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Winning should not be the fundamental objective. Instead, the players should learn to be good sports, respect the rules of the game, the referees and the opposing team, and to try their best. Most of all, the focus should be on having fun!

To make activities fun, the coach must first be having fun themselves! Kids have fun when:

•

They are with friends

•

They are active, not spending a lot of time watching or listening to the coach

•

They are learning new things

In regards to learning, it is important that activities are at a level where the kids think that they can do it, that it is close enough to their current level of skill that it is achievable. Not spending too much time on an activity will also help

to keep the players interested.

Coaches should avoid constantly dictating exactly how something is to be

done, and instead should describe what they want done and let kids explore how to do it.

An example would be telling the kids to throw the ball up into the air and catch it behind their back. Even if the coach cannot do it themselves, they can describe it and kids will have fun trying to do it.

This approach equally applies to teaching skills of the game - for example telling the players to throw the ball as high as possible when shooting.

Teaching points such as flick and snap or high elbow can be introduced at a later stage. Asking the players to throw the ball as high possible will lead them naturally to push upwards and have a high release point.

Mini-Basketball

1. Making it fun

1.1 Coaching 5-7 year olds

02

1

making it fun

1.1

Coaching 5-7 year olds

When coaching this age group both games and practice sessions should be positive experiences in the players'™ sports and human development.

Coaching 5-7 Year-Olds

At the age of 5-7, children's sensory-perceptive abilities are largely unrefined. Fundamental movement patterns such as jumping, changing direction and running need to be developed by playing games with the body and often with different equipment. Size 3 or Size 5 basketballs are preferable and rings as low as 6'™ to 8'™ make basketball more accessible.

The more actions and movements that are introduced the more a child's motor skills will improve. Games must be presented in a general form, asking the players questions like filet's see who can tag the most players? Games do not have to replicate basketball and many fun games (that will help to develop skills such as changing direction) may

not involve either basketballs or rings. The practice must be held in a tranquil and relaxed fashion, with safety being of the utmost concern. Children must make their own figuredfl discoveries rather than being fdrilledfl in a repetitive or monotonous manner. Music helps a lot and can facilitate learning.

Whilst there may be fiwinnersfl in activities, the overall focus should not be on winning, but on having fun and developing new skills. fiSuccessfl should be de~ned as being able to do something that you couldn™t do before!

The analytical teaching of basketball fundamentals should be avoided at all costs at this age, instead the focus should be on games that involve skills such as:

Ł

Running

Ł

Jumping

Ł

Changing Direction

Ł

Throwing and catching etc.

Mini-Basketball

1. Making it fun

1.3 Coaching 10-12 year olds

03

Mini-Basketball

1. Making it fun

1.2 Coaching 8-9 year olds

04

1.2

Coaching 8-9 Year-Olds

At this age, it is necessary to continue training and developing basic motor patterns (perfecting techniques) so that they can be (gradually) transformed into more speci~c basketball abilities.

The training and development of motor abilities (especially coordination capacity, joint mobility capacity, and overall ~tness)

remain more important than specifics of basketball. At this age group, fun must still be the dominant focus as the children start to learn the game.

Games that involve dribbling, passing, shooting, defending; can be introduced but without rigorous drilling.

Instead these activities should be presented by the coach in a general form that may be different to the

playing rules of basketball.

The players should be introduced to basic rules such as:

•

the movements they can perform

in space and time;

•

the space available to play;

•

what they must do when playing offence;

•

what they have to do when

playing defence;

•

the rules of the game.

When a child is ready, playing rules can be presented, from which basketball fundamentals can later be drawn:

~

• You cannot walk or run while holding

the ball; so in order to move on court

you must dribble.

~

• To win the game you must score

more baskets than your opponents; therefore you have to shoot in the opponent's basket.

~

fiYou cannot always play alone against everybody, but having teammates;

you need to pass them the ballfl.

~

fiThe opposing team must not score more baskets than your team, therefore you have to defend your own basketfl.

Practice must provide each player with many opportunities to practice the various skills and there should be a balance between practicing skills in a contested situation and a non-contested situation. All situations though,

must be fun!

Mini-Basketball

1. Making it fun

1.3 Coaching 10-12 year olds + 1.4 Coach to the skill level of each player

05

1.4

Coach to the skill level

of each player

The age groups noted earlier are a guideline and it is quite likely that when coaching 10-12 year olds there may be a player that has no experience with basketball and accordingly is at the stage of a much younger player.

Similarly, there may be an 8 year old player that has been involved in basketball for 3 or 4 years and has skills that are more advanced than older players.

Accordingly, it is important that the coach make an evaluation of the skills

of each player and be prepared to

make variations to include all players

in activities to their level of skill

and experience.

This may require different players to participate in activities differently - for example, some players may use their preferred hand when dribbling and others may be challenged to use their non-preferred hand.

It remains important at this stage, to

give athletes the opportunity to do contested activities as they develop their skills but to return to non-contested (but still fun!) activities.

However, specialist roles must not be established, gestures and movements must not be extremely technical yet, the game must be in a free form, the playing ideas (in offence and defence) presented by the coach should be simple at the beginning.

The main aim should be that of bringing children to play 5 on 5 in a slightly more organised way, however the next chapter sets out a range of rule variations that can be utilized to maximize the involvement and enjoyment of the players.

Often small sided games such as 3 on 3 and 4 on 4 are better for children at this age as it gives players more opportunity to be involved in the play and more space to play in.

1.3

Coaching 10-12 Year-Olds

At this age the players' training and development of motor abilities continues, with more emphasis on basketball fundamentals. Feedback should now be more analytical in nature, refining the foundation skills taught previously.

06

A technique centered method assumes that there is only one way to perform a skill and teaches the skill isolated from the game. Developing the technique first and then putting it into practice playing the game of basketball.

An assumption that there is one perfect technique for basketball skills is flawed, with the best basketball players displaying a range of individual techniques whilst still being successful in performing the skills in games.

Other problems with a technique centered coaching approach are:

1.

repetitive execution of skills, without

the context of a game, is boring and will
lessen motivation and enjoyment of
players (and particularly children);
L

the thinking and problem solving

aspects required for a successful game
performance are not central to the initial
learning because the technical requirements
are isolated from the game in skill drills
when technique is developed in isolation
(e.g. shooting with no defender) players
may develop habits that are unlikely to
be successful under defensive pressure.
Accordingly, having a defender present
(for example) early in technique learning
provides for a better outcome.
Mini-basketball

2. Using game-based teaching

2.1 Technique centered teaching

2

using game-based
teaching
2.1

Technique Centered Teaching

A traditional approach to coaching is technique centered
and is based upon analysing skills and techniques needed
to play a game and to teach those skills until they are
performed well enough to be able to play the game.

07

1

Also known as Game Sense or

Teaching Games for Understanding
Mini-basketball

2. Using game-based teaching

2.2 What is game-based teaching?

An alternative approach to the
traditional technique-centered is to
adopt a game-based

1

approach to
coaching, where the focus is placed

on game centered activities rather than technique centered activities. The central strategy for using a

game-based approach is:

-

use activities that teach the features

of the game first with the skills of the game added at a pace manageable by

the participants;

-

questioning players to stimulate their thinking about the game or activity & allowing them to discover how and

when to execute skills within the

context of the game.

An approach of questioning players can be particularly challenging for coaches that are quick to substitute their own judgment and simply tell players what was done wrong. Coaches that persist with this style of teaching will be rewarded with players that are better able to read the game and reflect upon their own performance.

Some benefits for players when the coach adopts a game-based approach are:

-

It promotes maximum participation and long-term learning

-

Players become skilled in having a broader sense of understanding of the game rather than simply being skilful at the game

-

The various ability levels of the players

are catered to through activities being varied in complexity at a pace dictated

by the players

-

Encourages the players' understanding

of the need for rules

2.2

What is fiGame-basedfl

teaching?

08

First, coaches should get players participating in an activity as quickly as possible. Set out the basic rules and let them play!

After players have been active in an activity for 4-5 minutes, the coach asks questions to guide the conceptual, strategic and tactical requirements of the game. The coach then makes any modifications they want to the activity. This approach also enables the coach to identify areas where the players may have misunderstood the activity or firulesfl that are important for fisuccessfl in the activity.

Importantly, the coach may stop the whole activity to ask questions of the group or may take a player from the activity to work with them speci~cally. This is also an opportunity to work

with the player on skill execution

as necessary.

Through this approach as the players develop skills they do so within the context of the game, which enhances their ability to perform the skill under figame-likefl pressure.

An example of how to introduce basketball using a game-based approach:

Activity - Passing Game

Ł

Two teams (with the same number

of players) have one ball each.

