss a shot or a game.
- School: The individual needs to be committed in class, delivering homework on time, studying hard, and working to score higher.
- Home: Commitment might include teaching a younger brother or sister to ride a bike and keeping at it until he/she can.



TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Knowledge of processes involved in group dynamics				
	 Sportive	Off-ball screens				
INITIAL PHASE	Sensitization and Warm up					
	 15 min.	 Half court	 2 - 4 Balls	 1 - 2 Baskets	 stopwatch	
MAIN PHASE						
	 15 min.	 Half court	 1 - 2 Baskets	 4 Cones	 2 - 6 Balls	 stopwatch
FINAL PHASE	Conclusion					
	 15 min.	 2 Balls	 2 Baskets	 Half court	 stopwatch	
	Reflection					
	 5 min.	 Half court	 stopwatch			

I CAN BE A ROLE MODEL

when I get involved during the session to show the importance of group dynamics and how our roles and norms fit together.

INITIAL PHASE

SCREEN PROPERLY



Organization and Procedure:

- Form teams of four (or more), and use all available baskets, putting two teams on both of them (split the basket).
- Three players stand at the three-point line (one as a defender, the others as offense), and the fourth player (the screener) is in between.

- The drill starts when the player with the ball slaps on the ball, giving the signal for the screener to run set up a correct screen. The offensive player then uses the screen (shoulder-on-shoulder) and drives to the basket, and the defensive player tries to get through.
- The screener sprints or rolls to the basket. The player with the ball will pass to the open offensive player (screener or cutter, depending on the defender) for a layup or shot.
- Rotate clockwise, playing up to ten baskets, then do the same thing on the other side.

Variations:

- Put a fake defender next to the screener.
- Use "fake baskets" and give points for correct decisions.

COACHING POINTS



Work as a team to get advantages.

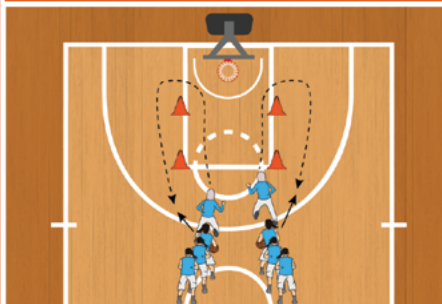


Learn to react to your defender.



MAIN PHASE

SCREEN? SHOT!



Organization and Procedure:

- Line up in front of the basket at the three-point line in two lines (at each basket).
- The second, third, and fourth player in each row have a ball (six balls overall).
- Imitate two down screens through cones on each side.
- The first player sprints to the middle of the zone, fakes in one direction, and uses the staggered screen on the other side.

Each side may score up to ten times.

- Step 1: Layup (the option to be taken if the defender follows the player in real game situations)
- Step 2: Corner shot (the option to be taken if the defender waits and doesn't follow in real game situations)

Variations:

- Create a station practice as three teams of two or four. For more information, see Chapter 3.

COACHING POINTS



Use advantages as a team.



Shoot out of a screen while reacting to the defender.

FINAL PHASE

SCREEN? DECIDE!



Organization and Procedure:

- Split the court and use both baskets. The coach stands in front of the basket with a ball at the three-point line.
- Two teams are in the competition; the rest of the players form a line behind the baseline.
- For 4-on-4, two players on the offensive team set a down screen on each side with the other players using them. The drill starts with the coach's pass.

- A basket is worth one point, and teams play up to five points.

Variations:

- Use all available baskets.
- Form three teams of five players on each basket. (The fifth player becomes the passer/coach at the beginning.)

COACHING POINTS



Find your advantage as a team under pressure.



Use screens as a team in competition.

CONCLUSION

REFLECTION



Organization and Procedure:

- Have all the players stand together by the midline or baseline, facing you.
- Emphasize knowledge of processes involved in group dynamics and ask players to act out positive examples of it.
- After a minute or two, gather the players together and review some of the positive examples that were acted out and how they relate to their daily lives.

