

Sport For Development and Gender Equity

Basketball Facilitators' Activity Guide



Basketball

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Commissioned by the **German Federal Ministry for Economic Cooperation and Development (BMZ)**, the **Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)** GmbH began work in 2014 through the **'Sport for Development in Africa' (S4DA) Regional Project** to establish sport as a means of achieving development objectives in selected African countries. S4DA aims to create access for children and young persons to development opportunities through sport, with a strong emphasis on promoting **gender equality** and fostering inclusive participation.

The project focuses on improving access to infrastructure and the sustainable implementation of sports tailored to local contexts. In collaboration with local partners, S4DA has integrated **gender-sensitive approaches** to ensure equitable access to sports for both women and men, girls and boys, to address systemic barriers and promote empowerment through sports.

As of 2024, S4DA is implemented in Kenya, Senegal and Tanzania (Zanzibar) while supporting activities in other selected African countries.

This Facilitators' Activity Guide presents a summary of the activity sessions from the main manual focusing on specific sport discipline. Please refer to the main manual for more content on Sport for Development, Gender, Safeguarding in Sports and Coaching basics.

The main manual has been developed through close collaboration between **S4DA** and its **partners** in Zanzibar, ensuring it addresses local needs and priorities, particularly regarding gender equality in sports. It is a practical tool aiming to equip sports facilitators with the skills and knowledge necessary to create safe, inclusive, and empowering environments for all participants, particularly women and girls.

The following institutions and individuals played a vital role in developing this manual, contributing their expertise to the content:

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Division of Gender (Ministry of Community Development, Gender, Elderly and Children), Zanzibar

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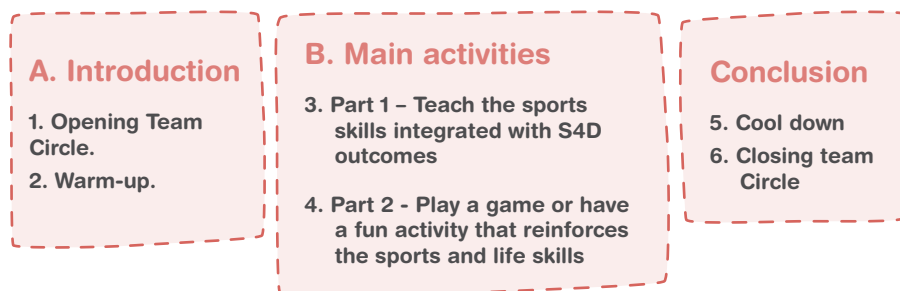
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Chapter 1

Structure of S4D Session

PREPARING AND STRUCTURING TRAINING SESSIONS



Sessions should include the following 3 phases, as shown in the diagram below:

Let us take a closer look at the stages. Remember that this is a guideline. A good S4D coach can adapt the session to the situation you are in.

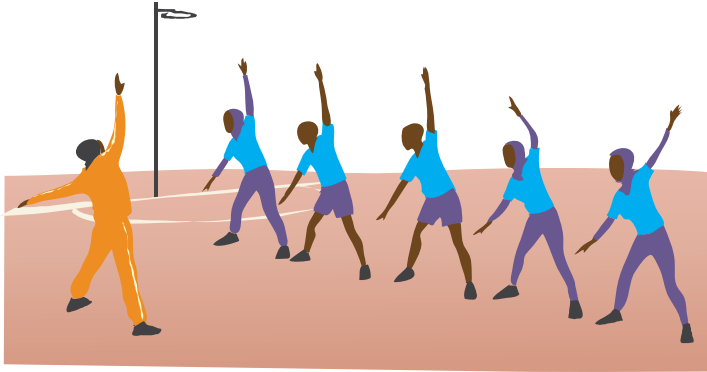
A: Introduction

1 Opening circle

The sessions start with an opening team circle, as described above. In each of the following sessions we will remind you of the structure of the opening team circle. Make sure you introduce the sports outcomes and the S4D outcomes.

2 Warm-up activity

A warm-up is a routine of light exercises at the beginning of a training session or before a competition. Why do you need to warm up the players?



- It **prevents injuries** – Cold muscles are tight and more prone to tears or strains. A warm-up loosens things up and gets the body ready for the session.
- It **boosts performance**: Warmed-up muscles work better. Players have better range of motion, power and coordination.
- It **develops mental focus**: A good warm-up helps the athlete to get into the activity and prepare mentally.

B: Main part

3

Part 1 – Introduction to the sport outcome, integrated with the S4D outcome

- This is the core part of your session where you will focus on specific sporting skills or tactics that are linked to the S4D outcome.
- Break down the skill into smaller, achievable and manageable steps.
- Use a variety of fun drills and games to keep players engaged.
- Give clear instructions and demonstrations.
- Give feedback and encouragement to the players and provide opportunities for them to give feedback and encouragement to each other.
- Ensure inclusivity and have progressions and variations to include girls and boys where appropriate. Provide challenges for the more talented players.
- During this part of the session, the coach must constantly create opportunities to integrate the S4D outcome into the session. For example, if the topic is communication, the players must have opportunities to communicate.

4 Part 2

Reinforce the skills further in a game situation. Create a small-sided game or a fun activity that focuses mainly on the sports skills covered during the session and the S4D outcomes.

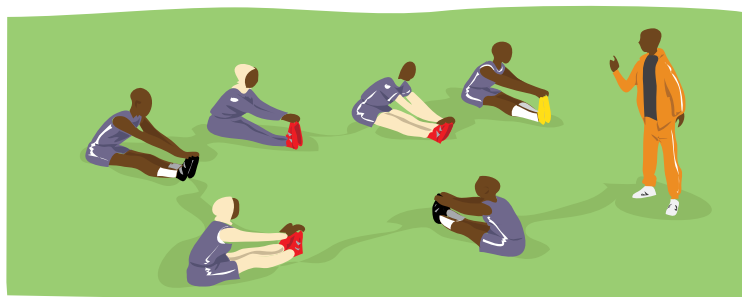


5 Cool down

Cooling down helps the body to return to its resting state. It gradually lowers your heart rate and blood pressure. Cool-down activities can include:

- **Light cardio:** Walking or slow jogging will gradually lower your heart rate.
- **Static stretches:** Hold stretches such as hamstring or quad stretches for 20–30 seconds to improve flexibility.
- **Deep breathing exercises:** Slow, deep breaths will help your body relax and wind down.

Note that the players under your supervision can lead warm-up and cool-down activities.



6 Closing team circle

The sessions end with the final team circle. The coach again facilitates a CONNECTED CONVERSATION. This is an opportunity for the coach to review the session with the players. The coach encourages the players to reflect and discuss their performance during the session. In the final team circle, it is preferable for the players to be seated, as they may be tired. This is also the last opportunity for the coach to make a conscious link between the sports skills outcomes and the Sport4Development outcomes. The coach also needs to emphasise how the S4D topic can be applied to their daily lives.



WHAT TO REMEMBER WHEN PREPARING YOUR SESSION

- (i) When and where will your session take place?
- (ii) Size of the group, age of the players, levels of ability (are they beginners, intermediate, advanced players? A mixture of different levels?)
- (iii) What equipment and material do you need?
- (iv) What variations can you plan to make the exercises more accessible or challenging?
- (v) How will you organise the session to ensure that all players are as active as possible? It would be best if you tried to avoid players waiting too long to participate in a drill.
- (vi) How will you organise the session to create a sense of achievement for all players?

Problems often happen with sessions when:

- (i) The coach does not have clear outcomes for the session
- (ii) The coach fails to involve all the players
- (iii) The coach fails to keep the attention of the players

Player motivation often drops when:

- (i) The group is too big
- (ii) There is not enough space
- (iii) There is limited equipment
- (iv) The coach has difficulty in managing mixed ability groups with confidence
- (v) The coach talks too much
- (vi) Players have too little contact with the ball – in basketball, netball and volleyball it is advisable to have as many practice balls as possible. (This is why fundraising is essential in clubs)
- (vii) The activities could be more challenging or easier
- (viii) There are long waiting times between activities

SPORT SKILLS DEVELOPMENT

Here are some guidelines on how best to teach sports skills.

(i) Break down the skill:

- **Identify the key components:** Break the skill down into its basic components. Is it throwing, catching, running, footwork? Understanding the building blocks helps players see the bigger picture.
- **Start simple:** Start with isolated drills that focus on specific components. Start with a closed situation where players can practise the skills without external influence and then progress to a match situation. This allows players to master the basics before moving on to more complex movements.

(ii) Focus on technique:

- **Visual cues and demonstration:** Use clear explanations and visual demonstrations to show players the correct technique. Break down body positioning, movement sequences and key points of emphasis. Use more

experienced players for demonstrations. In male-dominated sports such as volleyball and basketball, try to use female players to do the demonstrations to build their self-esteem and break down gender stereotypes. Similarly, in netball, use men if possible.

(ii) Make practice deliberate:

- **Quality over quantity:** It is better to do exercises correctly a few times than many times but incorrectly. Emphasise quality repetitions.

(iii) Progression and challenge: Players will have different levels of skill and experience in basketball, netball or volleyball. As a coach, you will be familiar with these different levels. It is best to adapt the activities to the individual players. As the players improve, gradually increase the difficulty of the drills. Introduce new variations, add speed or resistance, or introduce game-like situations.

(iv) Feedback and correction:

- **Positive reinforcement:** Provide constructive feedback and positive reinforcement throughout the session. Focus on what the player is doing well, then offer suggestions for improvement. Also, allow the players to give feedback to each other.
- **Individualized attention:** Move between the players and provide personalised feedback. Identify individual mistakes and provide specific corrections tailored to their needs.

(v) Keep the session engaging:

- **Variety and fun:** Include a variety of drills and exercises to keep players engaged. Use fun activities and games to reinforce skill development without monotony.
- **Set goals and track progress:** Help players set achievable goals for each session. Track their progress and celebrate their achievements to keep them motivated.

(vi) Use technology and online resources:

- **Video analysis:** Consider incorporating video analysis into your sessions. Record players performing the skill and review it together. This allows for visual self-correction and reinforced learning.
- There are many online resources, such as YouTube clips, that can support your coaching.

Chapter 2

Basketball Activity Sessions

INTRODUCTION

In the following pages, we set out 10 sample basketball sessions for you to conduct with players. These are guidelines for coaches. It is up to you to assess your players' level and add progression levels or make the drills easier to ensure that you always include male AND female players of all ages and all levels of ability.

Remember, the suggested equipment in the practical sessions below is only sometimes available. This may be the ideal situation. The S4D coach must adapt depending on what you HAVE. You can still make your sessions fun and engaging with alternatives. Here are a few examples:



Basketballs

- Use other available balls of a similar size (e.g. Soccer balls, netballs, Basketballs]
- Make balls from tightly wrapped cloth or plastic bags
- Use coconuts for passing practice (improving hand strength)



Cones

- Use plastic bottles filled with sand or water.
- Stack stones or seashells.
- Use shoes or sandals as markers.



Hoops:

- Hang baskets or buckets from trees or poles
- Create targets on walls using chalk or paint
- Use large rings made from local materials (e.g., bent bamboo, bicycle wheels)

**Court markings:**

- Use chalk, sand, or rope to mark lines
- Plant sticks or poles to indicate boundaries

**Agility ladders:**

- Draw ladder patterns on the ground with chalk or sticks.
- Use rope or vines to create temporary ladder patterns

**Resistance training:**

Use filled water bottles or sandbags as weights
Utilize rubber bands or old bicycle tubes for resistance exercises.

**Rebounding practice:**

- Use a wall or board propped against a tree

**Passing targets:**

- Draw or paint circles on walls
- Hang old tires or hoops from trees

**Obstacle course:**

- Use natural elements like trees, rocks, or logs
- Repurpose everyday items like chairs, tables, or boxes

**Team identification:**

- Use different coloured cloth strips or ribbons



The S4D coach in Zanzibar is creative and innovative. The S4D uses whatever resources they DO have to make things happen!



At the start of the session, you will see a few key messages and discussion points on the S4D topic. You will also see tips on integrating Gender and Inclusion issues. Again, this is only a guideline. Do not try to cover every point; you will not have time. Also, you must keep the sessions fun and engaging.

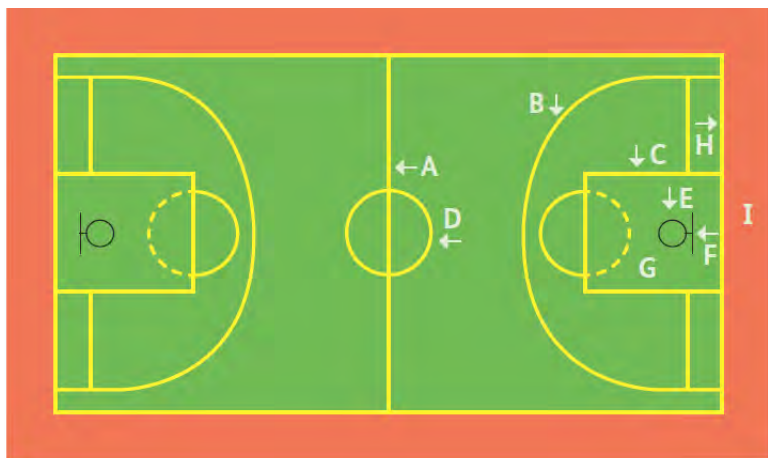
INTRODUCTION TO BASKETBALL

Basketball is a fast-paced, popular team sport across the world. It is played in schools, communities, and professional leagues, making it one of the most accessible sports for players of all skill levels. It emphasizes skill, strategy, and athleticism.

