

Lesson Plans

Basketball



A project of:



Funded by:



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Health and
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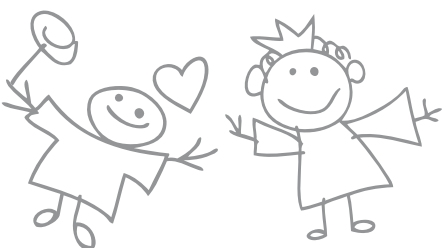
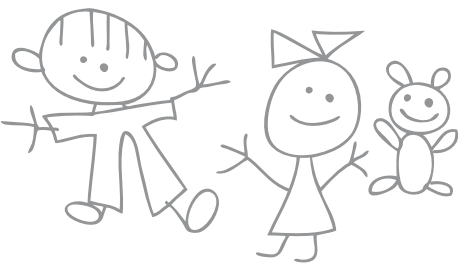
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www.sportpei.pe.ca

Sport PEI through a sport participation bilateral agreement has undertaken a Long-Term Athlete Development (LTAD) project which includes educating parents, coaches, and early childhood educators on the benefits of getting an “Active Start” for their children. From ages 0-6 years, children need to be introduced to relatively unstructured play that incorporates a variety of body movements.

An early active start enhances development of brain function, coordination, social skills, gross motor skills, emotions, leadership, and imagination. It also helps children build confidence, develop posture and balance, build strong bones and muscles, promote healthy weight, reduce stress, improve sleep, learn to move skillfully, and learn to enjoy being active. This booklet contains Active Start lessons plans intended for ages 3-6 to be used in Early Childhood Centres and communities.

Sport PEI would like to thank the following partners for their support on this project. Without their support, this project would not have been possible:



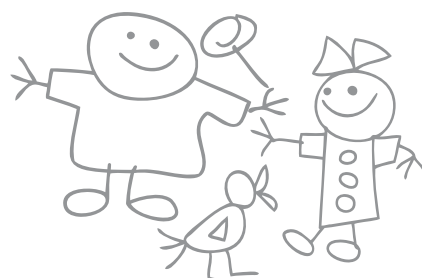
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Basketball PEI

Basketball PEI is the sport governing body for basketball in the Province of Prince Edward Island. The organization is a not-for-profit association. Basketball PEI represents Prince Edward Island's amateur basketball interests. The membership is made up of athletes, coaches, officials, members clubs, minor basketball associations, leagues and basketball supporters. As part of its mandate, Basketball PEI is committed to promoting and developing basketball in the province.

Basketball PEI is directed by a volunteer Board of Directors who are elected by voting members to represent, guide, govern and manage the affairs of the association. The Executive Director, manages all day to day operations of Basketball PEI.

Basketball PEI is a voting member of Canada Basketball.

OUR VALUES:

Basketball PEI believes that the sport experience makes a significant contribution to the physical, intellectual, personal, and social development of its athletes and coaches. We believe that the conduct as an organization is guided by:

Collaboration: We believe in listening to and openly communicating with our members and stakeholders.

Equity of Opportunity: We believe that our system must be open and inclusive.

Ethics: We believe only in the ethical pursuit of excellence.

Personal Growth: We believe that basketball contributes to personal health, happiness and the development of positive life skills.

Pathways to Excellence: We believe in providing quality opportunities for athletes, coaches, officials and administrators to fulfill their potential.

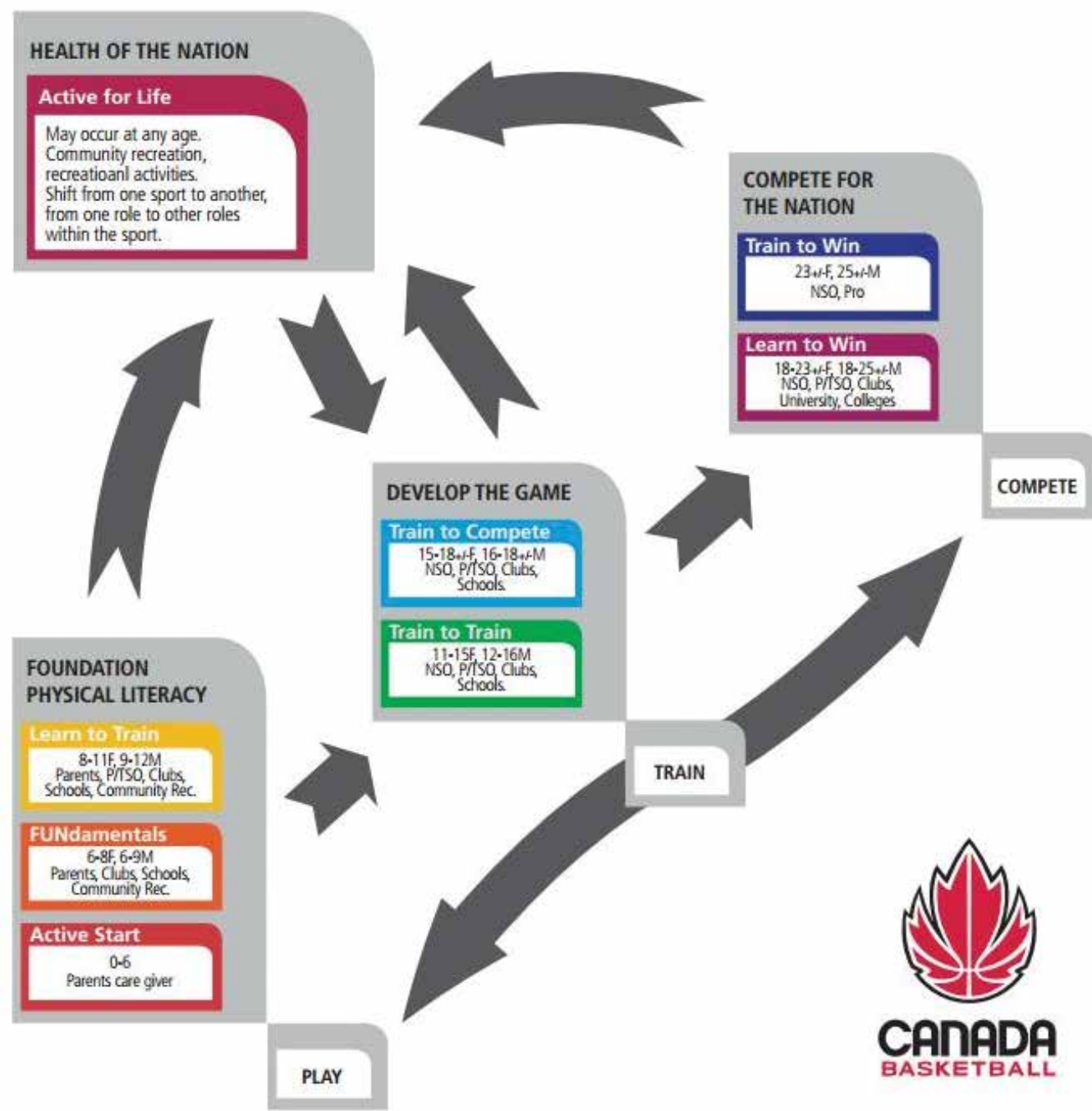
Respect: We believe that participants, competitors, coaches, officials, administrators and supporters must honour and respect each other and our game.