Examples:

- Positive: A player swings him-/herself between two other players, and they are there to catch him/her.



YOUTH

ABOVE 16 YEARS



16+



SOCIAL SKILLS:

- Proactivity
- Professional vision
- Healthy habits
- Awareness of gender
- Commitment and perseverance
- Self-assessment / reflection
- Preventing the consumption of drugs and alcohol
- Communication skills




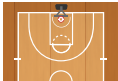




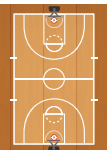






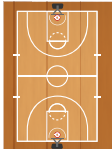







SPORTIVE SKILLS:

- Master fundamentals for position-specific skills
- Specialize in a specific position
- Refine performance skills under pressure
- Train to compete
- Advance defensive and offensive tactics for 3v3 and 5v5

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Communication skills			
	 Sportive	Transition and rebound			
INITIAL PHASE	Sensitization and Warm up				
	 10 min.	 Half court	 2 Balls	 2 Baskets	 stopwatch
MAIN PHASE					
	 15 min.	 Full court	 2 Baskets	 1 - 2 Balls	 stopwatch
FINAL PHASE	Conclusion				
	 15 min.	 1 - 2 Balls	 2 Baskets	 Full court	 stopwatch
	Reflection				
	 5 min.	 Half court	 3 Cones	 stopwatch	

I CAN BE A ROLE MODEL

when I greet my students with a special handshake and communicate verbally or nonverbally. I can establish nonverbal signs with my students and repeat them at every practice. For example, if I clap once and raise my hand, they will stop the drill and move to the next station.

INITIAL PHASE

BEAT THE BALL



Organization and Procedure:

- Form two teams with one ball each.
- Both teams are on the same basket but on different sides. They form lines and both bounce (tip) their balls against the backboard.
- When the coach signals "Go," both teams get their ball and try to score on the other basket without dribbling while defending the other ball.

- No out of bounds until one of the teams scores.
- A basket scored means that one ball beats the other.
- Players must communicate to get coordinated to defend and/or score.
- After a basket is scored (or twenty-four seconds), the round is over; players can play up to ten baskets.

Variations:

- Make four teams and have two wait on the baseline.

COACHING POINTS



Develop verbal communication.

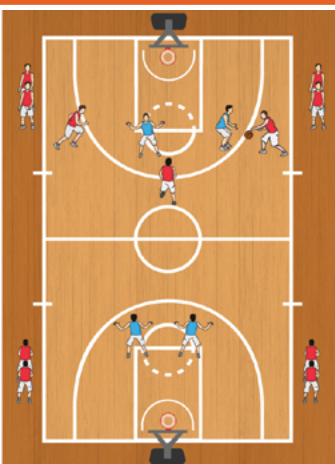


Work as a team.



MAIN PHASE

3-ON-2 CONTINUUM



Organization and Procedure:

- Form four rows on the sideline (at the level of the free throw line).
- Three players are inside the court with a ball, and two players are under each basket.
- All other players line up in one of the rows on the sideline.
- Within eight seconds, the three players with the ball attack one of the baskets 3-on-2 using the "pass and cut" technique they learned earlier.
- After a shot or score, all five players fight for the rebound.
- The rebounder then attacks the other basket with two new players from the nearby rows.
- A basket is worth one point for the three offensive players; no basket

is worth a point for the two defensive players. Teams play up to seven points.

Variations:

- Have two players come in on each side and play 5-on-4.

COACHING POINTS



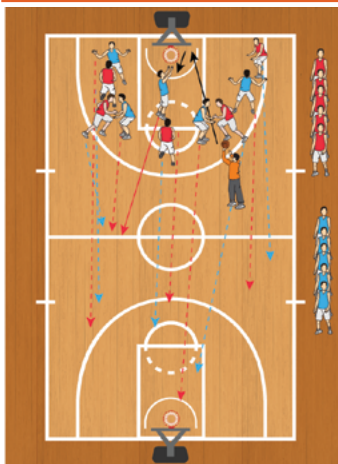
Communicate in different ways at the same time.