Ł

Players must stand within a set area of court (e.g. within 3 point line, half court etc.) Œ the more players there are the bigger the space needs to be

Ł

Players cannot pass to the person

that passed to them

↳

Teams count each pass to see which team gets to the set target first (e.g. 20 passes)

↳

If the ball touches the ground,

the team lose one point

After 3 or 4 minutes, the coach stops the activity to ask:

↳

What do you have to do with your body to catch the ball (possible answers ☐ hands up, keep watching the ball, let the ball come into your hands)

↳

How do you make sure that your pass reaches the person and does not touch the ground (possible answers ☐ not try to pass too far, step forward when passing, pass from chest not above the head)

The coach then varies the rules of the activity to:

↳

Players must now move and catch the ball

↳

Players must stop when they catch the ball
Mini-basketball

2. Using game-based teaching

2.3 How to use a game-based approach

2.3

how to use a

game-based approach

09

Mini-basketball

2. Using game-based teaching

2.3 How to use a game-based approach

After a further period of playing, the coach asks other questions (and during this questioning is when the coach may provide some technical instruction):

↳

What do you need to look at to make a successful pass (possible answer ☐ position of all players on court)

☐

Where do you throw the ball (possible answer ☐ in front of the team mate)

☐

What do you need to get the ball (possible answers ☐ move to the ball, hands up, call for the ball)

The coach could then make a further variation to the activity:

☐

Only one ball and the team without the ball attempts to intercept passes (they cannot take the ball from a player™s hands)

☐

If the ball hits the °oor, or is intercepted, the other team immediately make passes to attempt to reach the target

At the conclusion of the activity the coach asks further questions:

☐

What can you do to avoid someone that is putting pressure on the person with the ball (possible answers ☐ pivot, pass fake, move towards the teammate or even behind them)

☐

What is the best position to try and intercept the pass (possible answers ☐ distance from opponent, staying between them and the ball)

Another advantage of the game-based approach is that skills are not learnt in isolation or a ficlosedfl context but are learnt under some game like conditions.

10

Development of

fiBody Movementfl Patterns

Players will enjoy learning movements they are not yet familiar with. Such activities are often best done initially with a size 3 ball or even a tennis ball.

Example activities are listed below.

You would not do all the activities in one session, however you can use selected

activities for a short time each training. Some of the activities are difficult, however if you set the challenge to see who can do them, you may be surprised at how many are able to do so. No activity should go for too long though, as players that are having difficulty may become disenchanted

and players that are able to do them

will quickly become bored.

General Movement

and Ball Control

1.

All types of walking (on heels, tip-toes,

on the inside and outside of foot).

2.

Walking forward or running forward, walking backwards and sideways,

holding the ball high, low, behind

the back.

3.

Run, lifting heels so that they hit

their bottom, or so that they hit the ball when holding it behind their back.

4.

Run lifting knees high holding ball

in front. Players may hit the ball with their knees (and if they keep their elbows bent they will need to lift their knees higher!)

5.

While walking or running, pass the ball around the head, the trunk, lower limbs, or roll it along the floor or toss it from one hand to another. Encourage the players to keep looking up so that they can see the coach. This often means bending their knees to get low rather than bending at the waist.

6.

Walk or run in the middle of the court

holding the ball while music is playing.
When the music stops, each child must stop. Then start the music again.

7.

The same as activity #6, but dribbling freely in the court. Players may dribble with one hand or two hands (players with better skills should be encouraged to dribble only one hand), and may stop the dribble and start again.

8.

Walk holding the ball with the hands,

roll it without letting go around body, squeeze it, and throw it in the air

and catch.

Mini-Basketball

3. Fun activities for physical development

3.1 Fun activities for physical development

3

fun activities for
physical development

3.1

General Movement

and ball control

It is important to help children to get to know their body and the movements they can perform with each part of their body (standing still, on the move, with and without the ball).

11

9.

Walk holding ball between ankles.

10.

Jump holding ball between ankles.

11.

Crawling: carry ball between ankles, under tummy, roll over ball.

12.

Sitting down, raise legs and pass ball under knees from one hand to another.

13.

Lying on ground, pass ball under knees from one hand to another.

14.

Lying on back, hold ball between ankles: lift ball to touch the ground behind head and return back.

15.

Lying on tummy, bounce with right and left hand.

16.

Squeeze ball with two hands for about

5 seconds.

17.

Standing up, legs apart, hold ball high: bend waist and touch right foot and left foot with ball.

18.

Lying on back, ball above ankles, raise legs and roll ball towards chest.

19.

Start with the ball on the ground: try to lift it by tapping with one hand.

20.

Dribble ball with feet, knees, and head.

21.

Raise ball high, let it drop and bounce on ground, touch it with head, shoulders, knee, and foot.

22.

Hold ball between hands:

rapidly change hand position.

23.

Roll ball around feet moving around

the court.

24.

Push ball forward with head.

25.

Place one hand on ground and use other to dribble and move.

26.

Bounce ball on ground with ~st, side of hand, back of hand, palm and palm and ~ngers (standing still and on the move). Then use two ~sts, two sides, two backs of hand. Coaches may ask the players after this activity which technique gave them greater control - most will identify using the palm and ~ngers of their hand, which is good dribbling technique!

27.

In pairs sitting down fiback to backfl. Pass the ball to each other by twisting the upper body.

28.

In pairs lying on back: fiAfl holds the

ball between ankles, raises legs and passes to fiBfl who receives with hands, repeat. Progress to fiBfl receiving with their feet.

29.

In pairs: fiAfl with ball between ankles raises legs and passes ball to fiBfl

who is standing; repeat and then change positions.

Mini-Basketball

3. Fun activities for physical development

3.1 General movement and ball control

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3.2

Balance and Coordination

Body Orientation in

Space and Laterality

The following activities can be done as a group, with each player having a ball or players working in pairs.

1.

Game-drill exploring basketball court (side-lines, end-lines, circles), walking, running, jumping, dribbling along the lines. This can progress to a game of fiPac Manfl, where some players are

designated as taggers and try to tag other players Æ all players can only

run along lines on the court.
2.

Stand inside the court and throw ball towards side-lines and try to catch it before it goes out of court; same towards end-lines.
3.

Walk in the court with one eye closed and one open, (and then progress to both eyes closed), dribbling and then progress to jumping and dribbling.
4.

Dribble following court lines, circles, and lanes.
5.

Walk in court passing ball under legs.
6.

Dribble standing still with preferred hand, walking, running.
7.

Dribble standing still and jump with feet together, jump on one foot, with open legs, crossed legs.
8.

Standing still dribble, with one hand and jump on corresponding foot.
9.

Dribble against wall with one hand and then progress to dribbling with two hands.
10.

Dribble high, very high, low, very low.
11.

Dribble sitting down with one finger, two, three, four, five fingers.
12.

Throw ball very high and catch with same hand, with opposite hand,

with two hands (standing, kneeling, sitting, lying with back on ground).

13.

Dribble and jump in a straight line.

Spatial-Temporal Perception

1.

Players move around the court avoiding objects (such as cones, drink bottles, bags) that are scattered on the court. Initially players roll ball with one hand (making sure they use both left and right). Can also have them use two hands, their feet and (~nally) dribbling the ball.

2 .

Walk, throw ball forwards and grab

it immediately after it has touched

the ground.

3.

Walk, throw ball backwards and immediately retrieve it; repeat.

4.

Throw ball very high and catch it after having clapped hands several times in front of their body. Then clap behind the back and then in front and behind or even under their legs. Then, instead of clapping, have the players touch the ground with one or both hands or turn around in a circle.

5.

Throw ball against wall and catch it.

6.

Throw ball against wall, clap hands

in front and catch without dropping:

repeat clapping hands behind back, touching ground, turning around.

7.

In pairs hold hands and dribble, with one player touching the ball and then the other. Start with players standing

in place and progress to them moving.

8.

Roll ball, run and catch it before

it reaches an established mark.

9.

Roll ball and turn around it.

Mini-Basketball

3. Fun activities for physical development

3.2 Development of body movement patterns - balance and coordination

13

10 .

Throw ball high and clap hands every time it touches ground. Then, jumping with feet together every time it hits the ground and then try jumping on one foot.

11.

Throw ball as high as possible and

as far as possible.

12.

Dribble, following a rhythm.

Have the coach clap a rhythm and then have players follow it (this can also be done in pairs). First have them dribble the rhythm standing still and progress to them being on the move.

13.

Back against wall, throw ball

against wall, turn and catch ball.

14.

Walk holding ball behind head, let it drop and catch it before it touches floor.

15.

Spin ball on one finger.

16.

Walk passing ball from one hand

to the other.

17.