Pride: We are proud of our sport and its role in both community and athlete development.

MISSION:

To lead a unified basketball community to engage all our athletes and coaches in quality experiences.





Starting Off Right!

Childhood obesity and rising inactivity among children threatens the future health of Canada, and the problem needs to be addressed NOW if we are to prevent a generation of children from growing up with chronic health problems.

Physical Literacy – What Exactly is it?

Physical literacy is the development of fundamental movement skills and fundamental sport skills that permit a child to move confidently and with control, in a wide range of physical activity, rhythmic (dance) and sport situations. Physical literacy also includes the ability to “read” what is going on around them in an activity and react appropriately to those events.

For full physical literacy, children should learn fundamental movement skills and fundamental sport skills in each of the four basic environments:

- On the ground -**
as the basis for most games, sports, dance and physical activities
- In the water -**
as the basis for all aquatic activities
- On snow and ice -**
as the basis for all winter sliding activities
- In the air -**
as the basis for gymnastics, diving and other aerial activities



How and where do children become physically literate?

Developing physical literacy in our children will take the combined efforts of parents/ guardians, childcare providers, school personnel, community recreation leaders, provincial sport organizations and everyone involved in the Canadian sport system. Each has a role to play if we are to be successful.

Developing Fundamental Movement Skills: suggestions for parents and caregivers

Fundamental movement skills need to be developed in a wide range of environments, and concerned parents need to question early childhood education providers, schools, minor sport organizations and other organizations to make sure that their child's needs are met.

HERE ARE SOME QUESTIONS THAT CAN BE ASKED:

- Do ALL children have the opportunity to be vigorously physically active for at least 30 minutes per day for toddlers and 60 minutes per day for preschoolers, everyday, in their home, day-care setting or school?
- Do they engage in dance and music activities?
- Is there a wide range of material that children can play with balls (various types and sizes), bean bags, hoops, and other similar equipment, and are there places to climb, room to run and jump, places to safely throw and kick objects?

- Do teachers and early years educators encourage ALL children, including those with a disability, to engage in active play?
- Can early years educators and teachers provide basic instruction to children who have difficulty with a specific fundamental movement skill?

Learning fundamental SPORT skills before mastering related fundamental MOVEMENT skills reduces performance ability later. Learning to become physically literate is comparable to learning to read. We do not give children adult books to read, so why would we expect them to play sports at the adult level? Just like a child needs to learn the ABC's before reading, they need to learn the fundamental movement skills in order to succeed in different sports.



Fundamental Sport Skills: The consequences of Missing out on Physical Literacy

A child who misses out on developing physical literacy is at a great disadvantage. On the playground and in the park, children really like to play with other children who have the same level of skill as they do, and who can “keep the game going”, and, if you can’t keep the game going, you won’t generally be asked to join in.

Missing out on Fundamental Movement Skills also means that the child is unlikely to choose to take part in a formal sport activity that requires proficiency in that skill, and this restricts their choice of life-long health-promoting activities. It also restricts their opportunities for sporting excellence.