Score out of transition.

FINAL PHASE

NO REBOUND, NO OFFENSE



Organization and Procedure:

- Form teams of five.
- Two teams should be inside the three-point line, one defense and the other offense. The other teams wait at the baseline.
- The two teams move around as the coach shoots and then fight for the rebound.
- If offense gets the rebound, the defensive team must do three push-ups and then try again.
- If defense gets the rebound, they play 5-on-5 on the other basket out of transition.
- A basket is worth one point for the scoring team, and no basket is worth one point for the defending team. Teams play up to ten points.

- After twenty-four seconds, the round is over.
- The defense team (that then played transition offense) becomes offense, the offense team gets in line at the baseline, and the baseline team gets in as defense.

VARIATIONS:

- Make four teams and have two wait at the baseline.

COACHING POINTS



Communicate under pressure.



Get the rebound.

CONCLUSION

REFLECTION



Organization and Procedure:

- Have all players stand together in front of you. Put three cones in a line: Red cone (left) – Disagree; Yellow cone (middle) – Neutral; Green cone (right) – Agree.
- Read players several statements related to communication.
- After each one, players must stand next to the cone that represents their opinion. Encourage one or two players to

share the reasoning for their choice. Move on the next statement or question, and repeat.




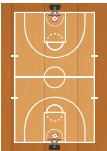











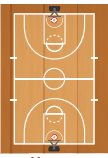





Examples:

- Communication can be your body position while talking to someone.
- You can only communicate verbally.
- Verbal and nonverbal communication are essential in basketball.
- You can go through your day without communicating.



TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 45 Min.

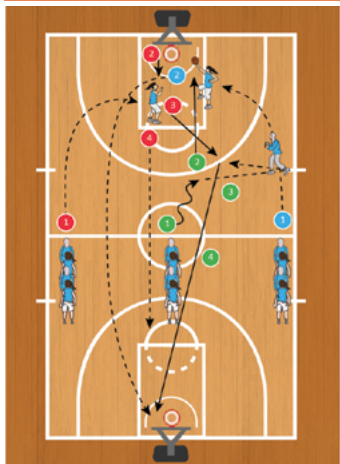
GOALS	 Social	Professional vision			
	 Sportive	Tactical basics in offense and defense			
INITIAL PHASE	Sensitization and Warm up				
	 10 min.	 Full court	 3 Balls	 2 Baskets	 stopwatch
MAIN PHASE					
	 15 min.	 Half court	 2 Baskets	 3 Balls	 stopwatch
FINAL PHASE	Conclusion				
	 15 min.	 2 Balls	 2 Baskets	 Full court	 stopwatch
	Reflection				
	 5 min.	 Half court	 2 Cones	 stopwatch	

I CAN BE A ROLE MODEL

By sharing my vision of the level players can reach, visualizing it together, and focusing on what they most need to practice to reach that level.

INITIAL PHASE

OFFENSIVE MOTION GAME BASIC DRILL



Organization and Procedure:

- Form three lines at the midline with all players, placing three balls on the middle line.
- Rotate one row to the right.
- The middle-lane player dribbles the ball to the three-point line (the right- and left-lane players start sprinting simultaneously) and passes the ball to one side (the right-lane player). Then players alternate sides.
- The right-lane player finishes with a layup, and the left-lane player gets the rebound.
- The right-lane player immediately starts a sprint to the other basket, running next to the sideline.
- The middle-lane player sprints to the sideline, comes back, receives the ball and sends a baseball pass to the right-lane player, who has already arrived at the other basket.
- The left-lane player gets the rebound again. Players play up to twenty baskets.

Variations:

- Change sides from time to time.
- Start on both baskets (while being careful).

COACHING POINTS



Get into a professional mindset.