Legs apart, bounce ball on floor

between legs, turn and grab ball.

18.

Standing with legs apart, ball held between legs with one hand in front and one behind: quickly pass from

hand to hand.

Balance

1.

Dribble jumping on one foot

(in place and on the move).

2.

Standing still, hold ball, legs apart: jump, turn around completely and land in same position (in one direction and then the other).

3.

Dribble with eyes closed.

4.

Jump on and off a bench without

losing balance.

5.

Run around court and stop immediately at a signal. Progress to dribbling

6.

Run around court, stop at a signal,

jump high and turn around, then start

to run again.

7.

Dribble in court, on the coach™s signal roll on ground, stand up, grasp ball and start to dribble again.

8.

Dribble in court and at the signal stop still, standing on one foot.

Coordination

1.

Roll ball and try to hit a target (e.g. another ball that is moving, circle, clubs, numbers drawn on the wall, inside the squares of wall bars, etc.).

2.

Run, with one arm forward and the other held above the head.

3.

Throw ball and try to put it through

a circle held by a teammate.

4.

In pairs (one ball each): try to touch back, knees, ball (the one who manages to touch the other most times in a certain period of time wins).

5.

Dribble with two balls alternatively. Start stationary and progress to running.

6.

Walk backwards, dribbling with two balls and progress to running. When doing activities encourage players to have their chin to shoulderfl so they can see behind them and avoid any obstacles. Alternately, place them in pairs with the partner walking forwards and responsible for ensuring their partner does not run into any obstacle.

7.

In pairs dribble with two balls and

at the coach™s signal exchange balls.

Initially exchange balls by handing

them to the other player. Progress to the other player simply taking over

the dribbling.

8.

In pairs both players dribble two balls. On the coach™s signal they dribble their team mate™s balls! Progress to one player dribbling 4 balls (dribble two twice, then dribble the other two twice).

9.

Dribble a ~gure of fi8fl with legs apart.

10.

Dribble ~gure of fi8fl in pairs.

Mini-Basketball

3. Fun activities for physical development

3.2 Balance and coordination

14

11.

In pairs, fiAfl dribbles towards fiBfl (who is standing with legs apart and extending arms) fiAfl passes under fiBfl, turns around, returns to starting position, stops, turns and passes the ball to fiBfl who then repeats the same game-drill.

12.

Standing up, ball held-in front with straight arms: let it drop, clap hands behind back and grab ball. Progress to holding ball behind back: clap hands and grab ball again. Then repeat with ball held in front of knee.

13.

Dribble simultaneously with three balls.

14.

In pairs (one ball each) fiAfl dribbles forward and fiBfl dribbles moving backwards; at coach™s signal change. Coach™s should sometimes use verbal signals and other times use a visual signal, which encourages the players to keep their fihead upfl. Progress to fiAfl choosing whichever direction (including sideways) and fiBfl does the opposite

15.

In pairs, one ball each: fiAfl bounce passes to fiBfl and fiBfl throws two-handed chest pass back to fiAfl.

16.

In pairs, fiAfl standing with ball and fiBfl sitting without ball. fiAfl passes to fiBfl and sits down, fiBfl passes to fiAfl and stands up.

17.

In pairs players throw two-handed

chest pass, bounce pass, side pass,

side bounce pass and two-handed
overhead pass back and forth.

18.

In pairs, place a coin (or small rock)

on the ground between partners.

Partners throw bounce passes to

each other, trying to knock the

coin toward their partner.

19.

In pairs, standing back to back: pass ball

above head and below legs.

20.

In pairs facing each other fiAfl rolls the
ball to fiBfl and fiBfl passes a second ball
at same time with feet.

21.

In pairs, sitting facing each other,
one ball each: exchange balls rolling,
bouncing, and throwing.

22.

Aim and throw ball against a target.

23.

In pairs: fiAfl makes movements
dribbling and fiBfl copies

24.

In pairs ball between backs while
standing: walk forwards, backwards,
sideways, trying not to drop the ball.

Progress to doing same activity

with ball held between foreheads.

25.

In pairs: fiAfl passes the ball to fiBfl

and fiBfl, before receiving it, must clap
their hands.

26.

In pairs: fiAfl throws the ball high in

the air and fiBfl throws own ball trying to hit it.

Mini-Basketball

3. Fun activities for physical development

3.2 Balance and coordination

15

3.3

Endurance

Endurance

1.

Race dribbling 15-20 meters.

2.

Race running in a slalom (moving in

and out of cones) while dribbling.

3.

Relay races and dribbling races.

4.

Competition jumping, keeping rhythm.

5.

Timed shooting competition: see how many shots can be made in a certain period of time. Lower rings may need

to be used with young athletes, or a figoalfi may include hitting the ring or hitting the net.

6.

Timed passing (2, 3, 4, 5 players in teams): see how many passes can be made in a certain period of time. Initially do without defence and then add a defensive team. Emphasise players stopping as they catch the ball.

7.

Timed simple circuits running around

the court. Progress to performing various dribbling moves, changes of direction etc. as part of the circuit.

Rapid-Strength

1.

Dribble and jump at same time.

2.

Relay races in pairs: fiwheelbarrowfl

(hold onto partner™s thighs as they

fiwalkfl on their hands).

3.

Jump inside and outside of a circle.

4.

High jump, long jump, jump backwards,
low jump.

5.

Throw ball forwards, backwards,
sideways, sitting down, kneeling down,
lying on back, lying on tummy.

Mini-Basketball

3. Fun activities for physical development

3.3 Endurance

16

3.4

Speed

Speed

1 .

Dribble running on court and change speed
at the coach™s signal (whistle, voice or
visual) or have them follow lines of court.

2.

Dribble starting from different positions
(standing, sitting, kneeling, lying on back,
lying on tummy, etc.).

3.

In pairs (one ball each), dribble and try
to touch partner's ball, knee, back; untie
their shoe-laces, etc., all while dribbling!

Joint Mobility

1.

Rotation, twisting trunk, extension of
lower limbs, extension of upper limbs,
holding ball in hands.

2.

Very easy circuits: passing under a bench,

inside the wall bars, under a curved ladder on the floor, upside down.

Spatial-Temporal and Dynamic Differentiation

1.

Walk and run fast, slowly, jump slowly

or fast. Progress to include dribbling.

2.

Dribble slow, fast, bouncing ball high, low, and very high, very low.

3.

Dribble two balls in alternate ways

(standing still and on the move).

4.

Dribble running, changing hands, direction, speed, reverse walking

(at coach's signal).

5.

Dribble at different paces.

6.

In pairs, imitate the other's speed

of dribbling.

7.

The coach beats a rhythm and children

try to imitate it with their hands, feet, with the ball.

Mini-Basketball

3. Fun activities for physical development

3.4 Speed + 3.5 Anticipation and choice

3.5

Anticipation and Choice

Anticipation and Choice

1.

Passing in pairs with a defender in the middle. Progress to groups of three and five (with one, two defenders).

2.

Games 1 on 1 in all positions of the court.

3.

Games with uneven number of players

on each team. Games can include
fikeepings offfl (teams try to make a
certain number of passes) or scoring

by passing the ball into the keyway.

17

1.

Dribble in the middle of the court
responding to different directions from
the coach (e.g. change speed, direction,
reverse walking, change hands, etc.).

2.

fiDribble Tagfl Œ 3 or 4 players are
designated as taggers. They must
dribble around the court, chasing other
players and try to fitagfl them.

Proceed for a set amount of time to
determine how many tags they get or
have players that are tagged stand still
and they can only move again if another
player runs between their legs. Proceed
to all players dribbling!

3.

fiDribble Tag Œ Linesfl Œ same as

dribble tag, however players can only
run on marked lines on the court.

This works best where a number of
different sports are marked on the court.

4.

fiDribble Gangfl Œ similar to Dribble Tag,
however when a player is tagged they
join in trying to tag others.

5.

Dribble with two balls, on the spot and
then on the move.

6.

fiStatue Gamefl: Each player has a
ball and they dribble in the middle of
the court and on the coach™s signal

must stop (those who do not stop lose a point). The coach can designate whether players use a jump stop (one count) or stride stop (two count). Players that use the wrong stop also lose a point.

7.

fiDribble linesfl. Players dribble following the lines of the court,

and when they meet another child

they must change hand, reverse,

change direction.

8.

fiThe Jack-Hammer Gamefl. One player is designated the leader and dribbles imitating a jack-hammer (dribbling high, low, slowly, fast). Other players copy.