This introduction outlines how basketball is played, including court and equipment standards, basic rules, player positions, and key skills essential for the game.

The Court

According to the International Basketball Federation (FIBA) the basketball playing court 'shall have a flat, hard surface free from obstructions with dimensions of 28 metres in length by 15 metres in width. Outdoor basketball courts are usually made from standard paving materials such as **concrete** or **asphalt**, while indoor courts for professional high-performance basketball maybe made from highly polished wood. Surfaces such as turf, gravel or sand are not suitable for basketball.



ANNOTATION	DESCRIPTION	REMARK
A	Mid court line	Marked parallel to the end lines from the midpoint of the side lines.
B	Three-point line	The two parallel lines extending from and perpendicular to the end-line, with the outer edge 0.90m from the inner edge of the side lines. An arc of radius 6.75m measured from the point on the floor beneath the exact centre of the opponents' basket to the outer edge of the arc.
C	Free throw line	Draw parallel to each end line. Its furthest edge is 5.81m from the inner edge of the end line and is 4.9m long Its midpoint lies on the imaginary line joining the midpoint of the two end lines.
D	Centre circle	The centre circle is marked in the centre of the playing court and has a radius of 1.80m measured to the outer edge of the circumference.
E	Basket	See description below.
F	Backboard	See description below.
G	Free throw lane 'the paint'	The area bounded by the free throw lines.
H	Baseline (end line)	The shortest boundary lines.
I	Safety area	Min. 2m around the playing surface.

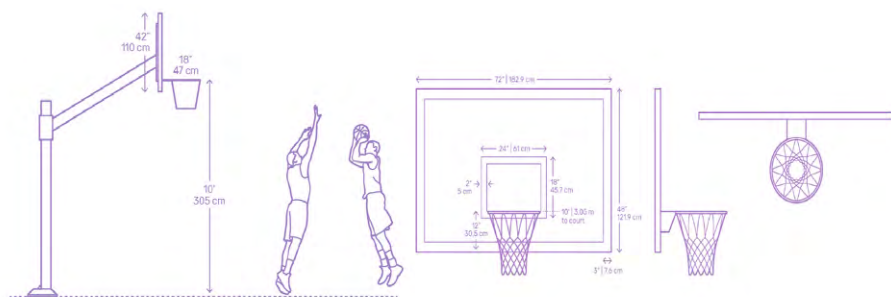
Backstop Units, Backboards, Ring and Net

A simple standard backstop unit consists of a backboard, a basket, comprising a ring and a net, and a backboard support structure with padding.

Backboards can be made of different materials such as wood and metal, though metal is highly recommended for durability. They are either transparent (acrylic glass) or white, marked with a boundary line and a rectangle behind the ring.

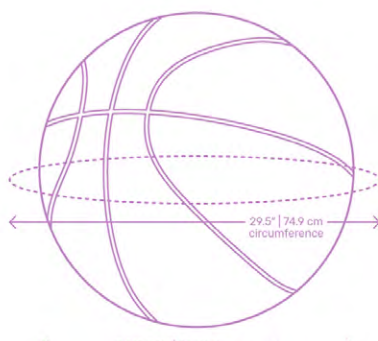
The ring is made of solid, 16 to 20 mm thick steel. It has an inside diameter between 450-459 mm. the height of the ring/basket is 3.05 m (305 cm) from the ground.

The nets are made of white cord and suspended from the rings. They are supposed to slow the ball momentarily as it passes through the basket. The nets are between 400–450 mm long and have 12 loops to attach to the rings.



Ball

Basketballs are generally made of **rubber** but can also be made of **leather or composite leather** depending on the level of play and playing surface. Leather balls are used for professional indoor games, while composite and rubber balls are more durable for outdoor and recreational play. Basketball sizes come in variations for different ages, genders, and levels of play. For standard competitive basketball, the following sizes are used: for men's basketball, a **size 7 ball** is used, with a circumference of approximately **29.5 inches (75 cm)** and a weight of **620 grams**. For women's basketball, **size 6 ball** is used, with a circumference of **28.5 inches (72 cm)** and a weight **570 grams**.



Standard size 7 basketball

How Basketball is Played

Basketball is played between two teams, each consisting of five players on the court. The objective is to score points by shooting the ball into the opponent's hoop while preventing them from scoring. The team with the most points at the end of the game wins. Games are typically divided into four quarters of 10–12 minutes each, depending on the level of play.

1 Basic Rules

- **Scoring:** Points are awarded based on where a shot is taken:
 - 2 points for shots inside the three-point line.
 - 3 points for shots beyond the three-point line.
 - 1 point for each free throw after a foul.
- **Dribbling:** Players must dribble (bounce) the ball while moving; carrying or traveling (moving without dribbling) is not allowed.
- **Time Restrictions:**
 - A team has 24 seconds to attempt a shot (shot clock).
 - Offensive players cannot remain in the key (painted area near the hoop) for more than 3 seconds.
- **Fouls:** Physical contact that impedes an opponent's play is penalized, and teams are allowed a limited number of fouls before free throws are awarded.
- **Inbounding:** The ball must be passed into play within 5 seconds after an out-of-bounds or stoppage.

2 Playing Positions

- **Point Guard (PG):** Often the team leader, responsible for directing plays and distributing the ball.
- **Shooting Guard (SG):** Primarily a scorer who is skilled at shooting from long range.
- **Small Forward (SF):** A versatile player who can score, defend, and assist.
- **Power Forward (PF):** Known for rebounding and inside scoring near the basket.
- **Center (C):** The tallest player, focusing on shot-blocking, rebounding, and scoring in the paint.

3 Key Skills

- **Dribbling:** Controlling the ball while moving to evade defenders and advance up the court.
- **Passing:** Delivering accurate and timely passes to teammates to create scoring opportunities. includes, **chest pass, bounce pass, overhead pass.**
- **Shooting:** The skill of scoring by aiming the ball into the hoop. Common shots include; Layups, Jump Shots, Free Throws.
- **Defense:** Preventing the opposing team from scoring by blocking shots, stealing the ball, or contesting shots.
- **Rebounding:** Gaining possession after a missed shot attempt, either offensively or defensively.

Basketball is a sport that requires strategy and precision, necessitating both physical and mental agility. Its rules and emphasis on teamwork provide a good platform to build not only athletic skill but also leadership and collaboration, making it an excellent tool for personal and community development.

Introduction to 3x3 Basketball

3x3 Basketball, a modern and fast-paced alternative to traditional basketball, is played on a half-court with a single hoop. Recognized by FIBA as an official discipline, it has gained global popularity due to its simplicity and accessibility. Its inclusion in the Olympic Games highlights its growing prominence as a dynamic platform for showcasing skills in a compact, high-intensity format.

1 How 3x3 Basketball is Played

- **Teams:** Each team consists of three players on the court, with one substitute allowed.
- **Scoring:**
 - 1 point for shots inside the arc.
 - 2 points for shots beyond the arc.
- **Game Duration:**
 - 10 minutes or the first team to score 21 points (whichever comes first).
 - A 12-second shot clock is used to maintain fast play.
- **Possession:** After a basket or a defensive rebound, the ball must be taken beyond the arc before the next play begins.

2 Court Dimensions for 3x3 Basketball

- **Size:** Half the size of a standard basketball court (15m x 11m).
- **Arc Radius:** 6.75 meters (same as the three-point line in traditional basketball).
- **Free-Throw Line:** 5.8 meters from the basket.

3 Key Skills in 3x3 Basketball

- **Quick Decision-Making:** Players must make split-second choices due to the fast pace and short shot clock.
- **Versatility:** With fewer players, each participant must excel in both offense and defense.
- **Teamwork:** Effective communication and collaboration are crucial for successful play in the tight half-court setting.
- **Accuracy:** Scoring opportunities are limited, making precision shooting critical.

4 Advantages of 3x3 Basketball

- **Accessibility:** Can be played on smaller courts, making it ideal for areas with limited facility, e.g. community settings.
- **Inclusivity:** Requires fewer players, making it easier to organize and encourage participation.
- **Skill Development:** Focuses on individual and team skills, fostering creativity and adaptability.

3x3 basketball is not just a game; it's a tool for engaging communities and promoting physical activity in an exciting and inclusive way.

SESSION 1

BASKETBALL TOPIC: PASSING (AGES 10 TO 12)

S4D Topic: Self-Awareness

Key Messages/Discussion Points on Self Awareness

Self-awareness means having a good understanding of yourself. It involves several key aspects.

1. **Know your strengths and your weaknesses**, both in basketball and in life. For example, you may have a great jump shot in basketball but struggle with dribbling under pressure. You may recognise that you have good communication skills in life, but you may be impatient sometimes.
2. **Understanding your emotions**. This means being aware of your feelings and how they affect you. Do you get frustrated easily? If you make a mistake on the court will that affect you for a long time? Do you lose focus easily?
3. **Recognising your values**. E.g. honesty, hard work, teamwork etc) What is important to you? Why are you playing basketball? Is it to win at all costs? Is it to make friends?
4. **Understanding yourself is the foundation for improvement**. Self-awareness helps you recognise your strengths and weaknesses as a player on the court. In life, it helps you navigate challenges and make good decisions.
5. **Seeing yourself through the eyes of others**. On the basketball court, we work as a team, so it is important to understand how others may perceive you. Are they aware of your strengths and weaknesses? Are you aware of theirs? Why is this important?
6. **Making the Right Decisions** – Self-awareness helps you make the right decision on the court, who to pass to, should you try to make the shot? Lack of self-awareness may make you miss opportunities on the court and in life.
7. **Effective Communication** – Self-awareness helps you communicate effectively with teammates. If they know your strengths and weaknesses, they can support you.
8. **Learn from mistakes** – Self-awareness helps you recognise when you may have made the wrong decision. This allows you to adjust and improve.



Tips – How to Integrate Gender and Inclusion Issues into the Session

NB These tips are not only applicable to this session. The tips can be adapted and applied in other sessions.

1. Where possible, include female facilitators and coaches in your team.
2. During the warm-ups, have players complete drills in mixed-gender groups. This breaks down the stereotype that certain drills are for specific genders.
3. In the Opening team circle, you may want to create a safe space for girls by having some discussion topics separate from the boys for them to be more comfortable discussing.

4. Afterwards, bring the groups together for an integrated session during the activity phase and reflect on the advantages and disadvantages of discussing in separate gender groups vs together.
5. Emphasise the importance of clear communication and teamwork when passing the ball, regardless of gender.
6. Share examples of successful male and female basketball players known for their exceptional passing skills. This showcases the value of passing regardless of gender.
7. Remember to use inclusive, gender-neutral language, such as "Players", and "Teammates", "Everyone" when giving instructions or feedback.

S4D OUTCOMES

By the end of the session, the participants should be able to:

1. Explain what is meant by Self-Awareness, and why it is important in Basketball and in life.
2. List their key strengths and areas of improvement in basketball and in their personal lives.

BASKETBALL OUTCOMES

By the end of the session, the participants should be able to:

1. Make a one-handed or two-handed chest pass or bounce pass with good accuracy and force.
2. Maintain control of their dribble while making a chest pass to a moving teammate.

Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Coach FACILITATES A CONNECTED CONVERSATION with the players. e.g. The Players SHARE any important life experience during the last week.

Step 3: The Coach introduces the Basketball topic through leading questions such as :

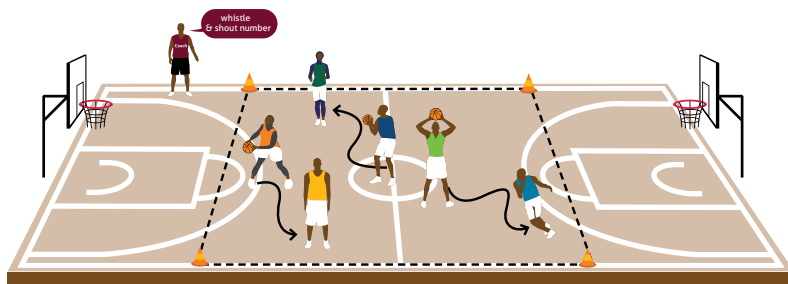
- What skill do we use in basketball the most?
- Why is passing important in basketball?
- What are some of the different types of passes in basketball?

Step 4: The coach asks leading questions to introduce the S4D topic.

- Abdalla, what are you good at in Basketball? Khadija, what are you good at, at school?
- Do you think knowing your strengths and weaknesses is important? Why?
- What do you think it means to be self-aware?

Warm-Up

Time: 20 minutes



Equipment:

- 1 ball between two players.
- Cones
- Bibs
- Coaches whistle

Set-Up

- Play area of about 15 m X 15 m

Activity:

Phase 1

1. Start moving around the area in different directions.
2. On the blow of the whistle, change direction.
3. Give different numbers which will trigger different movements and changes of direction.
4. We will then introduce a ball between 2!
5. Encourage different ways of passing to each other in the area marked without directly explaining what to do.
6. Players cannot run/walk when they are in possession of the ball. They must stand still.

VARIATION

Change over after 30 seconds and make the passing styles different for each pass they complete.

Phase 2

Don't get caught!

1. Let the players form pairs, 1 'dodger' and 1 'marker'
2. The "Marker" must stay within touching distance and try to anticipate changes in the direction of the "Dodger"
3. The dodger must look for space, and when space is seen, run into it.
4. The Dodger' must look and think ahead.
5. The Dodger must change space and try to get rid of the marker.