Being unable to perform even a single fundamental movement skill can seriously restrict later opportunities for recreational or competitive activity, as can be seen from the few examples shown below.

consequences of missing a fundamental skill:

If you don’t enjoy running — you are less likely to take part in: Soccer, Basketball, Volleyball, Track and Field, Squash, Badminton, Rugby, Tennis

If you don’t enjoy throwing — you are less likely to take part in: Baseball, Softball, Bowling, Soccer, Goalball, Football, Rugby

If you don’t enjoy swimming — you are less likely to take part in: Swimming, Diving, Water Polo, Scuba, Kayaking, Sailing, Surfing

Physical Literacy During the Active Start Stage of Canada’s Long Term Athlete Development Plan

Ages: 0-6 years

Objectives: Learn fundamental movements and link them together into play. Physical activity is essential for healthy child development during the critical first six years of life, and is especially important during the first three years since brain growth is extremely rapid, and learning creates more brain cell connections than in later years (Gruhn, 2002). Among its other benefits, physical activity during this time:

- Lays the foundation for future success in skill development, by helping children enjoy being active, learning to move efficiently, and improving coordination and balance.
- Creates neural connections across multiple pathways in the brain (Council of Physical Education for Children, 2000) particularly when rhythmic activities are used.
- Enhances development of brain function, coordination, social skills, gross motor skills, emotional development, leadership and imagination.
- Helps children build confidence and develop positive self-esteem.
- Helps build strong bones and muscles, improves flexibility, develops good posture, improves fitness, promotes a healthy body weight, reduces stress and improves sleep.

THINGS TO THINK ABOUT:

At this age, physical activity should always be fun, and part of the child’s daily life, not something they are required to do. Active play in a safe and challenging environment is the best way to keep children physically active.

More on the ABC's: Useful In All sports

Agility, balance, coordination, and speed are valuable in almost all sports. Developing the ABC's is an important part of physical literacy, and there are a number of activities in which they can be learned and refined.

Some sports and activities are better at developing one or more of the ABC's than others, and the key sports are:

- Gymnastics is a great way for young children to learn and develop their agility, balance, and coordination, while Athletics (track and field) is a great way to develop speed and coordination.
- Skating and skiing provide great opportunities for the development of balance, coordination and speed, while soccer helps with speed, agility, and coordination.
- In addition to developing confidence and safety in the water, swimming develops balance and coordination.
- Cycling (or skateboarding or horse riding) develops balance and the judgement of speed.



Some Other Skills to Develop

While it is easy to understand why physical literacy needs to include the skills of running, jumping, throwing, kicking, catching and other skills, along with agility, balance, coordination and speed, there are a couple of other skills that are less obvious.

The two most important of these skills are prediction and interception. Think for a moment about what it takes to catch a softball hit high into the air. As the catcher - the child needs to be able to:

- See the ball leave the bat, and predict where it will land.
- Move to where they think the ball will land-and get there for when the ball arrives. This is the ability to intercept the ball, and this is a physical literacy skill that needs to be learned.
- Then they need to be able to catch the ball!

This ability to predict and intercept is also critical to many stick, bat, and racquet sports, where the child needs to predict where the ball or puck is going, and then move their bat, racquet, or stick so that the moving "stick" makes solid contact with the moving "ball".

Learning this kind of complicated skill requires two things, and is helped by a third:

- Sufficient maturation of the brain and vision-which usually happens between the ages of 4 and 7.
- Lots of opportunity to try to catch, intercept and hit lots of different directions at many different speeds (although interestingly many children find it much harder to do this with small balls moving slowly, than with larger balls moving a bit faster.
- Good instruction, particularly about body position and what children should look for, can dramatically help children master these critical physical literacy skills.

Impact on the Education, Recreation and Physical Activity System ~ Early Childhood Educators ~

Early childhood educators might be parents looking after their children at home, or professionals working in early learning centers.

Don't Forget to Play!

While working with young children, introducing them to new games and activities is important. So, too, are opportunities for unstructured play. Guidelines suggest that toddlers should have 30 minutes and preschoolers should have 60 minutes of structured activity per day. This should be coupled with lots of opportunity for unstructured play - with activities initiated by the child. The setting aside of time for unstructured play activities is sometimes called “deliberate” play.

Let's Get Rhythm

During the early years of life, basic rhythm skills are developed and, if developed, will open up later possibilities for lifelong involvement in dance, music and other artistic activities. Rhythm activities also help develop fluid movement patterns that can help children perform many fundamental movement and fundamental sport skills with greater ease and efficiency. Since education in physical activity is not always a high priority in the training of Canadian early childhood educators, and many parents are not well prepared to deal with the Active Start activities of their young children, there is a great need for help and guidance.

Please visit www.activeforlife.ca and www.canadiansportforlife.ca for more information.



Sport PEI would like to acknowledge the following authors, documents, resources that were used in the creation of this document:

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STARTLING STATS....

“The average kindergartner has watched more than 5000 hours of TV by the age of 5 - that’s more than enough hours to earn a college degree.” Hyatt, G. & Whitlatch, S. (1991)

“Today, children expend four times less energy than 40 years past and exercise 75% less than in 1980. Even 4 year old girls are physically active four hours a week less than boys. Over 40% of Canadian children aged 2-5 years were overweight in 1998-1999; about half of these could be considered obese.” http://www.gov.ns.ca/ohp.srd/publications/childcare_physactivityresource1/pdf

“Preschoolers should take part in AT LEAST 60 minutes of structured play/physical activity and AT LEAST 60 minutes of unstructured, free-play/physical activity every day. They should not be sedentary for more than 60 minutes at a time, except when sleeping.” U.S. National Association for Sport & Physical Education

“If a girl does not participate in sport by the age of 10, there is only a 10% chance she will be physically active when she is 25.” Bunker (1988)

“Over the last 25 years, obesity rates among children and youth in Canada have nearly tripled.” Government of Canada: “Healthy Canadians”

“Childcare providers and Early Childhood Educators work with children during one of the most critical periods of development. Toddlers and preschool children are developing the neurological structures and emotional responses that will shape a lifetime of physical activity.” Canadian Sport Centres

WHAT CAN YOU DO?