9.

fiCar Gamefl. Each player has a ball and start in either the keyway or the centre circle. As the coach yells instructions, the players dribble:

a.

fiStart your enginefl Æ

dribble standing still;

b.

fi1st Gearfl Æ walk and dribble

c.

fi2nd GearfiÆ jog and dribble

d.

fiTop Gearfl Æ sprint and dribble

e.

fiReversefl Æ dribble backwards

f.

fiRed Lightfl Æ stop and

continue dribbling

g.

fiGreen Lightfl OE start moving

and dribbling

h.

fiRightfl / fiLeftfl OE change direction
(and change hands)

i.

fiPit Stopfl OE sprint dribble to their
starting location.

1 0 .

fiTail Gamefl. Each child has a ribbon
tucked into the back of their shorts,

with enough of a fitailfl so that it

could be grabbed by another person.

Each child has a ball and dribbles in

a designated area (the fewer the players
the smaller the area). One player does
not have a tail and for a certain period
of time tries to grab the tails of the other
players. The player who manages to grab
the most tails wins.

Mini-Basketball

4. Fun activities to teach basketball skills

4.1. Dribbling

4

fun activities

to teach

basketball skills

4.1

dribbling

18

11.

Free dribbling throughout the court and
at the coach™s signal players must stop

and turn towards a basket, the side-lines or the baseline (depending on

the coach™s instruction). Coach can also indicate which foot the players are to pivot on and whether they should do a forward pivot or reverse pivot.

12.

fiDog and Hare Gamefl. Player are

in two teams and each has a ball.

One team are the fidogsfl and they

start in the centre circle. The other team (fiharesfl) may start anywhere

on court. When the coach says go, the dogs dribble and must try to touch the hares. Those who are tagged must stop and sit. The player that manages to touch the most haresfl in a ~xed time period wins.

13.

fiThe Four Corners Gamefl. 4 Players stand in a corner of the half court holding a ball. One player is in the middle. When the coach says figofl, the players in the corners must sprint dribble to the next corner (the coach determines whether they move clockwise or counter-clockwisefl). The Player in the middle tries to get to one corner, before the other player does. If they are successful, they now occupy the corner and the other player moves into the middle. This game

can also be done running instead

of dribbling.

Mini-Basketball

4. Fun activities to teach basketball skills

4.1. Dribbling

1

2

3

4

5

1

2
3
4
5
1
2
3
4
5
1
2
3
4
5

Players 1 - 4 all got to a corner before Player 5.

Player 5 returns to the middle.

Players 5 beat Player 3 to

the corner.

Player 3 moves to the middle.

19
14.

The Fisherman Game. One player stands at half court (the ~sherman) and other players (the ~shfl) stand on the baseline. When the coach says go, the ~shfl must dribble and try to reach the other end of the court (beyond the end-line), without being tagged by the ~shermen. Anyone tagged becomes a ~sherman.

15.

As an alternative to activity 13, the player in the middle tries to tag one of the other players before they get to a corner. Players that are tagged, stop and stand in the place, waiting for another corner player to touch them and then they can both dribble to the corner. This works best with at least

9 players.

16.

The Wolf and Sheep Game.

Every player has a ball. One player

fithe wolffl starts in the centre circle.
The other players fithe sheepfl start

in a keyway. When the coach says

fiThe wolf isn-t herefl, the fisheepfl

can move freely dribbling anywhere on court (they cannot stay in the keyway)
The fiwolffl can move too, but cannot touch the sheep. When the coach says
fiHere comes the wolffl, the wolf can touch any fisheepfl that are outside of a keyway. Sheep who are touched outside of the circle become wolves

and the game continues.

Alternatively, the child who is filtfl

must try to touch as many children

as possible in a set period of time

(e.g. 1 minute).

17.

fi1-2-3 Stopfl. Each player has a ball.
One player stands at half court and

the others stand behind the base line.

The player at half-court faces away from the other players and calls out
fi1-2-3 Stopfl. As they call fi1fl, players start to dribble toward the half way.

When they call fiStopfl, the player at half way turns around and anyone they saw still moving must return to the baseline. The ~rst to reach half-court without being seen by the child who is at half-court is the winner. The player

in the middle may count as fast as

they want.

18.

fiThe Signal Gamefl. Players each have a ball and stand in a line facing the coach. Players dribble in the direction indicated by the coach.

19.

fiRelay Dribbling Racesfl. There are

many types of relays (forwards,

forwards and backwards) without the ball (running, jumping), or dribbling, with one ball each or one ball per team.

At a signal given by the coach, the first in line starts and follows the designated path (e.g. running around markers,

on certain lines etc.).

When the player returns to the line they touch the ball of the second in line and the game continues. The team which arrives first after having completed

the path wins.

Mini-Basketball

4. Fun activities to teach basketball skills

4.1. Dribbling

20

20.

Relay Race with Pins. Players are in two teams, with one ball per team. When the coach says go, the first player in line starts dribbling with one hand while with the other must try to knock down the pins along the path, and then return quickly by dribbling to let the second in line start. The second player starts to dribble and while dribbling with one hand must try to stand the pins up again (the game cannot continue if the pins are not standing) and so on.

1

2

3

1

2

3

21.

Dribble following the perimeter of

the court and change direction, speed, hand, as indicated by the coach.

22.

Each player has a ball and they dribble around the court. When they are near another player they swap balls and then

continue to dribble with the new ball. Players do not pick up the ball, they just take over dribbling the ball of the team mate. Progress to players doing this whilst dribbling two balls. It can also be done as a relay race between two

or more teams.

23.

fiBalance Ballfl. Players hold one ball and try to balance a second ball on top of the ball. Once they can do this, they let go of the bottom ball, grab the top ball and use it to ficatchfl the other ball, balancing it on the ball they are now holding. Initially, they ficatchfl the ball after it hits the °oor but progress to ficatchingfl it without it hitting the °oor.

24.

Place the players in groups of 3-5

along the baseline and set markers in the court at the two free throw lines and at half- court (other markers can

be set in the court as well). On the coach™s signal, the ~rst player in line starts dribbling.

At each marker they do a designated skill, such as:

Ł

change hand;

Ł

retreat dribble;

Ł

change speed;

Ł

jump stop;

Ł

retreat dribble, change hand

and dribble forward;

£

change direction.
Mini-Basketball

4. Fun activities to teach basketball skills

4.1. Dribbling

21

Fun Matters More than Form

Focus on:

£

the player stopping; and
£

being balanced before fishootingfl.

Vary the Target

There are a number of activities that can be used to practice shooting and many of them do not need a basket. To increase the fisuccessfl that player experience, coaches should use a range of activities, with different targets.

For example, having the ball hit the

net may be counted as a score in

one activity.

If possible, the ring should be lowered. and using a smaller ball (size 5 or size 3) will also make it easier for young players. It is best if targets are above the players so that they develop the skill of throwing the ball up. This can be done, for example, by having the players sit on the °oor and throw into a bin on top of a bench.

Throwing at targets that are at the same height as the players is good for practicing passing, but do not encourage the players to push up!

Keep them Close

All children love to shoot the 3 point shot, even though it can be very detrimental to their technique. Accordingly, coaches should generally keep players shooting from close to the basket (inside the key) while they are developing the strength to shoot from further out.

Some fun activities are:

1.

Throw balls of different weights and

sizes (e.g. tennis balls, size 3 balls, size 5 balls, volleyballs, soccer balls) in containers (e.g. rubbish bins), circles, baskets at different heights and from different distances.

2.

Shooting free, at the basket. For young players, hitting the ring, net or backboard can also be counted as a score.

3.

Throwing the ball at spots on the wall, numbers drawn on the wall, in circles placed on the floor, or held by

another player.

4.

Shoot balls trying to knock down pins,

hit other balls, different objects

(in place or moving).

5.

Shoot in larger-than-normal baskets

(if available)

6.

Shooting at basket: competition with different scores depending on the results (two points for a basket, 1 point if the basket rim is touched, half a point if the backboard is touched). The team which manages to reach a set score first wins.

4.2

SHOOTING

With Mini-Basketball players, coaches should not be overly concerned with the technique that the players

use to try and shoot the ball.

Mini-Basketball

4. Fun activities to teach basketball skills

4.2. Shooting

7.

fiShooting competitionfl. Divide players into teams and have them shoot initially from in front of the basket, shooting

freely (1 point for each basket). The team that manages to score the most baskets in a certain period of time wins. The competition can be carried out from different distances, from either side and with or without using the backboard.

8.

Free throw competition (individual

or in teams).

9.

fiCrocodilefl. Players shoot from a designated spot. If they make the

shot, they rejoin the line. If the miss,

the shot they stand on the baseline, where they can be eaten by aicrocodilefl.

If a player makes a shot, they rescue one person from the baseline (if anybody is there). If all players end up on the baseline, the crocodile wins! The game can also be played as one team against the other, with the winning team being the ~rst to a certain score (a team automatically loses if all its players end up on the baseline).