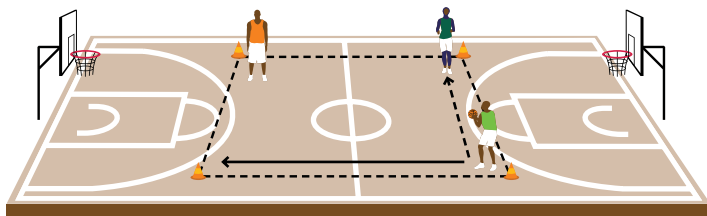
VARIATION

1. Change the style the players are allowed to dribble and move the ball.
2. The players can now use their bodies to shield the ball where necessary.



Tips for the Coach

When changing direction, bend your knees slightly and push off with the opposite leg.



Phase 1

We will look at The 'Triangle Pass'

1. Introduce the idea of passing into a space.
2. Use 4 cones to make a square.
3. Players work in 3's, 1 player at each cone - leave one cone free.
4. After a pass, a player will move to the free cone. V

VARIATION

Add a player on the 'spare' cone, and the players now must move to either the 'free cone' OR they follow their pass, whichever one is 'on'.

Phase 2

1. Have different markers spread out around, randomly in the area.
2. Have one player (minimum) on each cone and the players must pass the ball and move to a spare 'un-manned' marker.

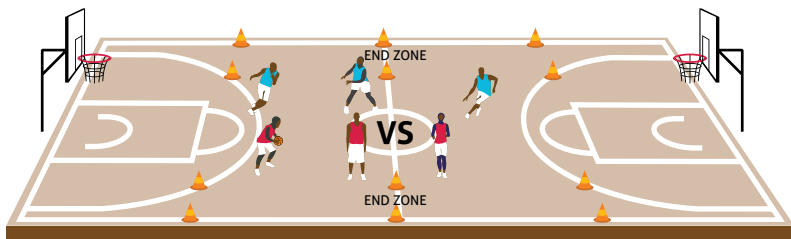
VARIATION

Have one player that is trying to 'defend' and win the ball back from the players manning the cones.



Tips for the Coach

1. Awareness of who will be manning the cones.
2. Try and use different styles of passing and receiving.
3. Make the players aware of how you can utilise the body to shield players trying to get the ball back from you.



Phase 1

1. Players work in groups of 5 – three attackers and two defenders.
2. The 3 attackers must not move but must pass the ball to each other.
3. The Defenders must try to intercept the ball – defenders can move.
4. The aim of the game is to get into the 'end zone'.

VARIATION

Attackers can now move and are advised to be aware of the space they can move into!

Phase 2

In the whole session, have a 'spare' extra attacker that can 'float' from one small game to another small game to strengthen a team if they are struggling.

VARIATION

The 'floating attacker' can now move from game to game but isn't allowed to be on the attacking team, so they will only help the 'defending' teams. This will make the game more challenging.



Tips for the coach

1. Identify and acknowledge players doing well and support some struggling with the game.
2. Each team member must support and help their teammates with positive words and actions.
3. Make sure you're practising the skills and techniques that have been practised during the session

Closing Team Circle

Step 1: The Coach **REVIEWS**

- The session outcomes.

Ask the Players to relate what they learnt about the Basketball skills. Ask them to list a few key points about Passing effectively.

- The link between the sport skill and the S4D outcome.

Ask the Players to reflect on their strengths and improvement areas as individuals and as a team.

Step 2: The Players SHARE their experience of the session and reflect on what they enjoyed and what can be improved.

Step 3: The Coach FACILITATES a short discussion by asking them what they think they could do to improve their self-awareness.

Step 4: The Coach EXPLAINS any announcement on upcoming activities, e.g. details of the next match or training session, and closes the session with a cheer or chant.

SESSION 2

BASKETBALL TOPIC: PASSING (AGES 13 TO 16)

S4D Topic: Planning and Preparation

Key Messages/ Discussion Points

1. Explain that you planned and prepared for the session. Ask the participants why they think planning and preparation is important.
2. Explain that you set outcomes and goals for the sessions, and by planning and preparing, you can check whether the outcomes and goals have been met.
3. Explain that they must also plan and come prepared for the session. E.g. How long will it take to get to the session, and how long will it take to get dressed? What should they wear?

4. Relate the importance of Planning and Preparation in life.
5. Ask a few participants to share a goal they have in their lives. Ask other participants to share what planning and preparation should be done to achieve that goal.



Tips – How to integrate “Planning and Preparation” into your session.

1. Create opportunities during the session for the players to plan. E.g. in the Concluding activity below, let the players “plan and prepare” for having the most complete dribbles
2. Set up timed dribbling exercises (e.g., dribble around the court in under 30 seconds).
 - a. Let them first do the exercise without “Planning and Preparation”
 - b. Then have players prepare by practising and developing strategies to improve their time.
 - c. Discuss how preparation improved their dribbling speed and how it can also lead to better performance in life.
3. Dribbling under pressure
 - a. Create scenarios where players must dribble while facing defensive pressure.
 - b. Before each scenario, give players time to prepare and strategize.
 - c. Relate this to handling pressure and unexpected challenges in life.



Tips – How to Integrate Gender and Inclusion issues into your Session.

1. Include female facilitators and coaches in your sessions.
2. Create a safe space for girls by sometimes having their “Opening Team Circles” separate from the boys for them to be more comfortable in discussing and sharing.
3. Afterwards, bring the groups together and discuss the advantages and disadvantages of having separate vs integrated discussions.
4. As an ongoing exercise constantly create players to share any experiences where they experienced any obstacles or harm based on their gender or ability.

S4D OUTCOMES

By the end of the session, players should be able to :

1. Perform a variety of passes (chest pass, bounce pass, overhead pass, and no-look pass) accurately and with appropriate force, based on game situations.
2. Execute passes under pressure from defenders while maintaining proper footwork, balance, and control.
3. Make quick and effective passing decisions to move the ball efficiently, creating scoring opportunities for teammates.
4. Combine passing with movement, such as cutting, faking, and receiving passes while maintaining game flow.

BASKETBALL OUTCOMES

By the end of the session, participants should be able to:

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2. Execute passes under pressure from defenders while maintaining proper footwork, balance, and control.
3. Make quick and effective passing decisions to move the ball efficiently, creating scoring opportunities for teammates.
4. Combine passing with movement, such as cutting, faking, and receiving passes while maintaining game flow.

Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Coach facilitates a CONNECTED CONVERSATION with players. E.g. The Players SHARE any important experience in their lives during the last week. E.g. a significant family celebration, an achievement in the classroom, a disappointment, etc.

Step 3: The Coach introduces the S4D outcomes and the basketball outcomes for the session through leading questions such as :

- Why do you think planning and preparation is important in sport?
- Why is it important in life?

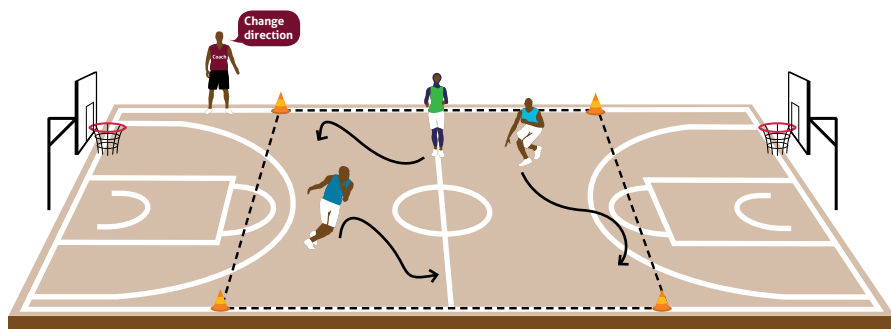
Ask the participants to discuss the question in groups. 1st, mix the genders in the groups for a minute. Then let them discuss in same gender groups. Ask them to reflect briefly on whether their discussions differed when the groups were mixed or when they were of the same gender. What do they prefer?



NB: This technique may be used in other sessions but not all. There is no right or wrong approach; it would depend on the nature of the topic to be discussed. At this stage, allow the participants to **voice their opinions** and **use their voices**.

Warm-Up

Time: 12 – 15 minutes



Phase 1

1. Start moving around the area in different directions.
2. Give the commands as below:
 - a. Jump up
 - b. Touch the floor
 - c. Right hand high five
 - d. Left hand high five

- e. Change direction
 - f. Stand on a line
3. Shout the above commands normally so players get used to it.

VARIATION

Now make the players do every command 'opposite' then what you're saying, for example below:

- a. Jump up (now means touch the floor)
- b. Touch the floor (now means jump up)
- c. Right hand high five (now means left hand high five)
- d. Left hand high five (now means right hand high five)
- e. Change direction (now means continue forward)
- f. Stand on a line (now means don't stand on a line)

Phase 2

Don't get caught!

1. In pairs - 1 'dodger' and 1 'marker'.
2. Marker' to stay within touching distance and try to anticipate changes of direction. •
3. Look for space, when space is seen and run into it.
4. Dodger' to look and think ahead.
5. Change space and try to get rid of marker.

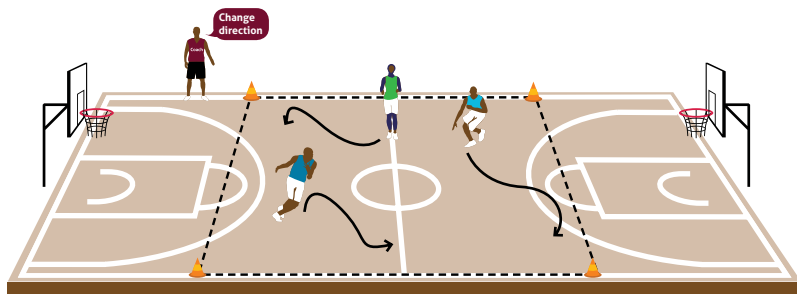
VARIATION

1. Change the style the players are allowed to dribble and move the ball.
2. The players can now use their body to shield the ball where necessary



Tips for the Coach

When changing direction bend knees slightly and push off with opposite leg.



Phase 1

1. We will be now looking at players in space and where to pass:
2. Introduce the idea of passing into a space.
3. In 3's one player is the server and throwing to one player (the attacker) who has a defender marking them
4. The 'attacker' must find space in the area to receive the ball safely
5. The server throws the ball to the 'attacker's' safe side (the side where the defender can't reach it).

VARIATION

Try and use different passes appropriate to where the defender is and their body position on where to put their feet and what sequence to use

Phase 2

1. In the same area make it 3 attackers vs 2 defenders (the server can become an attacker).
2. To 'score a point' the attacking team have to complete four different passes to each other without the defenders touching the ball.

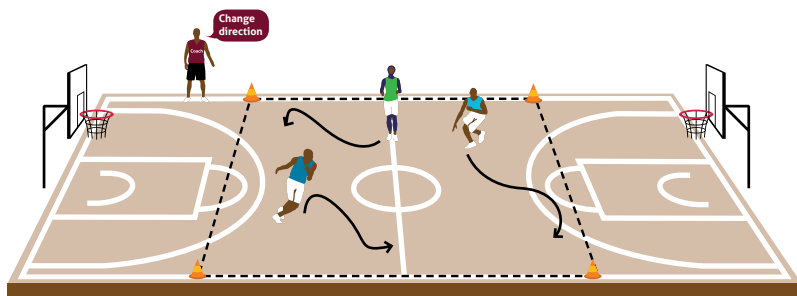
VARIATION

Try making the area smaller and challenge the players to really go into 'detail' on the passes, for example which hand to pass to, what is their body position like? Are you throwing into space



Tips for the Coach

- Awareness of where defenders are in relation to the attacking player.
- Awareness and to have knowledge on what passes are used for which specific circumstances



Phase 1

1. Time for a game - 4 v 4.
2. Instead of 'baskets' to score in, players have to enter the 'end zone' to score a point for their team.
3. One team is only allowed to pass the ball in one style (bounce pass) and another team are allowed to use all styles of passes.
4. Discuss what the challenges were for only being allowed to use one style of pass for the games.

VARIATION

Change the passes allowed to be used

Phase 2

Same game set up as Phase 1 but now we limit the 'dribbling' and 'movement' of players on both sides so they have to try and adopt different styles of passing to suit the challenges and distance they're passing the ball across.

VARIATION

Why not try and see how 'aware' the players are and take the bibs off the players so everyone is in the same shirts with no colour distinguishing them! This will mean the players have to be aware when passing of the players they're passing to

Closing Team Circle: 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players to relate what they learnt about dribbling. Ask them to highlight a few key points.
- The link between the **sport skill** and the **S4D outcome**. Ask the players to reflect on what happens on what they learnt about "Planning and Preparation"

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and if there was anything you could have done better. What would have made them enjoy the session even better?



NB: The first few times you use this approach, you may need help to get good responses from the learners. They may not be used to giving feedback. Again, divide them into groups so that they do not feel intimidated by you in any way. Ask them to assign one person to provide feedback on behalf of the group. Refrain from responding to their feedback. Do not be defensive in any way.

Step 3: The Coach **FACILITATES** a short discussion by asking them what they think they should do to **PLAN** and **PREPARE** to reach goals in their lives. Ask them to share anything they learnt about **PLANNING** and **PREPARATION** and if there is anything they will do differently.

Step 4: The Coach **EXPLAINS** any announcement on upcoming activities, e.g. details of the next match or training session, and closes the session with a cheer or chant.