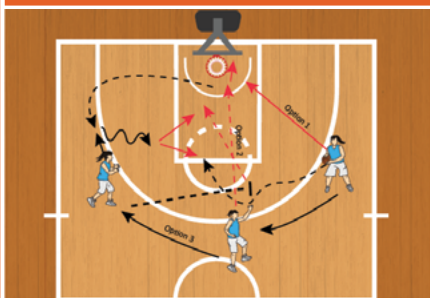


Trust in your teammates' movements.



MAIN PHASE

OFFENSIVE MOTION GAME ADVANCED DRILL



Organization and Procedure:

- This is the same drill as before with an added motion offense. Each step can go up to ten baskets.
- Step 1: The right-lane player stops to receive the baseball pass, and the left-lane player cuts through as a trailer, gets the ball, and scores.
- Step 2: The left-lane player cuts through but does not get the ball. The middle-lane player arrives as the second trailer, receives the ball, and swings it to the left-lane player, who just got open on the 45° weak side spot on the three-point line. The left-lane player attacks the basket while the middle-lane player sets a cross screen for the right-lane player. The middle-lane player cuts to the basket, and the right-lane player gets open for a shot. The left-lane player can then decide to do a layup or pass to one of the other two.
- Step 3: After attacking the basket, the left-lane player passes to the right-lane player, who just got open through the middle-lane player's screen. The right-lane player swings the ball to the middle-lane player, who just got out again, and the middle-lane player attacks while the right-lane player sets a cross screen for the left-lane player (options as before but from the other side).

Variations:

- Change sides from time to time.

COACHING POINTS



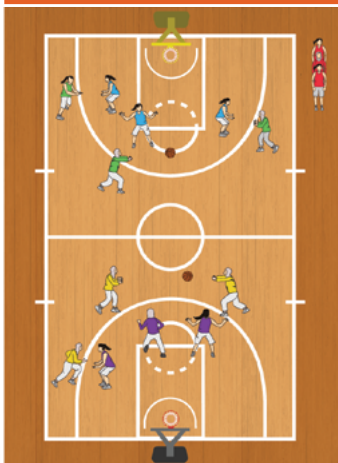
Go to the next level.



Move and trust in a motion half-court offense.

FINAL PHASE

GOLDEN HOOP 3-ON-3



Organization and Procedure:

- Players are divided into five teams of up to four players (three on the court).
- Two teams play on one hoop, and two other teams play on the “golden” hoop (the winning team gains points) for five minutes. The fifth team stands off the court by the golden hoop.
- When the five minutes are up, the team that won at the golden hoop gains one point and stays to play the team from off-court.
- The team that won from the other hoop goes to stand off the court by the golden hoop (without receiving points), while the team that lost stays and plays the team that lost from the golden hoop.
- The rotation continues until time is up (after thirty minutes), and the team with the most golden hoop points wins.

Variations:

- The fourth player on the team can play as a referee and then change with another player on the team when rotating.
- The coach may change the rules during the games.
- Players may receive extra points for scoring through motion offense.

COACHING POINTS



Experience the advantages of working as a team.



Build trust in a professional system.

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather the players together. Place two cones ten meters from each other, and explain that the cones represent the two different goals of the session: the sportive “tactical basics” and the social “professional vision.”
- Ask the players to stand in the spot between the two cones that represents which goal they made the most progress toward in the practice.

- A player can stand in the middle of the cones to signify that he/she made equal progress toward both goals. Have a few players explain their reasoning for where they decided to stand, and try to establish the link between sportive success and social learning.
- You can repeat the same exercise to see if the discussion changed players’ opinions.