1 0 .

fi21fl. Divide players into two teams

(try to make them even) and line them up at a designated spot. Each team has two balls. Players get 2 points if they can make the shot from the designated spot. After shooting, players attempt to rebound the ball. If they rebound the ball without it bouncing, they may have a second shot , which is worth one point if scored. The next player in line begins to shoot when the ~rst has either made a basket or used up his or her two available shots. The team which ~rst scores at least 21 points wins the game.

1 1 .

fiAround the Worldfl. The coach chooses 6-10 shooting positions. Players start at the first spot. If the player makes the basket they move to the next position and shoot again. If the player misses

the next player in line takes the next shot. The player who first manages to make one from each spot is the winner. Those who miss have three shots from each shooting position and if they miss all three they can still move on to the next position.

12.

Shoot at the basket with one eye closed and one open.

13.

Players stand around free throw line

or suitable distance (one ball each)

or other designated area, with their,

back to basket. At the coach™s signal,

they pivot (front or reverse) and shoot.

14.

Players face the basket with the ball on ground. On the coach™s signal they quickly grasp the ball and shoot.

15.

Players face the basket, holding a ball behind them. At the coach™s signal they bounce the ball from behind to their front (between legs), grab it and shoot.

16.

Two players hold a ball, near the basket. When the coach calls fiGofl, they both try to get possession and whoever gets possession shoots. The player that loses possession does not guard the shot.

17.

Players face basket, holding ball between ankles. On the coach™s signal they jump, lifting the ball into the air. They catch the ball (initially after one bounce and progressing to catching it without it hitting the floor) and shoot.

18.

One player (or the coach) throws the ball against the backboard and their team mate jumps to rebound it,

lands and then shoots.

Mini-Basketball

4. Fun activities to teach basketball skills

4.2. Shooting

23

1.

fiAll Together to the Basketfl.

Players are divided into two teams with each player having a ball. The players stand at the half way line, with the

teams fiback to backfl.

On the coach™s signal the players dribble toward the basket that they are facing and take a shot. If they miss, they may take another two shots. After making a shot (or taking 3 shots) players dribble back to half way. The team that makes the most shots wins.

The activity can also be started from a sitting position, kneeling down or lying down. The same game can also include having the players perform an initial pivot (front or reverse) on the coach™s signal. The players dribble and then shoot towards the opposite basket from

their starting points.

2.

fiDribbling and Shooting Relay Racefl.

Players are divided into two groups and have a ball each. At the signal, the ~rst player of each team begins to dribble, towards the basket stops and shoots.

If the player scores a basket they quickly return to the line. If they miss their initial shot, they may have another two tries to make a basket.

After the three tries have been used up, the child returns to the starting point.

The team that manages to score the highest number of baskets in a set

period of time wins.

3.

The same relay race may be played allowing each player to have only one shot. The next player starts toward the basket once the player in front of them has shot.

4.

fiDribble Slalom Relay Racesfl. Players are divided into two teams and start at half way. They dribble around cones and then take a shot. Once they have shot, they return to the line and the next player dribbles. The team to make the most baskets in a designated time wins

(or it can be up to a designated score).

1

2

3

1

2

3

4.3

DRIBBLING AND SHOOTING

Mini-Basketball

4. Fun activities to teach basketball skills

4.3. Dribbling and shooting

24

5.

Dribble Slalom Relay Racesflcan also

be done full court.

1

2

1

2

6.

fiParallel Relay Racefl. Players are divided into three or four teams, with each team starting on the base line. When the coach says figofl, the ~rst player in each line dribbles towards the opposite basket, stops and shoots (three shots available), then returns after getting the rebound, and gives a fihigh ~vefl to the second of

the line who then starts.

The team which manages to score the most baskets in a set period of time

wins. The shots may be either a jump stop, lay-up or a moving lay-up.

The coach should not have too many players standing and waiting at the one time, so should make the groups small.

It is also possible to have a second player from each group start dribbling, once

the team mate ahead of them crosses half way.

Mini-Basketball

4. Fun activities to teach basketball skills

4.3. Dribbling and shooting

25

There are a number of barriers to young players passing the ball:

-

they do not see their team mates (e.g. they are looking at the ball while dribbling)

-

they cannot throw the ball far enough, when team mates are standing away

from them

-

they cannot pass past a defender (this is especially so when young players do not pivot properly and instead just turn their upper body).

Coaches should use a variety of fun activities to give players plenty of practice at passing and, in particular, address the barriers identified above.

For example:

-

reduce the size of an area so that team mates are closer

-

have more offensive players than defenders, so that it is easier to see an

open player

-

do not allow dribbling (either at all, or until a certain number of passes have been made)

-

do not let defenders take the ball

away from a player, however they can intercept passes

Below are a range of activities that can be used.

1.

In pairs with one ball each, players exchange ball (standing, kneeling, sitting, lying on tummy). Progress to wrapping the ball in a figure 8 around legs before exchanging balls.

2.

Paris Passing. Players are in pairs, with one ball for each pair. The person without the ball takes one or two steps away from their partner and then cuts back toward them to receive a pass.

As they catch they must stop (coach can designate whether jump stop or stride stop) and pivot to face the basket.

They then pivot to face their team mate

to make a pass.

3.

Similar to Pairs Passing, players are in groups of up to 5. Count how many passes can be made in a set period of time, with a player not being able to pass back to the person that passed to them.

4.

In pairs, players run around a circle, passing the ball. On the coach's signal they run in opposite direction.

5.

Divide players into two teams (one ball for each team) and line them up.

The first in line rolls the ball between the legs of team members, and the last

retrieves the ball and dribbles it to the front of in the line.

Continue until the player that was initially at the front has returned to the front.

The first team to have the player who began the game return to the front of

the line first wins.

The game can also be played with the players handing the ball to the player behind them turning their body sideways.

This can be done both standing and sitting down.

4.4

Passing

Passing is one of the most important skills in a team game and teams that pass the ball well are hard to defend.

Mini-Basketball

4. Fun activities to teach basketball skills

4.4. Passing

26

6.

1. Pepper Passing. Players stand in a circle with a passer in the middle.

The ball is passed from outside to the centre who then passes the ball to the next person on the outside. Teams can compete against each other to see who can pass around the circle quickest.

1

2

3

4

5

1

2

3

4

7.

2. Ball Pepper Passing. Same as the Pepper Passing drill except that two balls are passed back and forth.

1

2

3

4

5

1

2
3
4
8.

fiStar Passingfl. Players are in groups

of 5 and are in a fiStarfl formation.

On the coach™s signal they pass the

ball in a set pattern and the team which
makes the most passes in a set period

of time wins

5
2
3
4
1
9.

fiStar Lay-upsfl. With groups of at
least 6, each player fifollowsfl their
pass to stand behind the person that
they passed to. 5 dribbles for a lay-up,
which is rebounded by 2. After shooting
5 moves to the spot where 2 was.

5
2
3
4
1
6
10.

fiDouble Star Passingfl. Similar to

fiStar Passingfl but players are divided
into two teams (and each team has a
ball). The teams pass the ball at the
same time.

11.

fiSquare Passingfl. Players stand in
a square, passing the ball between
themselves as quickly as possible.

On the coach™s signal they change

the direction of the passes (clockwise

and counterclockwise).

The activity can also be done fion the
movefl with passers fifollowing their

passfl to join the line at the next corner.
12.

fi2 Ball Square Passingfl. Similar to the Square Passing activity, except that there are two balls, being passed in opposite directions. Again, on the coach™s signal, both balls must

change direction.
Mini-Basketball

4. Fun activities to teach basketball skills

4.4. Passing
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Mini-Basketball

4. Fun activities to teach basketball skills

4.4. Passing
13.

Players are in two lines (or in pairs) and pass the ball back and forth whilst running to the other end of the court. They may pass the ball the full length

of the court, or when they get to the other end the player on the outside

can take a shot.
That player rebounds their own shot and the players then move to the other side of the court. The players swap lines on the way back.

2

1

2

1 4 .

fiWeavesfl. Players are divided into 3 groups standing on the baseline with one ball. The person in the middle starts with the ball and passes to one of the outside players. They then sprint behind that person and move in front of them.

As each player catches the ball the

pass to a player on the opposite side of the court and then run behind that player OE creating a weave pattern.

The Weave can either finish with a shot or by players stepping off the court at the other end. Weaves can also be done as fiup and backsfl with players running a designated number of full court sprints.

3

1

2

15.