SESSION 3

BASKETBALL TOPIC: DRIBBLING (AGE 10 TO 12)

S4D Topic: Self Discipline

Key Messages/ Discussion Points

1. Dribbling in basketball is bouncing the ball repeatedly against the floor with one hand while moving or standing still. It's a fundamental skill that allows players to maintain possession of the ball while moving around the court, evading defenders, and creating opportunities to pass or shoot. Here are two clips that you may find useful.

<https://youtu.be/oADaM2LIYlc?si=Af67bbWjJLPBZhv->



<https://youtu.be/CMQp0bwjokw?si=pGEAjD6qcHO7vP5p>



2. Dribbling is a skill that can be practised on their own. Encourage the players to be self-disciplined and practice at home.
3. Emphasise that self-discipline starts with the players understanding what motivates them and their goals. What are they working towards?
4. Guide the players to set SMART Goals. (Specific, Measurable, Achievable, Relevant and Timebound).
5. Emphasise the importance of developing a daily or weekly routine.
6. Take Small Steps – Start with small, achievable actions and build from there.
7. Help the players identify the behaviours and people that hold them back.



Tips – How to Integrate Gender and Inclusion issues into your Session.

1. Ask some of the players to share their daily routines. Examine if there is any significant difference between the daily routine of boys and girls.
2. Explore the reasons for this. E.g. Girls must take care of younger siblings, clean, help with cooking etc.

3. Explore with the players whether they think girls face more obstacles in achieving their goals.
4. Let the group suggest strategies for girls to achieve self-discipline tailored to their unique experiences and challenges.



NB: When running these sessions, it would be necessary for male coaches to have female assistants as part of their team and vice versa. This need not be a basketball coach but somebody who can help you facilitate these discussions.

S4D OUTCOMES

By the end of this session, participants should be able to:

1. Explain what is meant by self-discipline and why it is important in Basketball and their lives.
2. Explain the importance of having a daily routine and sticking to it.
3. Identify actions and behaviours that should be part of their daily or weekly routines,
4. Set SMART Goals for themselves and a plan as to how they could achieve those goals.

BASKETBALL OUTCOMES

By the end of this session, participants should be able to:

1. Demonstrate the ability to alternate between left and right-hand dribbling while stationary.
2. Maintain control of the ball while dribbling at different speeds.
3. Show improvement in their ability to dribble while keeping their eyes up.
4. Demonstrate proper dribbling stance and ball protection techniques.

Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

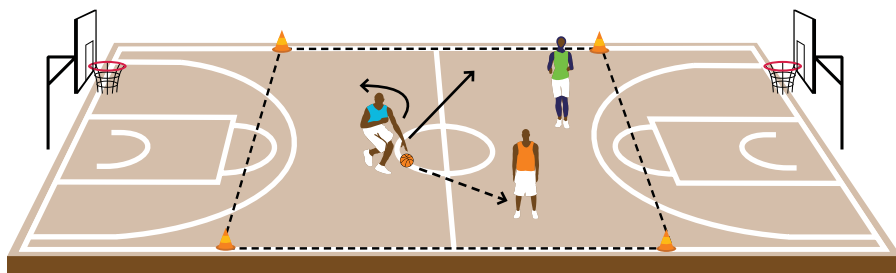
Step 2: The Players SHARE any important experiences in their lives during the last week.

Step 3: The Coach asks leading questions to introduce the Basketball topic e.g.

- What is dribbling?
- Why is dribbling important in basketball?
- What parts of your body do you use when you dribble?

Step 4: The coach asks leading questions to introduce the S4D topic, Self-Discipline. E.g.

- What is meant by self-discipline, and why is it important in basketball and life.
- Can you think of a time when you had to show self-discipline to achieve a goal in basketball or your personal life?
- How do you think self-discipline could help improve your basketball skills and life?

Warm Up**Time: 20 minutes****Phase 1**

1. Players moving around in a square marked out by the coach.
2. Players can throw the ball to each other using bounce passes and from the chest too.

- Once the players have thrown the ball, they 'jump up' or 'touch the floor'.
- Once the jump has been done, have a small sprint into space in the area.

VARIATION

Mix up the 'after' throw tasks by suggesting they move in different directions and in different ways.

Phase 2

- Give every player a number 1-10 (or however many players are in the group).
- Player number '1' and player number '5' start with the ball.
- They have to pass the ball to the next number up i.e. player '1' passes to player '2' and this carries on.. (player '10' passes to player '1').

VARIATION

Let's challenge the players and ask them to only pass in 'odds' and 'evens' numbers ('2' passes to '4' who passes to '6' etc.)



Tips for the Coach

- Encourage to help others within their small groups.
- Encourage pupils to lead within small groups.
- Encourage the players to communicate and support each other with the task



Phase 1

Dribble development

1. All pupils to have a ball
2. Start with dribbling whilst seated.
3. Move to dribbling whilst kneeling.
4. Develop into dribbling whilst standing.

VARIATION

Once skills have been done individually, the coach can use command numbers: 1=Dribble sat down 2=Dribble kneeling 3=Dribble standing

Phase 2

Let's play paint the court!

1. All pupils to have a ball.
2. Aim to pretend ball is full of paint and they have to empty the ball by bouncing the ball on every bit of the court, you can mark out as many different parts of the court if this helps.
3. Encourage different pace of dribbling with the ball and changes of direction.

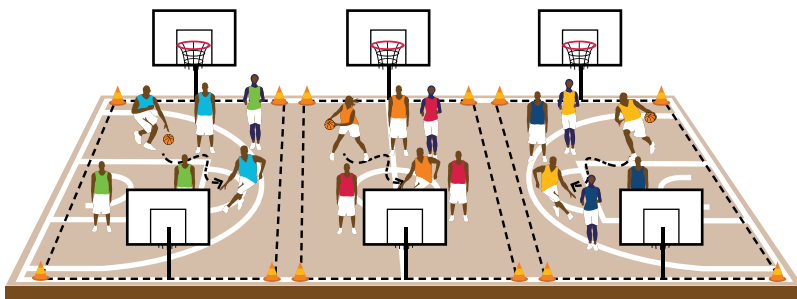
VARIATION

Why not challenge the players to work in two's and task one with being the defender to put pressure on the dribbler to move around the court quicker with more touches on the ball



Tips for the Coach

1. Allow pupils to practice using both dominant and weaker hands.
2. Encourage the players to change direction in a positive attacking manor



Phase 1

1. Split the players into equal teams.
2. Have 3 games of 7 minutes each (or relevant time to suit).
3. During each game, the team with the most 'complete dribbles' wins.

VARIATION

Why not challenge the players to make sure that every player must be encouraged to try and make the dribble

Phase 2

1. Keep the same game as above
2. A new rule is for the coach to highlight that if every player on the team successfully completes a dribble the team get five free points as recognition of good teamwork!

VARIATION

Why not challenge the players and make the 'complete dribble' an 8 second one instead of 5 seconds!?



Tips for the Coach

1. A 'complete dribble' is a team member that dribbles the ball for 5 seconds and successfully passes the ball on to another team member.
2. Encourage players to pass to team mates in space and once in appropriate space, then dribble.

Closing Team Circle: 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players to relate what they understand about self-discipline and what they can do to improve it.
- Reflect on the challenges girls face and let the group make a few practical suggestions to support girls in sport.

Step 2: The Players SHARE their experience of the session and reflect on what they enjoyed and what can be improved.

Step 3: The Coach ENCOURAGES them to practice at home, in their own time, exercising self-discipline and making sure they develop a daily routine.

Step 4: The Coach EXPLAINS any announcement on upcoming activities, e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 4

BASKETBALL TOPIC: DRIBBLING (AGE 13 TO 16)

S4D Topic: Goal Setting

Key Messages/Discussion Points



Dribbling Skills

1. **Ball Control:** Emphasize the importance of controlling the ball with both hands. Discuss “keeping the ball low” and avoiding dribbling too high.
2. **Change of Pace:** Discuss how changing the dribbling pace can create advantages. Explain how to vary the speed and rhythm of dribbling.
3. **Dribbling with Both Hands:** Highlight the importance of being comfortable dribbling with both hands. Discuss how this can make players more unpredictable and effective.



Goal Setting

1. **What are goals?** Explain that goals are desired outcomes or achievements a person wants to reach. It could be individual goals or group goals.
2. **SMART Goals:** Introduce the concept of SMART Goal Setting. Guide the players to understand the importance of setting SMART goals.
 - S**–Specific
 - M**–Measurable
 - A**–Achievable
 - R**–Realistic
 - T**–Time bound
3. **Short-Term and Long-Term Goals:** Discuss the difference between short-term and long-term goals. Explain how setting both types of goals can help players stay motivated and focused.
4. **Goal-Setting Process:** Guide the players through the goal-setting process. Help them break down larger goals into smaller, more manageable steps.
5. **Overcoming Obstacles:** Emphasise that obstacles and challenges will likely prevent them from reaching their goals. Discuss strategies for overcoming obstacles and setbacks. Emphasize the importance of perseverance and resilience. Reflect on whether women and girls are likely to face more challenges.



Tips – How to integrate Dribbling and Goal setting.

1. Create opportunities for players to set dribbling goals.
2. **Obstacle Course Dribbling:** Set up an obstacle course with various challenges, such as cones, chairs, or small hoops. Have players set goals for completing the course within a certain time or without making mistakes.
3. **Dribbling Relay Races:** Divide players into teams and conduct dribbling relay races. Encourage players to set team goals for winning or completing the race within a specific time.
4. **Individual Goal-Setting Worksheets:** Provide players with worksheets where they can set personal dribbling goals (e.g., improving ball control, increasing dribbling speed, becoming more comfortable dribbling with both hands).

5. **Group Goal-Setting Discussions:** Facilitate group discussions where players can share their dribbling goals and provide support and encouragement for each other.
6. **Goal-Setting Check-Ins:** Regularly check in with players to discuss their progress towards their dribbling goals. Provide feedback, offer support, and help them stay motivated.



Tips – How to Integrate Gender and Inclusion issues into your Session.

1. Create a scenario where you ask the group to ignore their female teammates deliberately'. Facilitate a brief discussion about whether this happens in real life where women and girls are ignored. Allow the girl players to share how it made them feel. Discuss how to deal with these situations.
2. Invite female guest speakers, a coach, senior players, and officials to address the players and share how they set and achieved their goals in basketball and their lives. Let the speakers focus on the challenges and obstacles they faced as women and girls and how they overcame them.
3. Also, invite wheelchair basketball players or officials to share their experiences in sports for people with a disability.
4. Where possible, work in mixed-gender groups. This allows all the players to work together and learn from each other's skills and approaches to goal setting.

S4D OUTCOMES

By the end of the session, the participants should be able to:

1. Explain what is meant by SMART Goals.
2. Write down a few SMART goals applicable to their personal lives.
3. Identify SMART actions they will take to achieve their goal.
4. List some of the obstacles they may face.
5. List particular obstacles girls and people with a disability may face in reaching their goals.

BASKETBALL OUTCOMES

By the end of the session, the participants should be able to:

1. Dribble the ball with both hands at a controlled pace.
2. Change the pace of their dribbling.
3. Dribble through traffic without losing control of the ball.

Opening Team Circle: 6 to 8 minutes

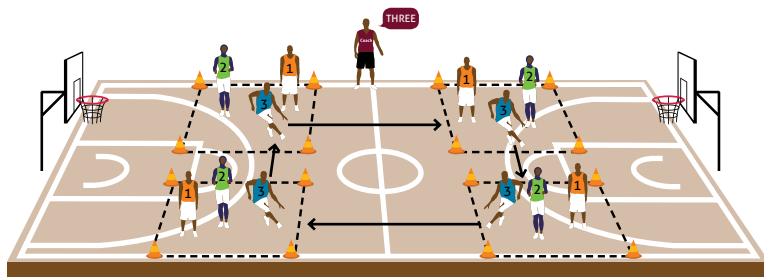
Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Coach introduces the S4D topic by asking leading questions such as:

- What are Goals?
- What do you want to achieve in basketball this season? As an individual and as a team?
- Why is setting goals for our basketball session and in life important?
- What are some of the challenges you might face in achieving your goals?

Step 3: The Coach EXPLAINS the S4D and basketball outcomes for the session. The coach touches on some (NOT all) of the key discussion points.

Warm Up



Phase 1

1. Give every player a number 1-10 (or however many players are in the group).
2. Player number '1' and player number '5' start with the ball.
3. They must pass the ball to the next numbered i.e. player '1' passes to player '2', and this carries on. (player '10' passes to player '1').

VARIATION

Challenge the players and ask them only to pass in 'odds' and 'evens' numbers ('2 passes to '4' who passes to '6' etc.)

Phase 2

1. Split the area into four smaller areas.
2. Evenly divide the players into the four smaller areas.
3. Play the 'numbers' game as in phase 1 in their separate areas.
4. When the coach shouts a 'number', that number must move with the ball to another area but look to see where the other players are going so there doesn't end up with too many players in one area.
5. Continue the game and challenge the players to listen carefully to the 'calls'.