- Take time to play and be active with your children every day.
- Make sure your children are taking part in structured and unstructured play.
- Teach all of the fundamental movement skills so children feel comfortable playing all activities as they get older.
- Avoid excessive TV time.
- Prepare more healthy meals and snacks.
- Lead by example. Parents and educators must model physical activity for children and participate in the activity with them.
- Most importantly, make physical activity fun and exciting. This is something that children should want to do – not something they have to do.



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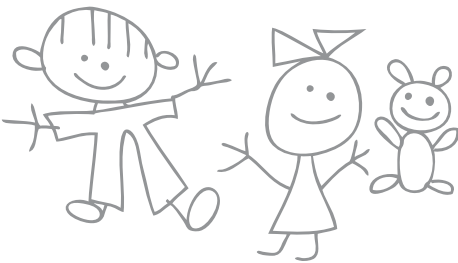
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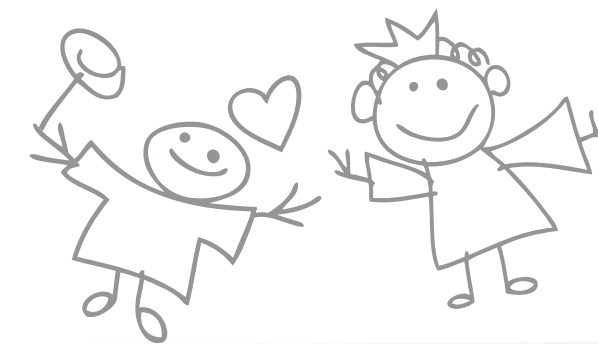
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Equipment:

- | | |
|-----------------------|-------------------------|
| 8 Mini 6" cones | 24 noodle connectors |
| 8 Medium cones 10-12" | 4 XL 24" cones |
| 8 larger cones 12-18" | Spot Markers & Balls |
| 12 pool noodles | Pylons, Targets or Nets |



#1 Warm-up:

DUCK, DUCK GOOSE

This is a racing game where everyone sits in a circle and there is a designated person to be it. The person who is it must walk around the circle in a clockwise direction tapping everyone on the head. Every time they tap someone on the head they call them a 'duck'. The person who is it has the option to choose whomever they wish to race with. When they get to that person they say 'Goose'. That person must get up and race around the circle going counter-clockwise. The person who is it is racing around the circle going clockwise (make sure they don't run into each other by keep their eyes up). It is a race to the empty spot in the circle. Whichever child doesn't make it is now the new person it.

** 2-3 different circles may be necessary for large groups. Have the children sit with their hands on their knees for safety.

#2 Main Lesson:

BALL HANDLING SKILLS (8 minutes)

Have the players spread out in front of you with a ball in their hands. They are to copy all the movements that you do with the ball.

Possible movements with the ball could include:

1. Allow players to get a feel for the ball by holding it in their hands and moving it around different parts of their bodies – neck, waist, legs, etc.
2. Have the players put two hands on the ball and swing it from side to side; low to high or high to low.
3. Hand Slaps: Hold ball with two hands using fingertips for grip, slap ball back and forth between hands
4. Finger Tipping: Tap ball between hands with fingertips (Different heights, different distances from body)
5. Funnel: Continue tapping the ball between fingertips and move the ball down in front of the body and down to the floor and then back up over head
6. Body Circles: Circle ball around different parts of the body (head, waist, knees, ankles)

TRACKING SKILLS (5 minutes)

It is very important that the players learn to track the ball with the eyes and coordinate this movement with the hands to catch the ball. Start by tossing the ball from one hand to the other while standing straight. With young children catching with two hands is enough of a challenge. Make the drill more challenging by having the players: toss it faster, toss it higher, toss it behind the neck, add an action (clap hands, spin 180°) before catching.

BASKETBALL STANCE (4 minutes)

The basketball stance is the foundational stance that all players should have while playing the game. It is important to stress that everyone should have their: feet shoulder width apart, in balanced stance, weight on balls of feet, knees bent, butt down, back straight, hands out to the side.

Have the players run around the court and on the whistle they should go into their basketball stance. Have the coaches walk around to check the stance of each of the players. Continue for 3 or 4 whistles.

BALL TOSS RELAY (5 minutes)

The players are put into pairs with one ball between the two players. Player one stands behind a designate line and tosses the ball up in the air so it will bounce on the floor once before reaching another line. Player one runs out and grabs the ball and brings it back for the second player to toss. Allow the players a number of repetitions.

AROUND THE WORLD SHOOTING (8 minutes)

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

Teaching points:

Encourage children to try running sideways not always in a straight line.

Be a role model, and play running games with children.



Active and safe start:

Safe play

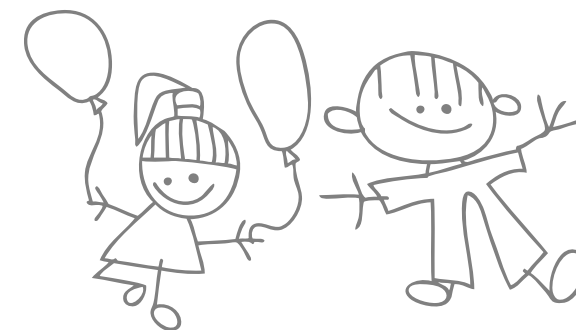
Have a well-rehearsed STOP signal and stop games immediately if you see unsafe running, or anything else.