Weaves can also be done with 4

groups (the first pass must always be to the side that has two players and is made to the closest player) or 5 groups

(the first pass can go to the closest player either side and then sprint past both players on the side). In weaves with 4 or 5 groups, the pass is always to the closest person.

28

Using activities that involve a range of movement and skills is preferred (and usually more fun) to doing just fisingle skillfl activities. fiSingle skillfl activities may be done first (to remind players of technique) and then progress relatively quickly to a combination activity.

Below are activities that combine various basketball skills.

1.

Players stay in a designated area of the court (e.g. half court or full court depending on how many players).

Some players have a ball and dribble freely in the court. No player may stand still. On the coach™s whistle each player with a ball pass to another player who then dribbles.

2.

In pairs, one player stands with their

legs apart and stretches their arms. Their partner has a ball and is standing 3-4 meters away. On the coach™s signal, the players with the ball starts to dribble, moving under the arms of the standing player and then circles around them to dribble back to their starting point. Here

they stop, pivot (front and reverse) and pass the ball to the other stationary player who repeats the activity.

3.

In pairs, one player has the ball and the other is approximately 3-4 meters away. The player with the ball starts to dribble and stops (in a jump stop) in front of

the other and gives a hand-off pass.

They should have their hands above and below the ball, so that it is easy for their team mate to grab it. The other Player starts to dribble while the first player walks backward to the starting point

and the exercise is repeated.

4.

In pairs, one player dribbles simultaneously with two balls and on

the coach's signal passes them both to the other player, who dribbles them in turn. The activity may be performed walking and running.

5.

Relay races where the player dribbles

to a predetermined point, jump stops,

pivots and passes back to the line

(and then jogs to the line). Progress to passing on the run, without stopping and then to passing to the team mate who is on the move.

6.

fiCorner Passingfl. Line up the players at the four corners of a half-court, one ball

in each corner. At the signal, the first player of each team dribbles to the half-circle, stops, turns, passes the ball to the second in line and runs back. The team which in a set period of time makes the most passes wins.

4.5

dribbling, passing

and shooting

Basketball is a fast-moving and dynamic game and players learning to play need to learn to perform the skills on

the move.

Mini-Basketball

4. Fun activities to teach basketball skills

4.5. Dribbling, passing and shooting

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7.

The Corner Passing activity can progress to where players do not pass back to their line but pass to the next line (and run to that line). Pivots can be either to the

left or right (and forward and back)

and passes can be with either hand.

8.

Pair Shooting. One player shoots

and the other goes for the rebound

and passes the ball out (three shots

each, then change). Pairs can compete against each other to be first to reach

a certain score.

9.

Two lines behind the end-line, one player rolls the ball forward and the other runs to retrieve it. Once they have it, they pass to the first player who has entered the court and plays a figure and go, or a pass and cut (from right and from left, with the right and the left hand).

10.

Combination of different types

of dribbling, passing and shooting.

Teams compete against each other

to dribble to the other end, making various dribble moves along the

way and scoring a lay-up.
Once a player has crossed half way,

the next team mate in line starts

to dribble. To make the activity more realistic, have players from the opposite team stand on the court so that players are dribbling past them. These players must stand still, but can try to knock the ball away.

1

2

3

1

2

3

Mini-Basketball

4. Fun activities to teach basketball skills

4.5. Dribbling, passing and shooting 30

It is also important, to give players the opportunity to develop the skills in a game like situation, where there is an opponent that is trying to get the ball from them!

The coach can turn most of the activities into a contested activity by having an offence and a defence. Just like in a game a team will sometimes defend and sometimes be on offence. Therefore, if a player has the ball they must try to protect it (understanding the movements of one's own body, good ball-handling, knowledge of space and time, etc.). If the opponent takes the ball away, then the team must be able to get possession of it again (without fouling, therefore with good balance and coordination) and must also be able to defend the team's basket.

These concepts are not clear to children in the beginning, so the coach must use logical game-drills, which are motivating and help children to understand:

1.

Players with the ball must protect it from opponents by moving the ball or pivoting. Often inexperienced players will turn their body, but not move their legs (i.e. they do not pivot) which makes it easier for the defence.

£

When defending the player with the ball you have to do more than try to take the ball away. When defenders reach for the ball they will often foul or be beaten as they go off balance. Defenders need to learn that it can be just as important to stop the player moving to a certain position on the court.

£

That if you are defending the player without the ball, you must stop them

from receiving it (children instead try

to grab the ball).

Many coaches are also quick to teach players to use fidefensive footworkfl, which is a lateral movement designed to take a charge. At this age, the emphasis should simply be on maintaining position in front of their opponent who has the ball (or between their opponent and the player with the ball).

4.6

ADDING DEFENCE

Activities that are competitive are often the most fun, with players or teams racing each other etc. Adding a contested element usually means that players will be trying to execute the skills at a faster pace and also

means that they are more likely to fitransferfl the skills

into game situations.

Mini-Basketball

4. Fun activities to teach basketball skills

4.6. Adding defence

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5. Modi~ed rules

5.1 Basketball activities with no baskets

Modified Games

These are games that include most of the skills needed in a game of basketball, but they are modi~ed so that each player will get a chance to practice the skills in a

figame likefl environment.

These games also donTMt need

a basketball ring, so can be

played anywhere!

HOOP BALL

This is a game for two small teams. Shown is 4 players on each team, but you could play with 3-7 players per team. The size of the area should be adjusted depending on numbers.

Place two hoops at opposite ends of the court (shown as shaded blue and white circles). A player from each team stands in the hoop.

Players may dribble or pass the ball and the game provides an excellent opportunity to practice stopping and pivoting. Teams score by shooting the ball to their team mate who is standing in the hoop.

When a team scores, their opponent starts with the ball at half way and the two players that are standing in the hoop can swap with a team mate. If an opponent steals the ball, they can immediately try to score.

The game can be played for a speci~c time or up to a set score. Most importantly, donTMt leave the same player in the hoop all the time Œ the coach should change who is standing in the hoop regularly.

Munnsy Hoops

This game is ideal for teams of 3-5 (for simplicity, only one team is shown on the diagram). Place 3 hoops in the playing area (shown as shaded circles).

Similar to Hoop Ball, teams score by passing to a team mate who is standing in a hoop. However, a player can only stand in a hoop for a maximum of 2 seconds before they must step out. Any player can stand in a hoop.

When a team scores, they keep the ball! The defence can only get the ball by intercepting a pass or stealing if from someone that is dribbling (initially do not let them take the ball out of an opponentTMs hands). Play the game for a set time or up to a set score.

2
2
1
1
3
3
4
4
1
2
3
4
5
5

modified rules

5.1

Basketball Activities

with no Baskets

32

Mini-basketball

5. Modified rules

5.1 Basketball activities with no baskets

5
5
3
1
2
4
4
3
2
1

4x3 Pass Tag

In this game, 3 players are the taggers and the other 4 players move around a defined area (e.g. inside the 3pt line) and try to avoid being tagged.

The taggers pass the ball between themselves (and the coach may allow dribbling) and attempt to touch an opponent with the ball. The tagger must hold the ball in their hands – they do not throw it at their opponent.

Continue the game for a set time and see how many tags the taggers can get.

Then play again with different taggers.

5 Point Passing

Two teams with the same number of players. One player from each team stands in a defined 5 point zone (shaded in blue and green). The player can move anywhere in the zone.

The team with the ball passes between themselves, earning one point for every successful pass. If a pass is made to the teammate in the 5 point zone, the team get 5 points!

The opponents try to intercept passes. If they do, they place the ball on the ground, for the passing team to pick up. You can play for a set time and see how many points the team can score.

The coach should regularly change who is standing in the 5 point zone. The activity can be done with no person designated to be in the 5 point zone, but allowing players to move into the zone whenever they want (as long as there is only one player in the zone at any one time).

Variations

1

Whenever a ball is intercepted the passing team lose points

1

If a pass is dropped or thrown away, the passing team lose points

1

If the defending team intercept the pass, they now become the passing team.

See which team has the most points at the end!

1
2
3
1
2
3
4

5
33

These modifications can help to:

£

Ensure that all players are involved in

the play, not just the dominant players;

£

The focus is on Fun;

£

That all players get to experience
success (e.g. being able to perform a
skill), regardless of whether or not their
team won or lost.

Equipment

£

Vary the height of the basket if possible -
standard height is 10' (3.05m)

£

U10 - 8' high (2.43m)

£

U6 - 6' high (1.83m)

£

If the height of the basket cannot be
varied, consider giving points for shots that
hit the ring, the backboard and/or the net.

£

The size of the ball should be varied:

£

U12 - Size 5

£

U8 - Softer size 5 ball

£

U6 - Size 3

Court

If possible, the size of the court should
be varied for players under the age of
8. Having baskets at either side of the
court enables the game to be played

across the court instead of along the

full length of the court.