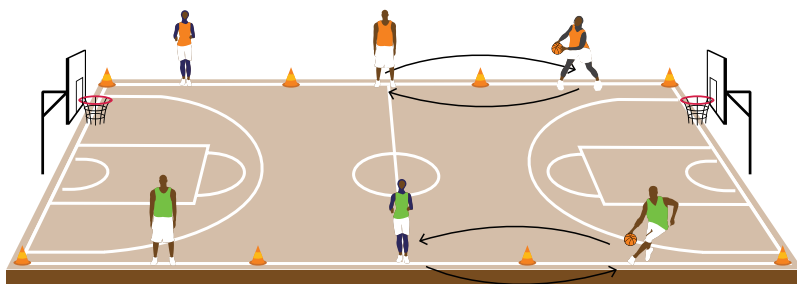
VARIATION

1. Why not call the 'numbers' something else to challenge the players even more?
2. For example, instead of '1', you could give it a well-known basketballer in Zanzibar/Tanzania's name. This will encourage concentration and listening skills.



Tips for the Coach

1. Encourage them to help others within their small groups identify rules as they go along.
2. Encourage pupils to lead within small groups.
3. Encourage the players to listen to the numbers to help each other



Phase 1 – Mirror, Mirror

1. Players form pairs and stand opposite each other.
2. The players stand between cones that are equal distances to either side of them (6 metres to their right and 6 metres to their left).
3. The player with the ball must dribble to the right cone or left cone.
4. The partner on the other side must “mirror the movement”.
5. The players must try to get to the cone 1st.
6. Each player should have four turns and then pass the ball to their partner on the other side.

VARIATION

Ask the players to try and ‘fake’ which way they go then change direction

Phase 2

1. Three players stand opposite three players.
2. One line has the ball and can pass or move down/along the row facing each other.
3. Every time the ball moves to someone else, the players must move spaces.
4. The opposite players must copy the movements.
5. When the team with the ball decides, they can ‘dribble’ the ball to the basket to score a point.
6. When they do this, a player from the opposite line must quickly move to try and prevent the point from being scored.

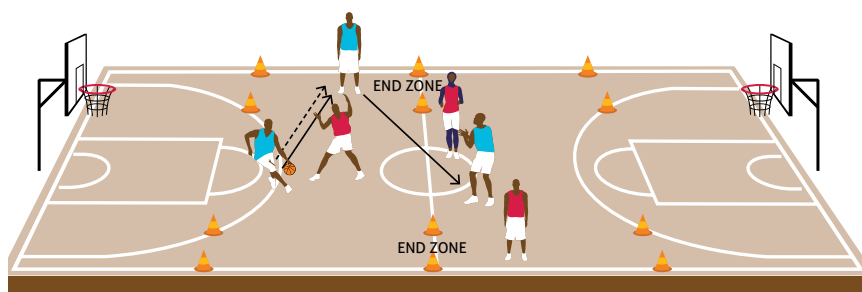
VARIATION

1. Challenge the players to use their other teammates as ‘diversions’ to hide the ball behind when making movements.
2. If a female player is the one “breaking the line” to make the basket, the opposing team should also send a female to defend and vice versa.



Tips for the Coach

1. Make sure all players are 'on their toes' and ready for movements to avoid being beaten to the basket by the opposition.
2. Encourage the players to work with one another to make sure they get the best chance of succeeding.
3. Allow for a "timeout" of about 90 seconds to allow the teams to discuss their performance and "set goals"



Phase 1

1. Split the teams into four equal teams on two different courts.
2. Have one player 'spare'.
3. This 'spare' player can go on any team whenever he/she wants.
4. To score a basket, the players must pass the ball into the end zone to their other player.
5. That player then can get back on the court and the passer and end zone player swap places.
6. Three 'dribbles' must be 'completed' before the ball can be sent into the end zone.

VARIATION

Increase the number of dribbles needed to be completed before the ball can be passed to the end zone.

Phase 2 – Set challenges on the above game! E.g.

1. One team are only allowed to use their right hand.
2. The other team are only allowed to use their left hand.
3. Only certain passing techniques should be used by one team (i.e. bounce pass for one team and the opposite team from the chest pass).

VARIATION

1. The S4D must be innovative and creative coaches and change the rules, setting different challenges for the players which promote gender equality and inclusivity. E.g.
 - Play with one hand behind your back
 - Hopping on one foot.
 - Male must pass to female and vice versa.



Tips for the Coach

1. Encourage the players to communicate through hand gestures and voice commands.
2. Concentrate on the quality of the techniques being used by the players.

Closing Team Circle: 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The Basketball and S4D outcomes of the session. The players share what they learned about dribbling, goal setting, gender equity, and inclusion.
- Ask the players to share any challenges they experienced in dribbling and how goal setting will help them to improve their dribbling skills.
- Emphasise the importance of goal setting in basketball and goal setting in life

Step 2: The Players **SHARE** their best moments in the training session and explain why. They make suggestions on how the session can be improved.

Step 3: The Coach facilitates a Connected Conversation on gender and inclusion related activities during the session. As an example where girls had to pass to boys and vice versa.

Step 4: The Coach EXPLAINS any announcement on upcoming activities, e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 5

BASKETBALL TOPIC: SHOOTING (AGES 10 TO 12)

S4D Topic: Observe, Reflect, Decide, Act (ORDA)

Key Messages/Discussion Points

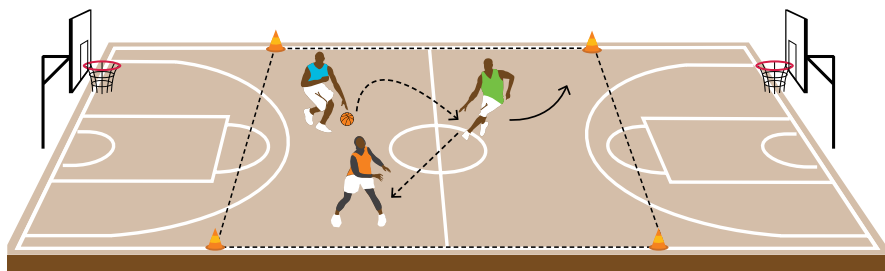
1. This session focuses on situations the players will face on the basketball court and in life all the time... making the right decision based on the correct information and taking the right action. On the court, it will be split-second decisions. In life, they may also have to make quick decisions or have more time to Observe, Reflect, Decide, and Act.
 - To **observe** is about gathering information.
 - **Reflecting** is about processing the information and understanding the available options.
 - To **decide** means to choose the best option, i.e. make the best possible decision.
 - To **act**– Implement your decision.
2. This method can also be applied to their everyday challenges.
3. Emphasise that they will often make mistakes on the Basketball court and in life. I.e. they may make the wrong decisions or execute their choices incorrectly. They must understand that making mistakes is integral to sport and life. They must understand the importance of learning from mistakes and constantly improving their decision-making.
4. Compare taking a “shot” in basketball and seizing opportunities in their lives which could make a difference.



TIPS – How to integrate Observe, Reflect, Decide, and Act into the session.

1. **Structured Observation** –
 - Have players watch a teammate shoot for about 30 seconds.
 - Ask them to share what they observed about the shooter's form, focus, and follow-through.
 - Relate this to observing situations in daily life before acting.
2. **Shadow Play** – Players shadow a teammate, copying their movements; this encourages observing.
3. **Mirror Drills** – Players stand opposite each other and mimic each other's movements. This promotes observing form and identifying areas for improvement.
4. **Decision-Making Scenarios.**
 - Set up game-like situations where players must quickly decide to shoot or pass.
 - After each play, ask them to explain their decision-making process.
 - Discuss how they can apply similar quick thinking in school or with friends.

Remember, encourage coaches to be patient and consistently reinforce the ORDA concept throughout the season, not just in this session.



Set-Up

A marked-out area of 15 X 15 m

Equipment

1 ball per player, cones, bibs

Warm Up Activity Phase 1

1. Players move around the area randomly, passing the ball to each other.
2. The passes must be different each time they do it. E.g. chest pass, bounce pass, overhead pass, baseball pass, no-look pass, lob pass.

VARIATION

1. To learn the names and to promote positive communication, have the players call out the name of the person they're passing to.
2. Put three of the players in bibs and have the other players always looking to pass the ball to them whenever they're 'on'

Warm-Up Activity - Phase 2

1. In the area marked out, repeat the game as above.
2. This time, once the players have passed their ball to another player, they sprint to touch two cones/markers before getting back involved. •
3. Once they're back in the game, they continue as before.

VARIATION

Once the players have passed the ball, they could do two press-ups or star jumps before sprinting to the markers



Set-Up

Players work in pairs as per the above sketch.

Equipment

1 ball per 2 players, cones, bibs

Phase 1

1. Player 1 makes a good chest pass to player 2.
2. Player 1 follows the pass and closes out on player 2 but does not try to block the shot or simply fly by the shooter.
3. Player 2 takes the shot (no dribbling) and follows it for the rebound.
4. Now, player 2 catches the ball, passes back to player 1 (who is at position A), and closes out on 1, who is now the shooter.

VARIATION

After both players have shot from position A, they move next to position B, on around the circle and then back around again (E→D→C→B→A).

Main Part Activity - Phase 2

1. With the same game, we will now add a player in on position 'B' to close the ball down when moving from player 1.
2. This will put more pressure on player 2 to move quickly to receive the ball, but more importantly, get the shot off quickly against opposition.

VARIATION

After both players have shot from position A, they move next to position B, on around the circle and then back around again (E→D→C→B→A). Once this happens, change the angle from which the defender presses the shooter.



Tips for the Coach

1. Encourage the players to apply the correct technique for shooting. Here are a few pointers:
 - a. **Stance and Balance:**
 - Feet shoulder-width apart, toes pointing towards the basket

- Knees slightly bent for balance and power

- Body squared to the hoop

b. Ball Placement:

- Hold the ball with fingertips, not palms
- Shooting hand behind and slightly under the ball
- Non-shooting hand on the side for support (guide hand)
- Form a “W” shape with thumbs and index fingers

c. Elbow Position:

- Keep the elbow of the shooting arm close to the body
- The elbow should be at about a 90-degree angle when ready to shoot

d. Eye Focus:

- Keep the eyes on the target (usually the back of the rim)
- Maintain focus even after releasing the ball

e. Shooting Motion:

- Extend legs, body, and arms upward in one smooth motion
- Release the ball just as you reach full extension
- Flick the wrist forward, creating backspin on the ball

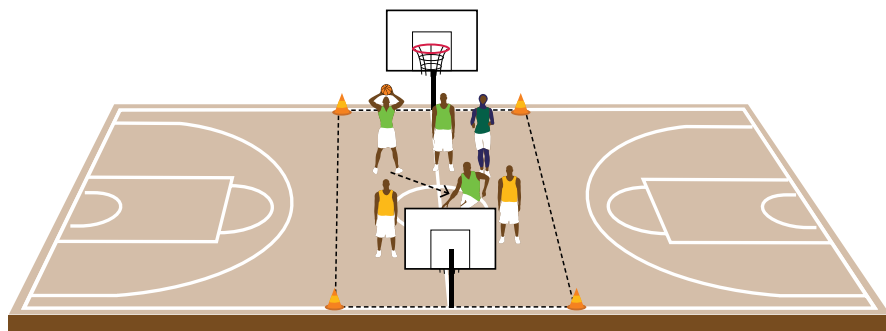
f. Follow-Through:

- Extend the shooting arm fully
- Hold the follow-through position with the wrist flexed (“hand in the cookie jar”)
- Keep your arm up until the ball reaches the basket

g. Power Source:

- Power comes from the legs, not just the arms
- Encourage a slight jump, pushing through the feet

2. Always ensure you enable the shooter to have time to shoot (after all, this is the aim of the session).
3. Encourage the players to constantly practice ORDA in split seconds, (Instinctively) Observing, Reflecting, Deciding, an acting.



Set-Up

As per the sketch above.

Equipment

Balls, cones, bibs, portable hoops if possible. NB if the facility does not have portable hoops available, use the existing hoops but have mini matches at each hoop.

CONCLUSION

Activity - Phase 1

1. Evenly split the group into 3 teams.
2. Play team vs team, and the 'winner' stays on.
3. Make the court as small as possible to ensure plenty of shooting is practised. (15 X 8m)
4. The emphasis should remain on the shooting technique, focusing on being in space to receive.

- The team/s not playing must reflect on the S4D skill, as well as whether the observed and gender or inclusion-related issues. Was there discrimination of any kind? Did the team put more emphasis on winning and neglect inclusivity?

VARIATION

If the teams are very good at this, challenge the players by making the shots worth more points in relation to where they shoot from and the technique shown.

Phase 2

- To close the session off, partner up one member from each team to have a 'shoot off' against each other.
- Each time a player scores it counts as one point and it's the first team to score 7 baskets wins!

VARIATION

Why not change the way the players are shooting! Make them shoot off their strong arm and weaker arm too.



Tips for the Coach

Ensure demonstrations are easy enough to understand

Closing Team Circle: 6 to 8 minutes

Step 1: The Coach REVIEWS

- The session outcomes. Ask the players to relate what they learned about shooting. Recap the key points, and let different players give a key point. Ask players to demonstrate the correct technique. Ask the rest to observe and reflect on the demonstrations. (Remember to deliberately ask female players to demonstrate)
- The link between Shooting and ORDA. Ask the players to think of situations outside of basketball where they must observe, reflect, decide and act.

Step 2: The Players SHARE their experience of the session and reflect on what they enjoyed and what could be improved.

Step 3: The Coach FACILITATES a short, connected conversation by asking them what they think they should do to improve the way they make decisions.

Step 4: The Coach Facilitates a Connected Conversation on any Gender-related issues that may have cropped up during the session. Ask girls in the group how they experienced the sessions and whether they have any concerns.