Equipment:

Hula Hoops
Spot Markers
Pylons

Balls
Targets or Nets



#1 warm-up:

LEAPING LILYPADS

Spread the hula hoops out throughout the play area and start with everyone standing at one end. All of the children are 'frogs' looking for a home (the hula hoops are the lilypads), tell them the 'birds' (leaders) are out to get them. To avoid getting caught they must be inside a hula hoop but they can only stay inside the hula hoop for 5 seconds and then have to find another one. If they are tagged by a 'bird', they must do a jumping jack before they continue.



#2 Main Lesson:

BALL HANDLING SKILLS (5 minutes)

Have the players spread out in front of you with a ball in their hands. They are to copy all the movements that you do with the ball.

Possible movements with the ball could include:

1. Allow players to get a feel for the ball by holding it in their hands and moving it around different parts of their bodies – neck, waist, legs, etc.
2. Have the players put two hands on the ball and swing it from side to side; low to high or high to low.
3. Hand Slaps: Hold ball with two hands using fingertips for grip, slap ball back and forth between hands
4. Finger Tipping: Tap ball between hands with fingertips (Different heights, different distances from body)
5. Funnel: Continue tapping the ball between fingertips and move the ball down in front of the body and down to the floor and then back up over head
6. Body Circles: Circle ball around different parts of the body (head, waist, knees, ankles)

TRACKING SKILLS (4 minutes)

It is very important that the players learn to track the ball with the eyes and coordinate this movement with the hands to catch the ball. Start by tossing the ball from one hand to the other while standing straight. With young children catching with two hands is enough of a challenge. Make the drill more challenging by having the players: toss it faster, toss it higher, toss it behind the neck, add an action (clap hands, spin 180°) before catching.

BASKETBALL STANCE (4 minutes)

The basketball stance is the foundational stance that all players should have while playing the game. It is important to stress that everyone should have their: feet shoulder width apart, in balanced stance, weight on balls of feet, knees bent, butt down, back straight, hands out to the side.

Have the players run around the court and on the whistle they should go into their basketball stance. Have the coaches walk around to check the stance of each of the players. Continue for 3 or 4 whistles.

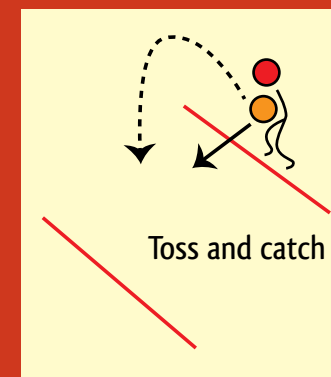
RED LIGHT/GREEN LIGHT (5 minutes)

Spread the players out along the baseline with the coach in the center of the gym. When the coach calls out "Green Light", players run forward, on "Red light" players stop and get in the basketball stance. Players try to run to other end of court, if not in stance on "Red Light", players are sent back to the start of the line.

Increase the difficulty by: make the players balance on one foot and start moving from one foot, change the type of movement – transform to animal walks; stop in fun positions.

TOSSING AND CATCHING (6 minutes)

Start with the players in scatter formation with ball standing behind a line on the court.



Toss and catch

Have them:

- Throw ball into air with two hands
- Extend hands above the head where ball will land
- Catch the ball with two hands
- Cushion ball on reception and bring it in tight to body at chest or waist level

Challenge the players by having them clap and catch the ball. Make it a personal challenge –

"How many claps can you make and still catch the ball". Instruct them to toss it high, low, off a bounce, emphasizing to keep your eyes on the ball. Have the player toss the ball so it goes up in the air and bounces once before it reaches the next line (About 3m away). After tossing the ball, the player runs and catches the ball. Assume a basketball stance once you catch the ball.

AROUND THE WORLD SHOOTING (6 minutes)

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

Teaching points:

Encourage the children to move different parts of their body to improve body awareness.

Active and safe start:

Make sure that there is adequate space for the activity to take place. Do not use walls as finish lines or turning points. These should be made clear using markers on the floor.

Safe play

Equipment:

Spot Markers & Pylons
Balls
Targets or Nets



#1 warm-up:

OCTOPUS TAG

Three children (more may be needed if there is a large number of children playing) are octopuses and they must spread out in the designated area. They are stuck in the mud, so they cannot move their feet. They can however, move the rest of their body including their tentacles (arms) to capture the 'little fish' that swim by. The rest of the children are the fish and they line up at one end of the area and on 'go' they must 'swim' down to the other end. If an octopus tags them then they become IT too and are stuck in the mud where they got tagged. The children run back and forth from one side to the other until everyone has been caught.

Variation: All of the children run around freely in a designated area, including the 'octopuses' who are IT. If you get tagged then you have to stop and plant your feet in the ground, you've become seaweed and you are IT as well (but you cannot move your feet).

#2 Main Lesson:

BALL HANDLING SKILLS (6 minutes)

Have the players spread out in front of you with a ball in their hands. They are to copy all the movements that you do with the ball. These movements are listed in the first two lessons.