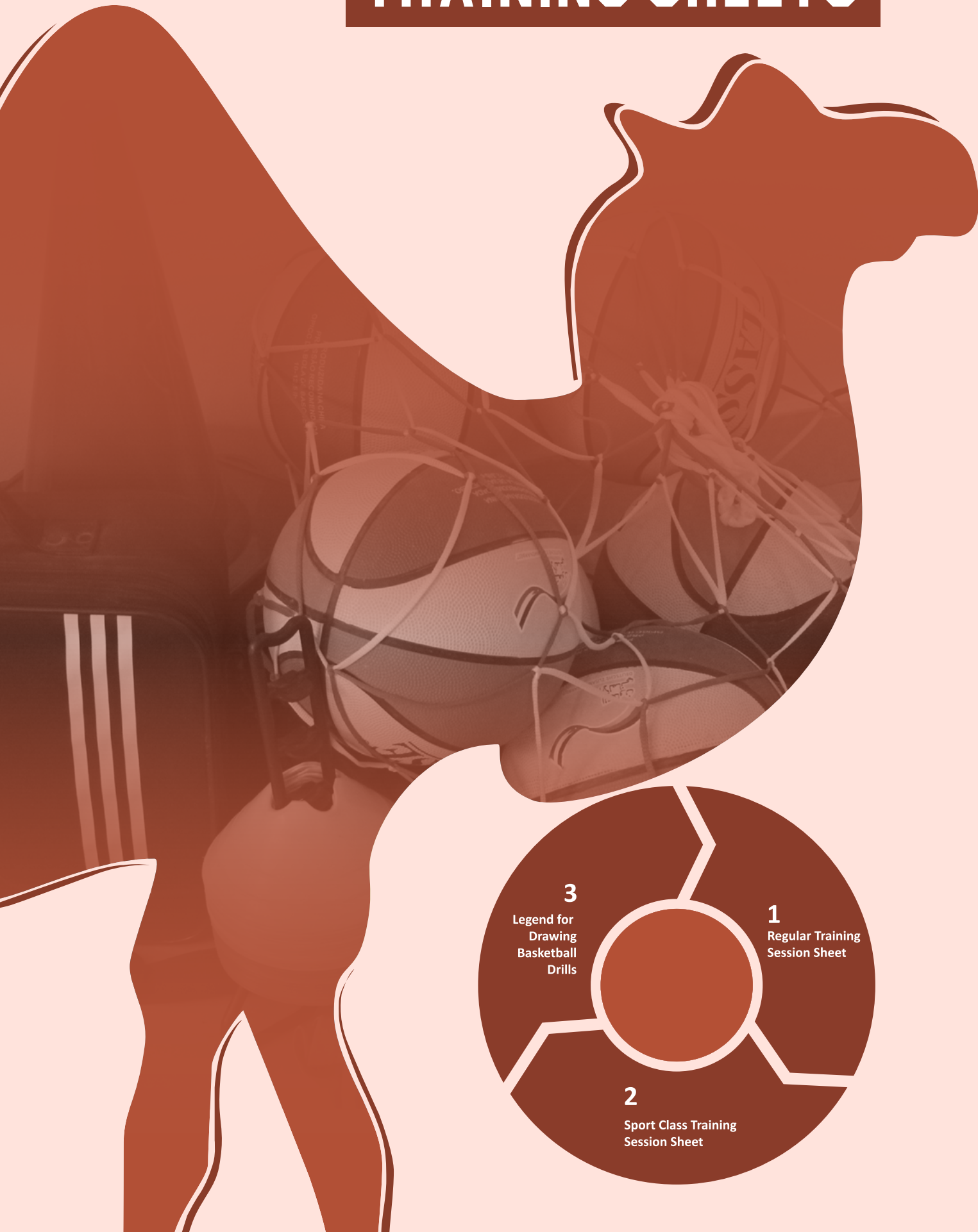
Examples:

- Sportive goal: I learned to trust my teammates’ movements.
- Social goal: We need to focus on our objectives, visualizing them and working hard to achieve them.



CHAPTER VI









TRAINING SHEETS





STRUCTURE OF A REGULAR TRAINING SESSION

Training Duration: Min.