Step 5: The Coach SHARES any announcement on upcoming activities, e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 6

BASKETBALL TOPIC: SHOOTING (AGES 13 TO 16)

S4D Topic: Communication

Key Messages/ Discussion Points

1. Effective communication is the most important skill the players will need to succeed in Basketball and in life.
2. Being able to express yourself clearly and understand others when they communicate is crucial in every aspect of life.
3. By the same token, miscommunication can also have negative consequences, such as:
 - Breakdown in relationships.
 - Mistrust
 - Missed opportunities.
4. Communication is a two-way street. Successful communication involves expressing yourself clearly but also actively listening to others when they speak. Try to understand not only the words but also the emotion.
5. A large part of communication is non-verbal. Body language, facial expressions, and tone of voice can all impact how a message is received.

6. Encourage the players to be patient and respectful when communicating with others. Avoid interrupting others.
7. In Zanzibari culture, greetings are very important. The players should make a habit of greeting respectfully and enquiring about the other person's well-being, and wait for a response.
8. Encourage players to communicate openly and freely in your coaching sessions. Please encourage them to share their thoughts, opinions, needs, and concerns.



NB – Communication is vast and probably requires a few coaching sessions. Communication should also be integrated into all sessions. The key message is that the S4D coach must be more player-centric and encourage communication from and among the players. **GIVE THE PLAYERS A VOICE!!!**



Tips- How to integrate Communication into your coaching session?

1. Create opportunities for Players to practice various forms of communication during the session, not only during the opening and closing circles. E.g. After you have explained an activity, they must explain the activity in their groups.
2. Let Players repeat what you or one of their teammates said to check for listening skills and understanding.
3. If any negative communication or conflict happens during the session, use this as a learning moment.



Tips – How to Integrate Gender and Inclusion issues into your Session

1. Discuss how communication styles can be stereotyped based on gender. Reflect with the players whether they think boys and men communicate differently to women and girls. As examples to stimulate discussion
 - Are boys in Zanzibar more confident than girls?
 - Are boys more direct than girls?
 - Are there topics that boys will not discuss with girls and vice versa?
 - Do boys and girls use different body language?

- Do boys and girls in rural areas communicate differently from those in urban areas?
2. Use role plays to let the players demonstrate different communication styles.
 3. Don't dwell too much on the differences; focus on common ground as outlined above.
 4. Foster open and inclusive communication channels within the team where female players feel empowered to speak up and contribute ideas.
 5. Provide access to additional training and resources to help female players develop their communication skills on and off the court.



NB: Do not try to discuss all these matters in one session and make the sessions boring talk shops. This can be spread over a few sessions.

S4D OUTCOMES

By the end of the session, participants should be able to:

1. Identify and demonstrate a few key elements of effective communication. (Verbal and non-verbal)
2. Practice giving feedback to each other and the coach.
3. Identify and challenge communication stereotypes based on gender.

BASKETBALL OUTCOMES

By the end of the session, participants should be able to:

1. **Master the fundamentals:** Execute the proper form for a jump shot, including hand placement, elbow position, and follow-through.
2. **Develop Accuracy:** Consistently make shots from various distances and angles.
3. **Improve Footwork:** Players should have good footwork for shooting, maintaining balance and positioning their feet correctly.
4. **Learn Different Shot Types:** Players should be able to shoot with both hands, as well as execute layups, free throws, and bank shots.
5. **Develop Confidence:** Players should have confidence in their shooting ability and be able to shoot under pressure.

Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

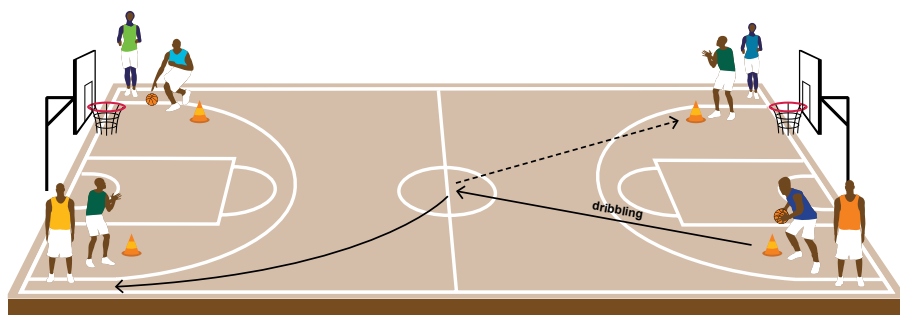
Step 2: The Players SHARE any important experience in their lives during the last week.

Step 3: The Coach INTRODUCES the S4D skills, communication and the basketball skill “Shooting” through leading questions such as :

- Why is communication important in basketball and in life?
- How can effective communication improve our performance as a basketball team?
- How can communication help you set screens and create open shots for your teammates?”
- Can you imagine a situation where miscommunication can lead to a turnover?
- What are the different ways we can communicate on and off the court?

Warm Up

Time: 20 Minutes



Phase 1

1. Start in the corners of the court by the sideline and baseline; players line up one behind another along the baseline.
2. The first player leads the line crouched and sidestepping diagonally across one half of the court.

3. All the players follow in line and copy the first player.
4. Keep low, arms outstretched as if defending.
5. At the corner of the half-court line and the sideline jog normally along the half-court line.
6. At the opposite side of the court, low crouched sidestepping diagonally to the corner of the court at the baseline and the sideline.
7. Jog normally along the baseline to the starting position

VARIATION

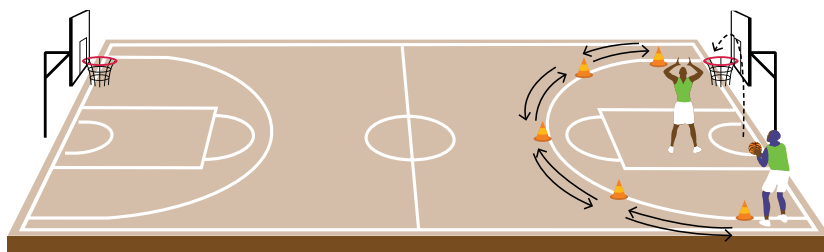
Why not try different commands and ways of moving! E.g. coach could shout numbers 1= jump up, 2= press ups, 3= change direction, 4= person at the back runs to the front.

Phase 2

1. In all four corners of a square marked out by cones, have two players at each base.
2. Two of the corners have a player with a ball.
3. Those players dribble to the middle of the square and then pass to another person.
4. Then repeat.

VARIATION

Try different types of dribbling and passing, including 'fakes' and 'shimmies'



Main Part - Phase 1

1. Use two players, one a shooter and the other a rebounder.
2. We shoot from 5 spots on the perimeter - 3-point shots for outside players.

3. Set the clock for 2 minutes. On “go”, the shooter starts in the corner and must make two-in-a-row before he/she can move to the next spot (the wing).
4. The shooter must make 2 of 5 shots at each spot before moving to the next (see diagram).
5. Rotation is from right corner => right wing => top => left wing => left corner => left wing => top => right wing => right corner.

VARIATION

If the shooter makes it all the way around and back, he/she then goes to the top and starts shooting 3-point shots from there, and however many they make from there (total, not consecutive) is their score... so 2 or 3 is a really good score. Next, the rebounder becomes the shooter (and vice-versa) for the next two minutes

Main Part - Phase 2

1. Repeat the drill in Phase 1
2. Put in a ‘defender’ whose job it is to pressure the shooter and stop them from getting a shot off!

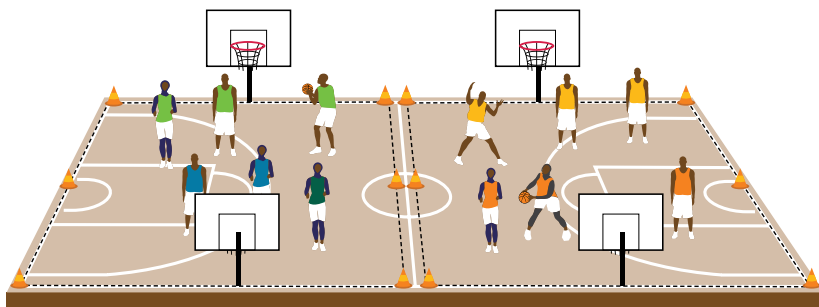
VARIATION

Let’s challenge the players and ask them to shoot from their opposite ‘weak’ side!



Tips for the Coach

1. Make sure your shooters are squared up, using good technique, elbow in, follow through, no drifting sideways.
2. Shooters should receive the ball in “triple threat” position.
3. Make the drills competitive and have each pair keep score



Conclusion - Phase 1

1. Split the teams into four equal teams on two different courts.
2. Have two players 'spare'; these players are the only ones allowed to score.
3. These 'spare' players can go on any team at any time he/she wants.
4. To score a basket, the players must score normally, as in a game situation.

VARIATION

Let the 'spare' players only be female. Let the teams reflect afterwards on their communications skills to ensure success for their team.

Conclusion - Phase 2

Let's now set challenges on the above game!

1. One team are only allowed to use their right hand.
2. The other team are only allowed to use their left hand.
3. Only certain passing techniques should be used by one team (i.e. bounce pass for one team and the chest pass for the other team).

Closing Team Circle: 6 to 8 minutes

Step 1: The Coach REVIEWS

- The session outcomes. Ask the players to relate what they learned about shooting in basketball. Ask them to highlight a few key points regarding the technique. Reflect on the outcomes above.

- Ask them to reflect on the various aspects of communication.
- Ask the players to reflect on issues of gender stereotyping that may have occurred during the session

Step 2: The Players SHARE their experience of the session and reflect on what they enjoyed and what could be improved.

Step 3: The Coach FACILITATES a short discussion on any personal stories relating to communication in their personal lives. Do they communicate with their peers, brothers, and sisters? Do they give each other feedback?

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 7

BASKETBALL TOPIC: FOOTWORK (AGES 10 TO 12)

S4D Topic: Leadership

Key Messages/Discussion Points

1. What Is a Leader?
 - Someone who inspires and guides others towards a common goal.
 - They have the ability to influence and motivate people.
2. Why are leaders important?
 - They provide direction and vision.
 - They help to create a positive and productive environment.
 - They can inspire others to achieve great things.
 - Leaders are essential for teamwork and collaboration.
3. Can everyone be a leader?
 - Yes, anyone can be a leader, regardless of age, background, or position.
 - Leadership is a skill that can be developed through experience and learning.
 - The most important qualities for a leader are integrity, honesty, and a desire to help others.

4. Qualities of a good leader.

Someone who:

- **Inspires others:** They motivate and encourage their team members to achieve their best.
- **Communicates effectively:** They clearly express their ideas and listen actively to others.
- **Empathizes:** They understand and share the feelings of others.
- **Is trustworthy:** They are reliable and honest.
- **Is decisive:** They make informed and timely decisions.
- **Leads by example:** They demonstrate the qualities they expect from others.



Tips – How to integrate the S4D topic, Leadership, into your Basketball session

1. During the sessions, create opportunities for Players to lead activities. E.g. divide the players into groups for shooting drills. Let the players take turns to lead the session.
2. Create opportunities for Players to lead the warm-up or cool-down sessions.
3. Create a role-playing scenario where the referee's decision is blatantly unfair and biased. Reflect on the Player's response to this bias. (Emphasise that the referee's decisions as a leader in Basketball must be respected.)
4. Throughout the session, you should acknowledge and celebrate instances where players demonstrate good leadership qualities.



Tips – How to Integrate Gender and Inclusion issues into your Session

1. Briefly discuss how leadership roles in sports can be stereotyped based on gender. Reflect on women leaders in Zanzibar/Tanzania. Is there an even spread of leadership? Or is sport in Zanzibar dominated by males?
2. Ask the players to research and reflect on strong women leaders in sport. E.g. the captain of the national women's basketball team.
3. Have a role-playing activity where participants create a situation that needs leadership, but a player is hesitant to lead due to gender stereotypes.

4. Consider inviting a female basketball coach or player to share their experiences with leadership on the court. This can be a powerful way to inspire young girls and demonstrate the value of female leadership in sports. If not personally available, the person can send a recorded message.
5. On the practical side, promote equal opportunities. This means:
 - Provide balanced playing time: Ensure that all players, regardless of gender, have equal opportunities to participate in drills and games.
 - Avoid gender-specific language: Use inclusive language that avoids stereotypes and assumptions.
 - Encourage mixed-gender teams: Promote the benefits of playing on mixed-gender teams.

S4D OUTCOMES

By the end of the session, the players must be able to:

1. List key qualities of a leader.
2. Explain the importance of leadership in a basketball team in basketball and in life.
3. Identify ways to encourage and develop women's leadership.
4. Ensure that all players, regardless of gender, have equal opportunities to develop leadership skills.
5. Challenge gender stereotypes and promote positive role models for both male and female players.

BASKETBALL OUTCOMES

By the end of the session, the players must be able to:

1. **Master the Fundamentals:** Players should be able to execute the proper form for a jump shot, including hand placement, elbow position, and follow-through.
2. **Develop Accuracy:** Players should be able to consistently make shots from various distances and angles.
3. **Improve Footwork:** Players should have good footwork for shooting, maintaining balance and positioning their feet correctly.
4. **Learn Different Shot Types:** Players should be able to shoot with both hands, as well as execute layups and free throws.

5. **Develop Confidence:** Players should have confidence in their shooting ability and be able to shoot under pressure.

Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Players SHARE any important experiences or challenges in their lives during the last week. Also, focus on whether any girls players experienced any form of harm or discrimination at home or school.

Step 3: The Coach asks leading questions to introduce the Basketball topic, shooting, e.g.

- What is the most important skill in basketball?
- “How can good shooting help your team win games?”
- What are the basic parts of a jump shot?
- How can you improve your shooting skills?
- What does it take to become a good shooter?

Step 4: The Coach introduces the S4d topics, Leadership, Gender equity and inclusion through leading questions e.g.

- What is a leader?
- Who are the leaders in your basketball team? (The Coach and the captain)
- Why is leadership important in basketball?
- Who are some of the leaders in your lives?
- What do you think makes a good leader?
- What does it mean to be fair and equal in basketball?
- How can we work together to create an inclusive environment for everybody?
- Are male players better than female players?

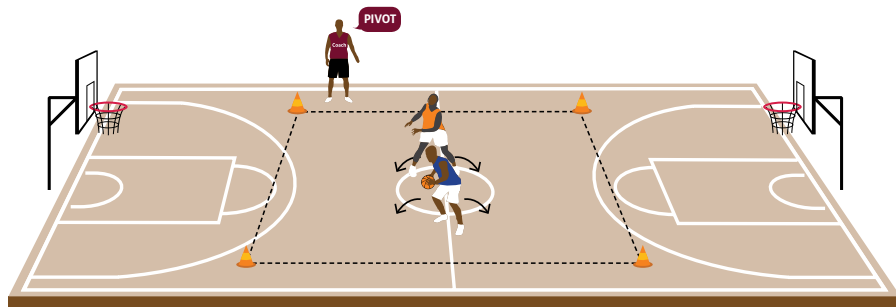
Warm - Up

Set-Up

Playing areas of 10 m X 10 m

Equipment

Balls, Cones, Bibs



Warm-Up Activity Phase

Lets play 2 Bulls in the ring!

1. In groups of 4 players make a square, 2 players in the middle. (The Bulls)
2. The two remaining players must move around the edge of the square and make chest or bounce passes to each other. (Not overhead passes)
3. The Bulls in the middle must try to intercept. This does not mean catching, even a fingertip to deflect the ball is fine.
4. If a bull manages to intercept the ball, the thrower becomes a bull, and the bull has to try and intercept.

See this clip for a variation of the game that you can adapt.

https://youtu.be/l6b7gamR16Q?si=MGsZevc8Zyprg_Zj



Warm-Up Activity Phase 2



Pivoting Drill

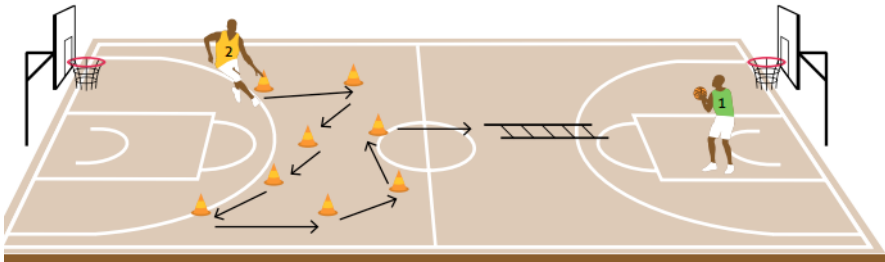
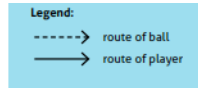
The Coach leads the players to do forward pivot movements as per the video clip below.

https://youtu.be/3GPNfqIzs9Y?si=PqT_n6JRebMQZBKo



Tips for the Coach

1. Encourage different passes (bounce pass, chest pass, not overhead pass).
2. They must keep their head up, looking at the position of the defenders.
3. Change 'Bulls' after an interception.
4. Encourage the players to be creative and see what they can remember
5. Assign "leaders" in each group. Rotate the leaders.



Main Part

Equipment:

Balls, cones, bibs, training ladders (This can simply be sticks placed on the ground if no training ladders are available).

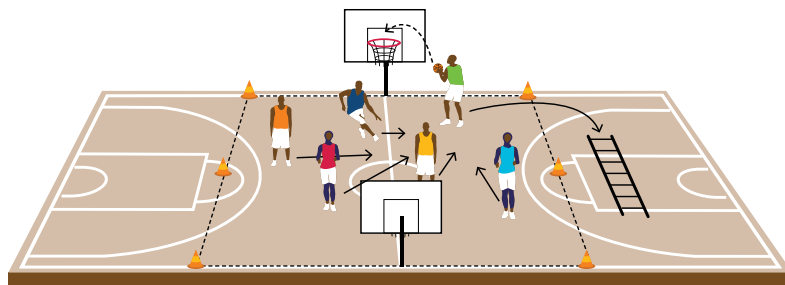
Activity

1. Mark out the area as per the sketch above.
2. Players line up in position 2 as per the sketch above.
3. One player waits in position 1, ready to pass the ball.
4. The players in line run at about 5-second intervals on the coach's whistle.
5. The players must touch all the cones without the ball, go through the ladders before receiving a pass from player '1', and then shoot.
6. The passing player joins the back of the line.
7. The "shooting player now becomes the passing player.



Tips for the Coach

1. Encourage speed
2. Encourage technique and good footwork.
3. Encourage bent knees and spring off from touching the cones.
4. If the group is too big, make more than one group and have a competition. Ensure as much movement as possible. Players must not wait idly in the line for too long.
5. Appoint leaders to encourage the players and improve performance of the team.
6. Make sure to mix up the genders in the groups.



Activity - Phase 1

1. Set a game up 6 v 6.
2. Normal basketball rules apply.
3. When the coach blows the whistle, the players must sprint on the spot for 30 seconds. and then go through the ladders before the game starts again.

Closing Team Circle

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players what they learned about leadership. Ask them to reflect on their experience being a leader during the session. Did they enjoy leading or not?
- Ask the girl leaders whether they experienced any disrespect when they played the role of leaders. Have a conversation about this if necessary.

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and what could have been improved.

Step 3: The Coach **FACILITATES** a short discussion by reviewing the importance of leadership in basketball and in their daily lives.

Step 4: The Coach **EXPLAINS** any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 8

BASKETBALL TOPIC: FOOTWORK (AGES 13 TO 16)

S4D Topic: Teamwork

Key Messages/ Discussion Points



Footwork

1. **Importance of Footwork:** Emphasize how strong footwork is essential for good balance, quickness, and agility on the court.
2. **Basic Footwork Drills:** Introduce fundamental drills like pivots, shuffles, and crossovers.
3. **Relating Footwork to Life:** Connect footwork to life skills like adaptability, balance, and making quick decisions.



Teamwork

1. **The Power of Teamwork:** Explain how teamwork is crucial for success in basketball and in life.
2. **Communication and Cooperation:** Highlight the importance of effective communication and cooperation among teammates.
3. **Respect and Encouragement:** Discuss the role of respect and encouragement in fostering a positive team environment.
4. **Relating Teamwork to Life:** Connect teamwork to life skills like collaboration, problem-solving, and empathy.



Gender Equity and Inclusion:

1. **Gender Equity:** Ensure that your coaching sessions promote gender equity by providing equal opportunities for all players, regardless of gender.
2. **Inclusion:** Create an inclusive environment where all players feel welcome and valued, regardless of their background or abilities.



Tips – How to Integrate Gender and Inclusion issues into your Session

1. **Inclusive Language:** Use gender-neutral language and avoid stereotypes.
2. **Equal Participation:** Ensure all players have equal opportunities to participate.
3. **Positive Reinforcement:** Provide positive feedback for all players, regardless of gender or skill level. Also, create opportunities for the players to provide feedback to each other.
4. **Address Stereotypes:** Challenge gender stereotypes and create a safe space for players to discuss concerns.
5. **Role Modelling:** Set a positive example by treating all players with respect and equality.

S4D OUTCOMES

By the end of this session, players should be able to:

1. Demonstrate improved communication skills on the court, such as calling for passes, setting screens, and giving encouragement.
2. Work together more effectively to achieve common goals, such as executing plays and defending against opponents.

3. Have increased trust in their teammates, leading to more cohesive play and better decision-making.
4. Contribute to an inclusive, positive and supportive team culture, characterized by respect, encouragement, and a shared commitment to success.
5. Show improved performance on the court as a result of enhanced teamwork and cooperation.

BASKETBALL OUTCOMES

By the end of this session, players should be able to:

1. Demonstrate improved balance and stability on the court, allowing them to move more quickly and efficiently.
2. Change direction more quickly and easily, making them more difficult to guard.
3. Make better decisions regarding their shot selection, as improved footwork will allow them to get into better shooting positions.

Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Players SHARE any important experience in their lives during the last week. Players (boys and girls) must be encouraged to share any experiences of harm or discrimination they may have experienced or even witnessed)

Step 3: The Coach asks leading questions to introduce the Basketball topic e.g.

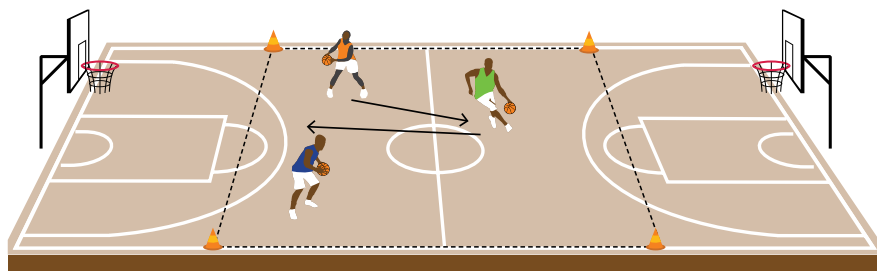
- What is the first thing you do when you step on the basketball court? (Hint: Think about your feet.)
- Why is it important to have strong feet in basketball? (Hint: Think about balance, agility, and quickness.)
- Can you name any famous basketball players known for their incredible footwork? (Hint: Think of players known for their ability to change direction quickly or score from tough angles.)
- How can good footwork help you improve your overall basketball game? (Hint: Think about dribbling, shooting, and defence.)

Step 4: The coach asks leading questions to introduce the S4D topics. E.g.

- What does it mean to be a good teammate?
- Why is teamwork important in basketball?
- How can we work together as a team to achieve our goals?
- What are some ways we can support and encourage each other?
- How can effective communication help us work better as a team?
- How can we create a welcoming and inclusive environment for all players, regardless of their gender?
- How can we create a welcoming and inclusive environment for all players, regardless of their background or abilities?
- What are some ways we can celebrate diversity in our team?
- How can we ensure that everyone feels valued and respected?



NB: We must emphasise that these are merely guidelines. These are too many to cover in one session. You can also come up with your own questions if necessary.



Equipment:

Ball, Cones, Bibs, Mat for players to stand on.

Warm-Up Activity – Phase 1: King /Queen of the ring!

1. In a big group, every player has a ball. If you don't have enough balls, some players can play without a ball and then take over the ball if they manage to intercept.
2. To win the game, you must be the last person (king or queen) in the area with your ball under control.
3. You can try to knock other people's balls out of their control.
4. They're out of the game if their ball goes out of the ring.

VARIATION

Change the rules and make it a 'right-handed' or left-handed game etc.

Phase 2



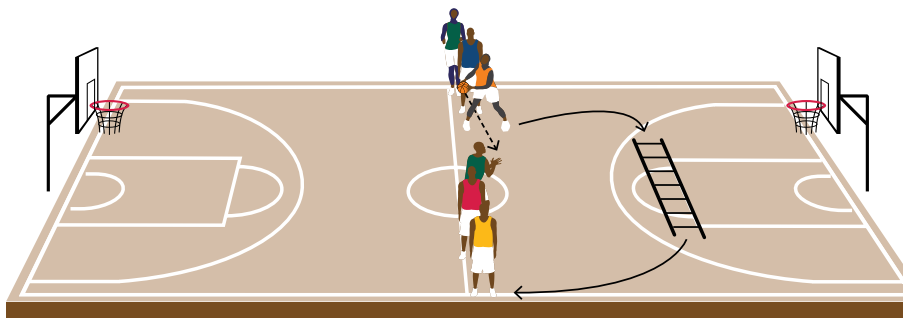
Bench ball

1. Split the teams up and try to make 6 v 6 teams or as close as possible.
2. 1 player per team stands on a mat bench, and the remaining players are spread around in the playing area.
3. The aim is for the team in possession of the ball to throw a complete pass to their teammate on the mat. Whoever makes a complete pass can join their teammate on the mat.
4. The team without the ball must try to prevent complete passes and gain possession.
5. The game ends when the mat is filled with players. Count the number of players from each team and declare a winner.
6. The players on the mat must encourage their teammates and guide them.



Tips for the Coach

1. Encourage different passes to the players (bounce pass, chest pass etc).
2. Keep your head up, looking at the position of defenders.
3. Encourage players to work as a team. Give them brief opportunities to strategize how they can improve their performance.



Phase 1

1. 6 player pass and Move drill
2. 6 players, all working in a small area.
3. The ball starts with the line with 4 players in.
4. They pass the ball to the 1st player in the opposite line and immediately run through the ladders and join the back of the opposite line.
5. This continues at a good pace until all the players have had at least one turn to run through the ladders.