TWO-FOOT JUMP STOP (6 minutes)

Have the players in their basketball stance and perform a two-foot jump stop. Things to focus your attention on are:

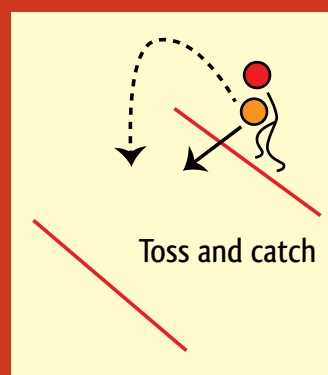
- Body lowers, two feet land simultaneously (only one sound should be heard THUMP), slightly staggered
- Body lowers, knees bend, arms balance
- Body in ready position

Have the players in a scatter formation running on the spot. On the whistle, players execute a two foot (one beat) jump stop. As the players jump stop have them verbalize aloud: "Jump Stop!" Make sure they end in their basketball stance.

Repeat with: faster run on the spot, quieter jump stop, repeat with players running around court making two foot jump stops on the coach's whistle, keep the drill short and vary the signals to keep players alert.

TOSSING AND CATCHING (6 minutes)

Start with the players in scatter formation with ball standing behind a line on the court.



Have them:

- Throw ball into air with two hands
- Extend hands above the head where ball will land
- Catch the ball with two hands
- Cushion ball on reception and bring it in tight to body at chest or waist level

Challenge the players by having them clap and catch the ball. Make it a personal challenge –

"How many claps can you make and still catch the ball". Instruct them to toss it high, low, off a bounce, emphasizing to keep your eyes on the ball. Have the player toss the ball so it goes up in the air and bounces once before it reaches the next line (About 3m away). After tossing the ball, the player runs and catches the ball. Assume a basketball stance once you catch the ball.

DRIBBLE (6 minutes)

This lesson will introduce dribbling. As with a lot of basketball skills it starts from the basketball stance. The proper dribbling stance includes the following parts:

- Start with knees bent, feet shoulder width apart, head up and eyes forward
- Feet staggered with one foot slightly ahead of the other
- Ball dribbled with dribble hand slightly ahead of back foot
- Push ball to floor using fingertips, not palm, elbow bent, wrist follows through
- As ball returns to hand, repeat the pushing motion

- Have the students walk around the gym and on a blown whistle, stop and get in a basketball stance with the ball
- Make sure to alternate hands when dribbling.

Have students practice dribbling stationary at first and then progress into moving around the playing area. Be sure to stress the importance of practicing both hands.

AROUND THE WORLD SHOOTING (6 minutes)

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

Teaching points:

Encourage children to try running sideways not always in a straight line.

Be a role model, and play running games with children.

Active and safe start:

STOP players frequently to remind them to keep their heads up and to anticipate where others are going to run. Take time to practice this before using it in games.

Safe play

Lesson #4

Equipment:

Balls
Spot Markers
Pylons
Targets or Nets



#1 warm-up:

LEAP FROG TAG

- One child is "IT", if a child gets tagged they must kneel on the ground, resting their head on the ground, covered by their hands. They are frozen in this position until another child leaps over them, leap frog style. Change "IT" often.
- Make sure children are used to leaping over each other and remaining in the turtle position. If they aren't ready to leap over each other, tell them to leap beside the person who is frozen.

Practice sleepy turtle first explained below!

- Kneel on the floor, sitting on your heels. Bend forward (careful not to lift your bum off your heels) so that your chest is resting on the front of the thighs, head down.
- Reach forward with out-stretched arms, resting on forearms and hands on the floor.
- Hold this position, breathing deeply in through the nose and out through the mouth – this relaxes the body and stretches the lower and upper back and upper arms (triceps).
- Have them hide "inside their shell" so no one can see them.

#2 Main Lesson:

BALL HANDLING SKILLS (3 minutes)

Have the players spread out in front of you with a ball in their hands. They are to copy all the movements that you do with the ball. These movements are listed in the first two lessons.

Add dribbling movements as the players were introduced to dribbling during the last session. Players could: dribble as low as they can, as high as they can, between their legs, alternating hands, etc...

#2 Main Lesson:

TRACKING SKILLS (2 minutes)

It is very important that the players learn to track the ball with the eyes and coordinate this movement with the hands to catch the ball. Start by tossing the ball from one hand to the other while standing straight. With young children catching with two hands is enough of a challenge.

Make the drill more challenging by having the players: toss it faster, toss it higher, toss it behind the neck, add an action (clap hands, spin 180°) before catching.

TWO-FOOT JUMP STOP (3 minutes)

Review the two-foot jump stop. Things to focus your attention on are:

- Body lowers, two feet land simultaneously (only one sound should be heard THUMP), slightly staggered
- Body lowers, knees bend, arms balance
- Body in ready position

Have the players in a scatter formation running on the spot. On the whistle, players execute a two foot (one beat) jump stop. As the players jump stop have them verbalize aloud: "Jump Stop!" Make sure they end in their basketball stance.

Repeat with: faster run on the spot, quieter jump stop, repeat with players running around court making two foot jump stops on the coach's whistle, keep the drill short and vary the signals to keep players alert.

STRIDE STOP (5 minutes)

After reviewing the two-foot jump stop, introduce the stride stop. Same fundamentals as the jump stop:

- Player begins in ready position and moves forward
- Body lowers, feet land one foot after the other (two sounds should be heard), slightly staggered
- First foot to contact floor becomes pivot foot (this will be talked about in lesson 4)
- Body lowers, knees bend, arms balance
- Body in ready position

Repeat with: faster run on the spot, quieter jump stop, repeat with players taking three steps with a stride stop, keep the drill short and vary the signals to keep players alert.