GOALS	 Social
	 Sportive
INITIAL PHASE	<p>Sensitization</p> <p> minutes</p>
	<p>Warm up</p> <p> minutes</p>
MAIN PHASE	<p>Main part A</p> <p> minutes</p>
	<p>Main part B</p> <p> minutes</p>
FINAL PHASE	<p>Conclusion</p> <p> minutes</p>
	<p>Reflection</p> <p> minutes</p>

Venue:

Number of players:

INITIAL PHASE

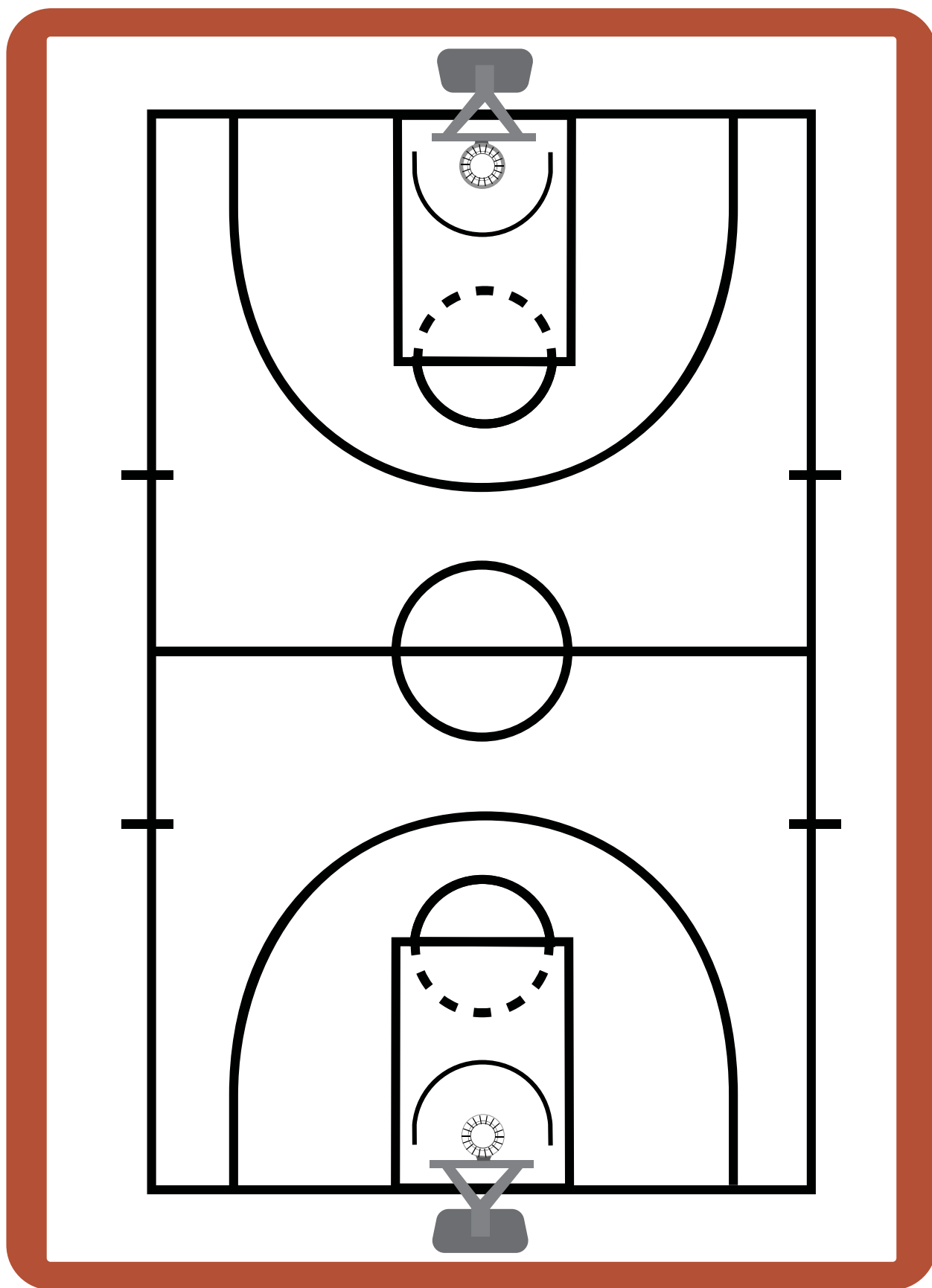
Sensitization	

[illegible]

[illegible][illegible]



Reflection		<input type="text"/> min.