VARIATION

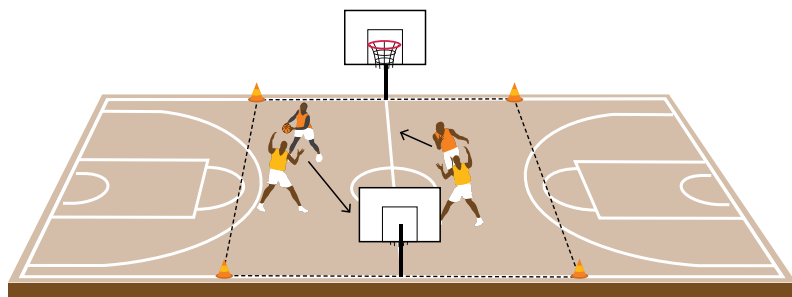
Challenge the players and ask them to go through the ladders with a different variation on where to put their feet and what sequence to use. See this clip for examples.

https://youtube.com/shorts/E89HV1-oFQI?si=KljoVwzYg_9TP-iy



Tips for the Coach

1. Encourage speed.
2. Encourage technique and good footwork.
3. Encourage bent knees and spring off from touching the cones



Activity

1. Set a game up 6 v 6
2. Apply the normal rules of basketball.
3. To score a basket, in the build-up the players must have used footwork skills e.g. pivots, shuffles, fakes, and crossovers, before the team can score.

VARIATION

Challenge the players to discuss as a team their own 'fakes' or 'dummies' to 'sell' to their opponents.

Closing Team Circle

Step 1: The Coach **REVIEWS**

- The session outcomes.
- Ask the Players to relate what they learnt about the Basketball skills. Ask them to list a few key points about footwork.
- The link between footwork and teamwork. Were they able to improve their footwork through teamwork? How?

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and what can be improved.

Step 3: The Coach **FACILITATES** a short discussion by asking them what they think they could do to improve their teamwork in the team, and how they can create an inclusive environment for players of all genders and all abilities.

Step 4: The Coach EXPLAINS any announcement on upcoming activities, e.g. details of the next match or training session, and closes the session with a cheer or chant.

Healthy Lifestyle Topics

Introduction

The final two sessions relate to “Healthy Lifestyle Topics”. Sport is an effective tool to encourage young people to lead healthy lifestyles. In the S4D approach, the Coach can integrate Healthy Lifestyle messages into the sports sessions or have separate sessions, such as the ones below, focusing only on Healthy Lifestyle topics. Besides the 2 topics below, many other healthy lifestyle issues relevant to Zanzibar can be addressed. Examples include:

- Healthy Relationships
- Road Safety
- Financial Literacy
- Substance Abuse
- Care for the Environment
- Common diseases



Tips - How to Integrate Healthy Lifestyle Topics into your S4D session.

1. Don't have too much information.
2. Get the key messages across in a fun and engaging way.
3. Use a variety of methods and activities.
4. You should involve the participants in designing fun activities.

Here are some techniques that you can use in different sessions.

i. Relay Games

This is a good way to encourage teamwork, cooperation and physical activity. Players compete in teams and complete a series of tasks or activities in succession. Relay

games have many variations, from basic running between points and touching objects to more creative relays carrying objects, passing on information, or doing specific sports skills like passing, catching, and jumping.

ii. Team Building Exercises

This is good for developing cooperation, communication and problem-solving skills. In promoting gender equity in Zanzibar, coaches should often use team-building exercises to ensure that males and females work together to solve challenges and work as a team. There are so many different types of teambuilding exercises. Many teambuilding activities require little or no equipment.

Here are a few good examples:

https://youtu.be/qaM_FfCPKyY?si=yxs8MrNlrM0rEtY-



iii. Role Plays

This is a powerful tool for developing social skills, empathy and problem-solving abilities amongst participants. This is particularly useful when dealing with issues of gender equity. Through role-play, participants can put themselves in the shoes of others. E.g. boys can act out the obstacles girls face in participating in sport. The coach can develop various types of role plays to deal with everyday situations young people face in Zanzibar, such as teenage pregnancy, substance abuse, youth unemployment, etc.

iv. Inclusive Activities

As indicated in other parts of this manual, inclusivity means creating an environment where everyone feels welcome. This applies to this section on Healthy Lifestyle Sessions, too. Here are a few ways to address issues of inclusivity in your sessions:

- Modify rules to accommodate different abilities.
- Use blindfolds.
- Use games that require good problem-solving and communication skills instead of physical skills.
- Similarly use activities where Players are restricted to one hand, one leg or no legs.

SESSION 9

HEALTHY LIFESTYLE TOPIC – SEX AND GENDER

Outcomes

By the end of this session, participants should be able to:

- Explain the difference between sex & gender,
- What are gender norms and stereotypes.
- Why is gender equality and inclusivity important in sport?
- How can we achieve gender equality and inclusivity in sport in Zanzibar.

SEX ≠ GENDER

Sex Male/Female

Biology

chromosomes, hormonal profiles, internal and external sex organs

Gender Masculine / Feminine

Culture

the characteristics that a society or culture delineates as masculine or feminine

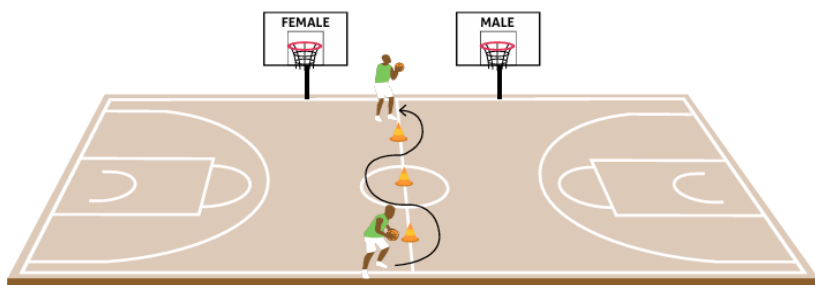
Background

1. The term “sex” refers to the biological distinction between males and females whereas the term “gender” refers to the social differences between males and females.
2. Gender norms are a set of ideas about how each gender should behave. They are not based on biology, but instead determined by culture or society. For example, women are not better than men at doing housework, but often they are expected to perform those tasks.

3. It is important to remember that gender norms can differ from one culture to another. What may be acceptable behaviour for a male or female in Zanzibar may be unacceptable in another.
4. In some countries, gender norms can be harmful especially towards women. Women not being able to negotiate condom use for example has made them more vulnerable to HIV infection. Women not being able to acquire certain work that can improve their livelihood can make them dependent on men and unable to achieve financial independence.
5. Gender equality means that women and men, and girls and boys, enjoy the same rights, resources, opportunities and protections. It does not require that girls and boys, or women and men, be the same, or that they be treated exactly alike. Gender equality is a human right. Gender equity is the process of allocating resources, programs, and decision making fairly to both males and females without any discrimination based on sex and addressing any imbalances in what is available to males and females.
6. In basketball, it is clear that men and women can play the game. However, gender norms in some countries and communities do not encourage women to play basketball.
7. Gender equality is a human right, and women and girls have a right to play basketball should they wish to do so.

Key Messages for Young People

1. Sex describes our body parts – things we are born with.
2. Gender describes what society expects of us because of our sex.
3. Gender norms can be challenged and changed.
4. We used to believe that only boys could play basketball. That gender norm has been challenged and changed. We now have a World Cup for Women's Basketball.
5. Women and girls are often at risk when we do not have gender equality, which is a human right. They can be subject to health risks such as early pregnancy, HIV infection and injury from physical violence.
6. Women and girls who are treated equally in society to men and boys do better in education, achieve economic independence, avoid gender-based violence and avoid health risks.



Shooting competition

1. The player starts to dribble into the slalom-course when the coach shouts out stereotypes or attitudes.
2. Depending on the statement (female or male attitude!), the player has to shoot on the left or right basket.

Progression

1. Start with a shorter distance to the basket for beginners and increase the distance as they get used to it.
2. Create a competition: a right decision scores one point and a basket another point.

SESSION 10

HEALTHY LIVING

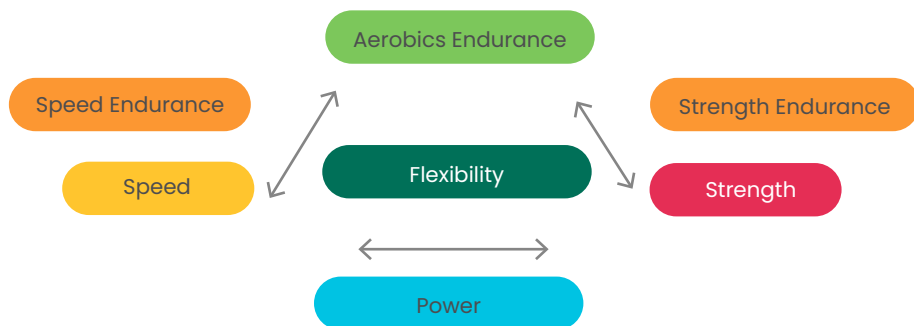
The intended outcome for this theme is that young people should be able to identify factors that contribute to a healthy life versus factors that put their health at risk

Background

1. Both physical and mental health is promoted by healthy living and avoiding things that put our health at risk.
2. Factors that put our health at risk include :
 - being underweight or overweight
 - engaging in unsafe sex

- high blood pressure
 - tobacco and alcohol consumption
 - drug abuse
 - unsafe water, sanitation and hygiene.
3. Factors that promote good health include :
- Diet
 - Exercise
 - good hygiene
 - working in a stress free environment
 - relaxation
 - getting 8-10 hours' sleep per night
 - avoiding drugs and alcohol
 - abstaining from sexual activity before marriage
 - maintaining positive relationships and practicing safe behaviours to prevent injuries.
4. Just as diet can assist the performance as well as the well-being of a basketball player, a balanced diet can also contribute to general health.
5. Committed basketballers will want to train to improve their physical fitness but exercise can also improve our general health.
6. People who are HIV positive benefit from both exercise and good nutrition as this improves their general health.
7. Drinking water is also important for good health as is making sure that water we drink is safe to drink.
8. In basketball we look to improve the fitness of players by developing the following aspects:
- Stretching to improve flexibility.
 - Running to improve aerobic endurance.
 - Speed, agility and quickness exercises to improve speed.
 - Short sprint repetitions to improve anaerobic endurance (strength and speed endurance).
 - Body weight exercises to develop strength and plyometric exercises to develop power.
9. Good hygiene is also important for good health helping to stop the transmission of germs.

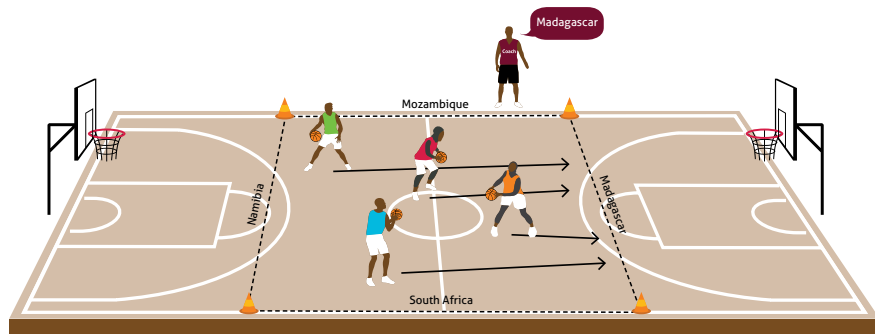
10. Young players are often unable to perform at their best due to infections that could be prevented through good hygiene.
11. Good hygiene is important for every one that wants to avoid infection and to keep well.
12. It is also highly important for people who are HIV positive as they may be susceptible to opportunistic infection.



Key Messages for Young People

1. Maintaining good health and fitness is important to a basketballer – exercise regularly, eat a balanced and nutritious diet, and maintain high standards of cleanliness. • Exercise that improves your muscle flexibility and strength and cardiovascular endurance is essential for improved general fitness.
2. Basketballers need to develop their general fitness and specific fitness for their sport which will include improving speed, agility and quickness, power, speed/strength endurance.
3. We need to eat a balanced and nutritious diet that includes carbohydrates, the most effective, quickly available source of energy, by eating grain products, potatoes, vegetables and fruit. Good carbohydrates should count for 55% of the diet. Fat should not be more than 30% of the diet. The rest should be protein, a balance between animal and vegetable proteins.
4. Due to sweating during basketball, the body loses fluid and mineral salts. Drinking water or diluted fruit juices are good for fluid replacement.
5. Practice good hygiene - use a latrine/toilet – do not defecate in the open; wash hands with soap after using the latrine, helping to clean a young child, after touching animals, contact with soil when playing or doing chores at home and before touching food or eating.

6. Consume only safe drinking water that has been collected, treated, stored and retrieved properly. •
7. Keep fingernails and toenails short and clean, brush teeth every day, keep their hair clean, combed and tied back to prevent infection with lice or mites (which cause scabies).
8. Make sure your clothes are washed, and bath on a regular basis. • Help keep your home, school, and basketball fields clean.



Escape from the Sea

1. Mark a 15mx15m sea with cones.
2. Divide the players into two teams, Dolphins and Penguins.
3. The four coastlines receive different names e.g. continents, countries, cities.
4. As soon as the coach calls the name of a "coastline" all the players have to run across the line as soon as possible. Which team is the fastest?
5. In the next phase give each player a basketball and ask them to dribble whilst bouncing their ball.
6. As soon as the coach calls the name of a "coastline" all the players have to dribble their ball across the line as soon as possible. Which team is the fastest?



Tips for the Coach

1. Occasionally call a coastline that is closer to the slower children.
2. Do not make the size of the sea too big.
3. This can act as a warm-up activity for younger children.



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