BOUNCE PASS (8 minutes)

Have students with a partner and a ball about 2 meters apart (it is easier at this age to set out pylons or markers beforehand and have the players go to a pylon – this ensures proper spacing and no-one is left without a partner). The key teaching points for making a bounce pass are:

- Start in a basketball stance, identify target, call name of receiver
- Hold ball close to chest with two hands
- Fingers point to target, keep elbows close to sides, take one step towards receiver
- Extend arms forward at chest level, snap wrists
- Follow through so palms face outward and thumbs point to floor
- Bounce ball 2/3 of the distance to receiver
- Don't pass the ball until you "see 10" (all ten fingers)

It is equally important to teach the proper way to catch a basketball. Reinforce:

- Receiver gives a target – "shows 10"
- Hands move to a position to receive ball, fingers pointing upwards with hands close together
- Eyes trace flight of ball, see ball into hands
- Hands cushion ball on reception, bringing ball in towards body
- Player gets into a basketball stance on completion of reception

Have the players practice passing the ball back and forth.

DRIBBLE (3 minutes)

This lesson will continue with dribbling. Have the players spread out around the gym practicing their dribbling stationary at first and then on the whistle move around the gym. When the whistle blows again the players should stop and dribble while stationary.

AROUND THE WORLD SHOOTING (8 minutes)

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

Active and safe start:

Safe play

Balls can be especially dangerous if loose in a running or landing area. Keep them in a container, net, bag, or behind benches. You can encourage the children to help you pick them up and store them when they are not in use.

Lesson #5

Equipment:

Floor markers
Spot Markers
Pylons
Balls

Targets
Music Player
Hula Hoops



#1 warm-up:

WHAT TIME IS IT MR. WOLF?

Mark out two lines with one child, the wolf, at one line and the other children, the chickens, at the other line. The 'wolf' has their back to the 'chickens' and the chickens yell out together "What time is it Mr. Wolf?" The wolf calls back "It's 4 o'clock" (for example) The chickens would take 4 steps forward. If the wolf yells out "Lunch Time!" the wolf turns around and chases after the chickens trying to tag them as they run back to their safety zone. If anyone gets caught they become a wolf.

#2 Main Lesson:

BALL HANDLING SKILLS (5 minutes)

Have the players spread out in front of you with a ball in their hands. They are to copy all the movements that you do with the ball. These movements are listed in the first two lessons. Include dribbling movements during this skill session.

PASSING (8 minutes)

Introduce the chest pass. The fundamentals of the chest pass are the same as the bounce pass with the exception that the ball should not touch the floor. Reinforce the proper passing and catching technique as outlined in the previous lesson.

Before working with a partner have the players practice the chest pass by standing 3 feet away from a wall. Have them throw a chest pass at about chest height and concentrate on technique. To help players, coaches can put a target on the wall (paper, sticker)

TWO-FOOT JUMP STOP AND STRIDE STOPS (3 minutes)

Review both types of stops with the players.

Have the players in a scatter formation running on the spot. On the whistle, players alternate between a two foot (one beat) jump stop, and a stride stop. As the players jump stop have them verbalize aloud: "Jump Stop!" or "Stride Stop." Make sure they end in their basketball stance.

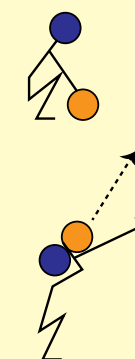
Repeat with: faster run on the spot, quieter jump stop, repeat with players running around court making two foot jump stops on the coach's whistle, keep the drill short and vary the signals to keep players alert.

FROG SHOOTING

(6 minutes)

Perform a squat. It is important that the "player sit in the chair". Place ten fingers on the ball. Raise the ball to the forehead. The player should be able to look under the ball to see the target. Then push to shoot. This is to teach the proper activation of the shooting muscles. Note: this should happen in a continuous motion. The children may sight the target by looking over the ball, but at the release you should encourage them to be looking under the ball. Power comes from the legs, finesse from the upper body.

ten fingers on the ball



look under the ball to see the target

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

MUSIC DRIBBLING (4 minutes)

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

AROUND THE WORLD SHOOTING (4 minutes)

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

One way is to hang a hula hoop from the rim. This way the children have two targets to shoot at; a higher target and a lower target.

Teaching points:

Review the bounce pass from the last lesson. Have the players practice the bounce pass with a partner. Focus on the proper technique for both the passer and the receiver.

Active and safe start:

Have players imagine there is a bubble around them just beyond their maximum reach. The aim is to make sure bubbles don't touch. Mind your bubble and have a safe zone or non tag zone clearly marked and away from walls.

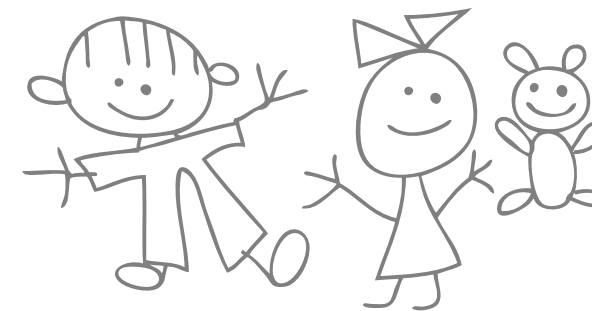
Safe play

Lesson #6

Equipment:

Large Basketballs
Spot Markers
Pylons

Targets or Nets
Music



#1 warm-up:

ANIMALS AT THE ZOO

For this activity the group is pretending to go to the zoo. The teacher will be the leader and let the children know what animals they are about to see and explain that the children must act like the animals. Every couple of minutes yell out a different animal and lead the children around while they move like that animal:

- Zebras- gallop
- Crabs – walk on hands and feet with left hand, left leg stepping forward at same time.
- Donkeys – hands on floor, kick legs back into the air.
- Gorillas – squatting down, walk on feet and knuckles.
- Turtles – walk on hands and feet in slow motion.