COURT - FULL






STRUCTURE OF A SPORT CLASS TRAINING SESSION

Training Duration: Min.

GOALS	
	 Social
	 Sportive

INITIAL PHASE	
	<p>Sensitization and Warm up</p> <div>  min. </div>

MAIN PHASE	
	<div>  min. </div>

FINAL PHASE	
	<p>Conclusion</p> <div>  min. </div>
	<p>Reflection</p> <div>  min. </div>

PLANNING / MONITORING SHEET

Date: <input type="text" value="DD / MM / YYYY"/>	Venue: <input type="text"/>
Organizer: <input type="text"/>	Number of players: <input type="text"/>

INITIAL PHASE

Sensitization and Warm Up <input type="text" value=""/> min.	
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

MAIN PHASE

Main Part <input type="text" value=""/> min.	
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>



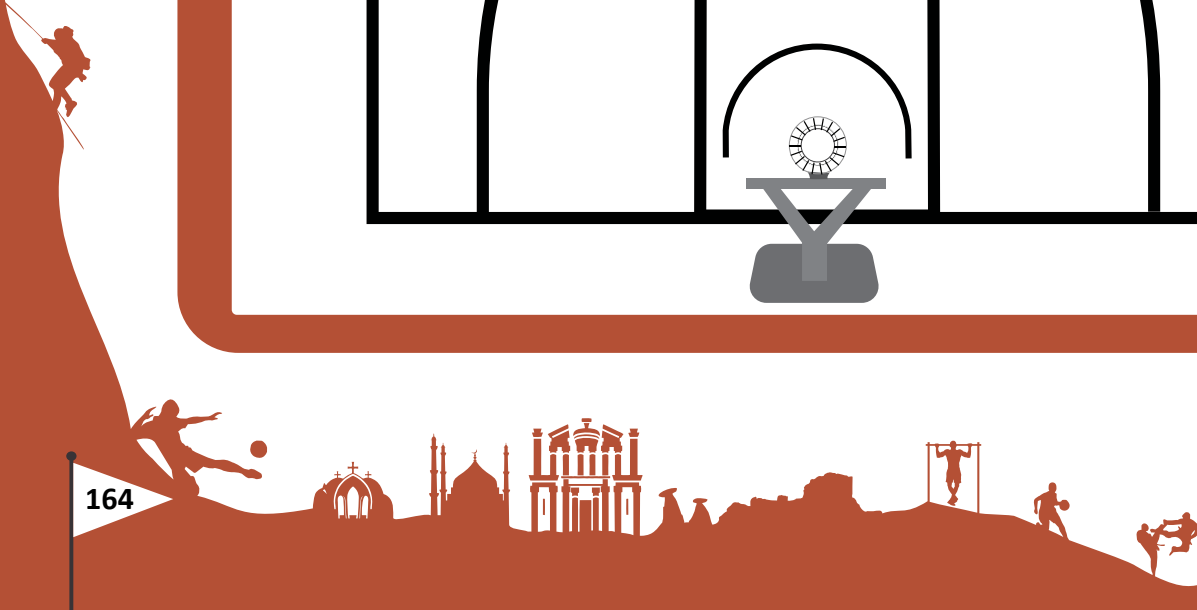
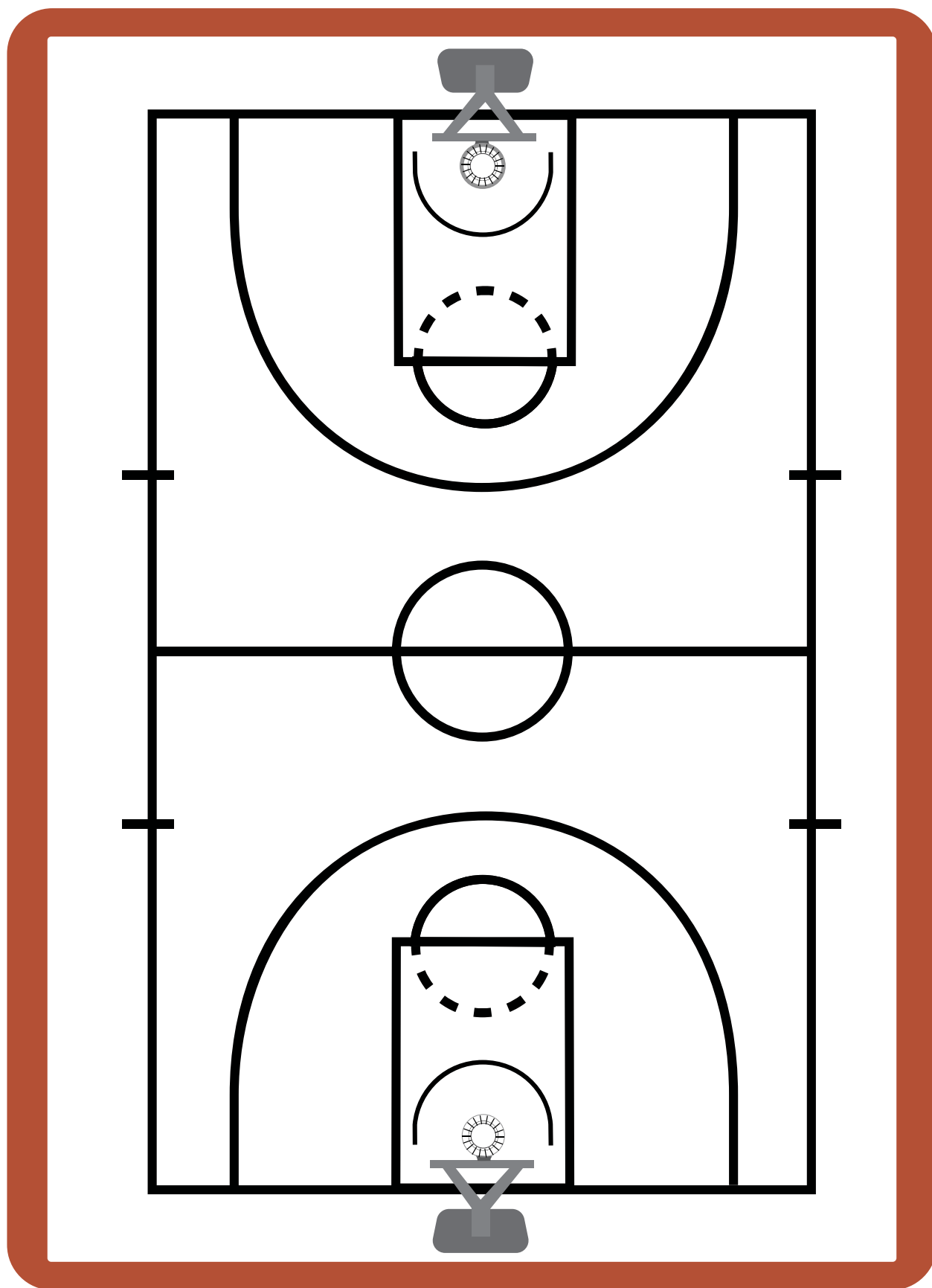
FINAL PHASE

Conclusion		<input type="text"/> min.







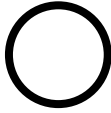


Reflection		<input type="text"/> min.



COURT - FULL



LEGENDS FOR DRAWING BASKETBALL DRILLS

	Player movement
	Ball movement
	Dribbling
	Screening
	Ball
	Cone
	Player 1
	Player 2
	Player 3