If playing across the court is not possible, playing the game in the half court can be also be effective if a portable basket can be placed at half way as this can also allow for more games to be played at the one time.

The downfall of playing a half court game with only one basket is that players lose the transition from offence to defence that is inherent in the full court game.

Accordingly, playing in the half court with one basket is not preferred, unless necessary to enable more games to be played at once.

Substitutions

└

All players in Mini-Basketball must

play in, at least, each half of each game.

Other rules that should be considered are:

└

Stopping the game half way through each quarter for a mandatory

substitution

└

Players that score 10 points are substituted off (but are allowed to

come back on)

└

Players are not fouled out if they have 5 fouls, they may continue in the game. However, if a player is being too rough,

the referees may substitute them off.

└

Allowing substitutions to be done

whilst the game is being played rather than having to wait for a break in play.

Alternatively, let the referee stop the game at any time for a substitution.

Scoring

The following rules should be considered

⌞

Shots from outside the 3pt line only count for 2 points (young players often don't have the technique or strength to shoot from distance) ∅ this removes the incentive for shooting long shots. To really discourage players shooting from this range, it could be made to count for only 1 point or not count at all.

⌞

Shots from inside the keyway may count for 3 points and shots outside the keyway count for 2 points

⌞

A shot that is made after 5 passes is

worth 3 points

5.2

Modified rules in competitions

There are a number of rule modifications that should be considered with Mini-Basketball players.

Mini-basketball

5. Modified rules

5.2 Modified rules in competitions

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⌞

At quarter, half and three-quarter time,

any player that has not scored, takes one or two free throws which count towards

the team's score if made

⌞

A player taking an offensive rebound must pass to a team mate that is outside the keyway before the team can take a shot

⌞

A player that is fouled while shooting,

is awarded one point and the team get

the ball back from half way. No free

throw is taken.

Rule Variations

It is not suggested that all of these variations be made, however consideration should be given as to

how to make the games enjoyable

and engaging for all players.

£

fiNo grabfl Rule. Defensive players are not allowed to grab the ball out of the hands of another player. Defensive players may steal passes in the air.

£

fiFast Break and Possessionfl. A team

that scores a basket on a fast break gets those points and then gets the ball back

at half way.

£

Zone defence should not be

allowed until the U16 age group.

£

The shot clock should not be introduced until the U14 age group. In the U14 age group, the shot clock does not start until the offensive team has possession of the ball in their front court (giving them

a maximum of 32 seconds).

£

fiNo Double Teamfl. Only one person

can guard the player that has the ball.

£

In U10, the travel and illegal dribble

rules should be applied sparingly.

Instead, referees should give feedback to players about their footwork, even stopping the play to tell them that they committed a violation, but then awarding that team the ball back.

£

fiNo 5 Secondfl. No 5 second violation is called and instead, the whistle is blown and the offensive team are given the ball to throw in.

£

fiNo Throw Infl. Instead of teams throwing the ball in from the sideline, the player with the ball stands in the middle of

the court. They must pass the ball and

cannot dribble.

£

fiNo 8 Secondfl. OE No 8 second violation (when the offence has not moved the ball into their front court) is called.

Instead, the time can be extended or the whistle is blown (so that players become aware of the rule) but the team retains

the ball, with a throw in from half way.

£

fiPass before a Shotfl. This is a common rule used in practices but can also be included in the games. A team must have passed the ball a minimum number of times (1-3 times) before being able to attempt a shot. This stops the temptation for players to rebound the ball and then dribble full court without looking for team mates. The rule can also be applied on an offensive rebound, or a player that takes an offensive rebound can be allowed to shoot straight away.

£

fiPoints for a Passfl. A team is awarded 1 point for passing the ball to a player that is in the key. Or a team may be awarded 1 point if a shot is taken after a player caught a pass.

£

fiDon™t Guard the Throw Infl. Instead of being able to stand in front and defend the person throwing the ball in, their defender must stand next to them. Once the ball has been passed, both the passer and

their defender step into the court and

play normally.

Mini-Basketball

5. Modified Rules

5.2 Modified rules in competitions

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5.3

Small Sided Games - 3x3

Benefit of

small sided games

The modified rules discussed earlier can be applied in the traditional format of the game using a full basketball court and with 5 players from each team on the court at a time.

Coaches should also consider using small sided games with young

players as a way to increase their development. In either 3x3 (3 players

on the court for each team) or 4x4

(4 players on court for each team)

players get more opportunities to have the ball and accordingly there are more opportunities for them to practice the skills of the game.

Another advantage of small sided games is that there is more space on the court (as there are not as many players), which provides more opportunities for players to drive to the basket and to see open team mates if they are under defensive pressure.

3x3

3x3 is growing in popularity for players of all ages and there is now a World Tour and World Championships for

3x3 basketball

2

. 3x3 is regarded as the number one urban sport in the world and provides an excellent opportunity to introduce new people to basketball. 3x3 has quickly become a recognized discipline of basketball, very similarly to Beach Volleyball and its relationship

to Volleyball.

However, we are discussing here the benefits of using a 3x3 format to teach and develop young players not as part

of an elite pathway.

Benefits of using 3x3 for development are:

1.

Emphasis on 1x1 skills

2.

Develop understanding of space

and movement

3.

Develop understanding of man to

man defensive positioning

4.

More touches & more involvement

in the play

2

For more information on FIBA 3x3 events see

www.fiba.com/3x3 or www.3x3planet.com

Mini-Basketball

5. Modified Rules

5.3 Small sided games - 3x3

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Emphasis on 1x1 Skills

Earlier we indicated that Zone Defence (in the quarter court) should not be allowed until the U16 age group.

The reason for this is that the zone defence (particularly with young players) tends to:

•

limit opportunities to drive to the

basket (as there are 2 or 3 defenders

in position at the keyway);

•

limit opportunities to pass to players

cutting into the key (as there are 2 or 3 defenders in the keyway, young players often struggle to foresee the pass or to

make the pass);
L

force players to shoot from outside

before they have developed the strength and technique to do so.

By having teams play from man to man defence provides greater opportunity

for offensive players as there will often be less defenders in position directly near the basket.

Similarly, the use of 3x3 provides

more scope for players to develop their individual skills, both offensively and defensively. Some examples of this are: With players spaced widely, there is more opportunity for an offensive player to drive.

For example, if 3 is able to beat their opponent they can attack the basket. x2 may be in a position to help, but this would leave an open pass to 2.

Similarly, as 3 receives the ball, neither x1 nor x2 is in a position to help so 3 has more opportunity to play.

3
1
x1
x3
2
x2
2
3
x2
x3
1
x1

Mini-basketball

5. Modified rules

5.3 Small sided games - 3x3

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Again, with good spacing between the offensive players, 1 has a good opportunity to drive to the basket.

If x3 moves to help, it creates an easy

pass to 3.

The good offensive spacing on the perimeter also provides opportunities for players to cut.

Here 2 cuts toward the ball and then feedback doorfl cuts to the basket.

3x3 spacing gives greater opportunity for a fipass and cutfl, because x2 is unlikely to have moved into a position to guard 1 as they cut to the basket.

Spacing on the perimeter provides an opportunity for the defence to practice a fisplit linefl position (x2). This provides more room for 2 to cut into the keyway.

1
x1
3
2
x3
x2
1
x1
3
2
x3
x2
1
3
2
x1
x3
x2
3
1
x1
x3
2
x2

Mini-basketball

5. Modified rules

5.3 Small sided games - 3x3

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Develop understanding of
fispacefl and fimovementfl

As shown in the examples earlier,

3x3 provides an excellent opportunity

for players to learn, and practice,

basic principles of motion offence

such as:

↳

pass and cut;

↳

pass, cut and replace;

↳

flash cut to the ball;

↳

back cuts when overplayed

by the defence.

Pass, Cut & Replace

Back Door Cut

Back Door Cut

Flash Cut

1

2

3

1

3

2

2

3

1

1

3

2

Mini-basketball

5. Modified rules

5.3 Small sided games - 3x3

39

Young players in particular will commonly move closer to the ball instead of spacing themselves around the court.

Various alignments can be used in 3x3, which will help to emphasise good spacing,

in line with motion offence principles that are fundamental to good team play.

This alignment works well:

↳

Pass and cut;

↳

Back door cuts;

↳

Driving from the wing.

This alignment works well:

↳

Back door cuts;

1

High Post practice;

This alignment works well:

1

Flash Cuts;

1

Back door Cuts:

1

Driving from the wing:

1

fiDrive and dishfl:

This alignment works well:

1

Low Post practice;

1

Back door cut

1

2

3

1

2

3

2

3

1

2

3

1

Mini-basketball

5. Modified rules

5.3 Small sided games - 3x3

40

One of the reasons that young players will often ficrowdf1 the ball (or move toward it) is that they can only con~dently throw the ball a short distance so that they get closer and closer to the ball in the hope of being passed the ball.

The initial alignment shown below (player with the ball at the top of the

key and the other two players in

the fideep cornersfl) provides great opportunity for players to beat their opponent and drive to the basket as there may be little help defence.

The drawback of this alignment is that the distance between players is too great for them to be able to pass OE however it does provide an opportunity to either cut or to remain in position to receive a pass from a player driving to the basket.

In whatever alignments that are used, coaches should emphasise to players the need to move with fipurposefl.

Rarely, should a player cut and then stand still. The principles of fimotion offencefl should be applied in 3x3.

This spacing is challenging for young players as the distance to pass is large. 2 and 3 are also not in a good position for a lay-up as it is hard to use the basket.

Whilst this alignment is common with more senior players it should be used sparingly with

younger players.

1 does have a good opportunity to drive or to adjust their position using a dribble entry.

3 cuts and then moves back to

a perimeter position if they do not

initially get the ball.

If 1 drives to the basket, it provides an opportunity for 3 to receive a pass if their defender goes to help.

1

2

3

1

2

3

1

x1

2

3

x2

x3

Mini-basketball

5. Modi~ed rules

5.3 Small sided games - 3x3

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Using 3x3 with Transition

In international 3x3, the game is played on a half court with one basket only, however with young players it is important that they also experience the transition from offence to defence

in a full court context.

This can obviously be done on a full sized court, although with very young players that can be a significant distance, particularly with only 3

players on a side.

However, if a court has side baskets, then 3x3 can be used very successfully playing across a half court, with baskets at each end. In this format, basic principles that apply in full court basketball can be applied, such as:

•

Defending in Basketball and then in Football

in transition;

•

Turning or Channelling the dribbler;

•

Trapping the ball as it crosses into

the front court

•

Passing the ball ahead

(rather than dribbling full court)

•

Running wide lanes

•

Driving Lane and Passing Lane principles of 2x1

3

x3

2

x2

1

x1

x3

2

x2

1

x1

3

If there is only a half court available, then coaches can simulate transition by including a rule that on any change in position (whether a score, defensive rebound or a steal) that all players must touch the half way line (or some other marker) before being able to play. Importantly when using this rule, players don't have to wait for all their teammates or opponents to touch half way.

Mini-basketball

5. Modified rules

5.3 Small sided games - 3x3

42

On any change of possession, each player must get both feet into the shaded area before they can participate in the next play.

After 1 scores, x3 inbounds to x2

who dribbles towards half way.

All other players start to move

to half way.

x1 gets to the shaded area first.

Once x2 has got to the shaded area they can pass to X1 who will get an open shot. As 1, 2, 3 and x3 have not got to the shaded area they are not in the play.

Develop understanding of man to man defensive positioning

Just as 3x3 is a great mechanism for offensive players to develop their skills, it is equally a great teaching tool for defensive skills. The ability to defend the player that has the ball and contain their penetration is very important in 3x3 as there is less help by virtue of their being more space and less players.

Off ball positioning (one pass away, two passes away etc.) equally applies in 3x3, as do concepts such as jumping to the ball (i.e. adjusting defensive position every time the ball moves).

1

2

x2

x1

x3

3

x3

x2

x1

2
 1
 3
 x3
 x2
 x1
 2
 1
 3
 1
 2
 3
 x2
 x1
 x3
 Mini-basketball

5. Modified rules

5.3 Small sided games - 3x3

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More touches for more involvement in the play

With less players on the team there are more opportunities for each player to get the ball (or to be defending the player who has the ball). This is very much where the fun factor is!

The principles of motion offense can be applied in a 3x3 context.

Coaches need to make sure that the spacing and skills is appropriate to

the level of athletes. For example,

skip passes (from one side of the court to the other) may not be suitable

at this age group, but reversing the ball (passing it from one side of the court to the other through a number

of players) achieves the same result. 1 penetrates into the key.

2 and 3 move to a position to receive a pass.

The ball is passed from one side of

the court to the other. Once 3 has the ball, 1 cuts into the keyway. This is excellent to teach patience and waiting until the appropriate time to cut - 1 should wait until 3 has the ball before into the the key.

Here, 2 cuts once 3 has the ball.

1 holds their position until 2 receives the ball, and then moves to a position to receive a pass.

When the ball is passed into the low post (3), 1 cuts to the basket and 2 relocates.

An alternative movement is that 1 screens for 2 after passing to the post, and then dives to the basket.

1

2

3

1

2

3

1

2

3

Some examples of general principles in a 3x3 context are:

3

1

2

1

3

2

Mini-basketball

5. Modified rules

5.3 Small sided games - 3x3

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5.4

Small Sided Games - 4x4

4x4

Similar to 3x3, using 4 players on each team is another great tool to help young players to develop their individual skills as well as their understanding of team concepts, such as motion offense

or man to man defensive positioning.

Introduce Post Play

In 4x4 there is more scope to introduce post play and all players should have

the opportunity to play in both post

and perimeter positions. Defensively, there is scope for using double teams (when two defenders guard the ball), particularly in the context of

full court defence.

Ball Reversal

4x4 can also be preferable with very young players as the width of the court can be covered, with the passing distance between players being smaller, and this will encourage ball reversal:

Reversing the ball (passing from one side of the court to the other) is an important concept. Very young players may find that easier to do in a 4 Out alignment rather than 3 Out alignment, as the passes required are shorter when there are 4 players. Again, if side baskets are available, you can play full court but over the shorter distance across the court, rather than the length of a normal court. It is important that players learn the importance of transition between offence and defence.

1
2
3
1
2
3
4

Mini-basketball

5. Modified rules

5.4 Small sided games - 4x4

45

Space and Movement

Again, one of the key reasons to

use 4x4 with young players is that it is an excellent tool for teaching the importance of space and movement and also how to move together as a team. Without instruction, many young players will move closer to the ball,

not realizing that if they then stay

close to the ball it:

(a)

is easier for a defender to intercept the ball (a defender on the move will often steal the pass when their opponent is standing still); and

(b)

makes it harder for their team mates

as there is no space to move into to

try and receive a pass.

2 cuts towards the ball and then stops, waiting for 1 to pass. x2 continues to move and is able to intercept the pass

4 cuts to the ball and then stops after passing the free throw line. Their defender also adjusts their position.

The shaded area is now occupied,

limiting options where 2 could cut.

1

2

x2

1

4

2

x4

Mini-basketball

5. Modified rules

5.4 Small sided games - 4x4

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Like 3x3, 4x4 can develop an awareness of purposeful movement, as a team. The following progression can be used to introduce players and then give them plenty of practice using 4x4.

2 leads for the ball and faces the basket after catching it. 1 cuts after passing.

A defender is now added and 2

is encouraged to cut back when

they cannot receive the ball on

the perimeter.

After 2 back cuts to the basket, 3 can replace 2 cutting to the perimeter position. 2 then moves to the perimeter position where 3 started.

After the initial pass-cut-replace movement by 2 and 3. 4 now replaces 3 and then 2 moves to the perimeter position where 4 started.

The series can be concluded by having players reverse the ball (pass it from one side of the court to the other)

1

2

1

2

x2

3
1
2
3
x2
1
2
3
4
x2
1
3
2
4
Mini-basketball

5. Modified rules

5.4 Small sided games - 4x4

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Although the concept of purposeful movement may initially be shown without a defence or a small number of defenders, it is important to progress to and let the players play and, give instructions as much as possible:

(a)

from the run without stopping the whole activity;

(b)

no more than a minute which simulates a time-out.

There are various alignments that can be used with young athletes in 4x4:

There are various alignments that

can be used with young athletes in 4x4:

4 Out

This is an open post alignment, without a designated post player. Player may post up following a cut to the basket, and then move to the perimeter.

This emphasizes:

1

pass and cut

1

fast cuts

1

back cuts

Low Post Triangle

A post player can be introduced but when working with young players, all players must have the opportunity to play in the post and on the perimeter.

This emphasizes:

Ł

passing to the post

Ł

cutting off the post

Ł

back cuts (2)

fiHigh Post Trianglefi

Bringing the post player to a high post position helps to emphasise:

Ł

back cuts (2 and 3)

Ł

post moves OE facing basket

Ł

cutting off the post

Ł

driving to the basket from the wing

3

1

2

4

1

2

4

3

3

1

4

2

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5. Modified rules

5.4 Small sided games - 4x4

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Notes

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