And you can do as many animals as you wish. Use toys or images of the animal if you have them!



#2 Main Lesson:

BALL HANDLING SKILLS (5 minutes)

Have the players spread out in front of you with a ball in their hands. They are to copy all the movements that you do with the ball. These movements are listed in the first two lessons. Include dribbling movements during this skill session.

TRACKING SKILLS (5 minutes)

It is very important that the players learn to track the ball with the eyes and coordinate this movement with the hands to catch the ball. Start by tossing the ball from one hand to the other while standing straight. With young children catching with two hands is enough of a challenge. Make the drill more challenging by having the players: toss it faster, toss it higher, toss it behind the neck, add an action (clap hands, spin 180°) before catching.

PIVOT DRILL (5 minutes)

In lesson 4 players were introduced to the stride stop and the term pivot foot. The pivot foot is the first foot that touches the floor after a dribble has stopped. This foot is not allowed to be picked up before the ball is passed or shot. You are allowed to turn on the foot but not allowed to move the whole foot. Have the players:

- Start in a basketball stance
- Back foot (pivot foot) in constant contact with floor
- Stay low
- To pivot, front foot leads body in a quarter turn

- Body can pivot backward (reverse pivot), or forward (front pivot)

Spread players along sideline in a basketball stance without ball. They should have one foot in front of line, other foot behind line. When the coach says “Pivot!” the players rotate front foot forward one step. When the coach says “Return!” the players return to a basketball stance. Repeat several times monitoring player’s progress. Players should be taking small steps while pivoting and should be avoiding the ballerina spin.

Next have players dribble around the court. On whistle, players jump stop into a basketball stance and perform a front pivot. Players must keep their knees bent throughout this drill.

MUSIC DRIBBLING (5 minutes)

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

FROG SHOOTING (5 minutes)

Perform a squat. It is important that the “player sit in the chair”. Place ten fingers on the ball. Raise the ball to the forehead. The player should be able to look under the ball to see the target. Then push to shoot. This is to teach the proper activation of the shooting muscles. Note: this should happen in a continuous motion. The children may sight the target by looking over the ball, but at the release you should encourage

them to be looking under the ball. Power comes from the legs, finesse from the upper body.

(new) The next step is to place the ball at different spots on the floor. Have the athlete get behind the ball and perform the shooting action.

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

AROUND THE WORLD SHOOTING (5 minutes)

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

Teaching points:

- When teaching dribbling, emphasize the following:
- Keep center of gravity low, body compact and moving together.
 - Watch the ball
 - Push the ball down with fingertips; don’t slap at ball.
 - Keep dribble low

Active and safe start:

Don’t forget to yell “STOP” if the players seem to be running dangerously.

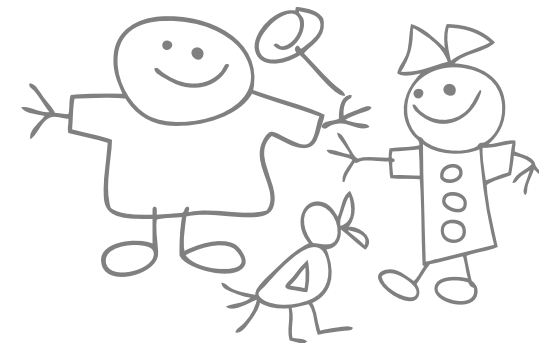
Safe play

Lesson #7

Equipment:

Basketballs or cones.

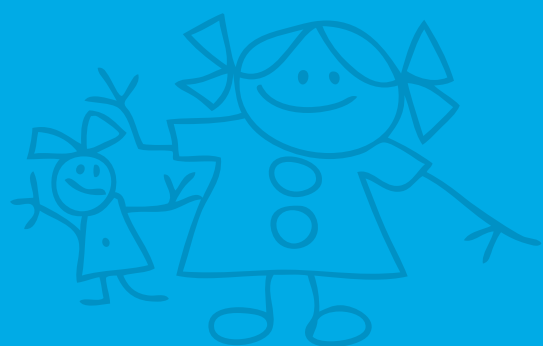
Optional: music as a start/stop signal. Soft toys like bean bags for Hot Potato.



#1 warm-up:

HOT POTATO

Have two groups so that when the kid who ends the song with the ball does not get eliminated but simply goes to the other circle and keeps playing. "Hot potato pass it on, pass it on, pass it on, hot potato pass it on, get rid of the hot potato".



#2 Main Lesson:

BALL HANDLING SKILLS (5 minutes)

Have the players spread out in front of you with a ball in their hands. They are to copy all the movements that you do with the ball. These movements are listed in the first two lessons. Include dribbling movements during this skill session.

MUSIC DRIBBLING (4 minutes)

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

PASSING WITH A TWIST (6 minutes)

Review the bounce pass and the chest pass. Have the players practice both passes with a partner. Focus on the proper technique for both the passer and the receiver. Have the players increase the distance between partners (1 giant step back) when they are ready. Add in a pivot once they catch the ball. Players catch the ball, pivot around and pass back to partner. Have the players vary between a bounce and a chest pass.

FROG SHOOTING (5 minutes)

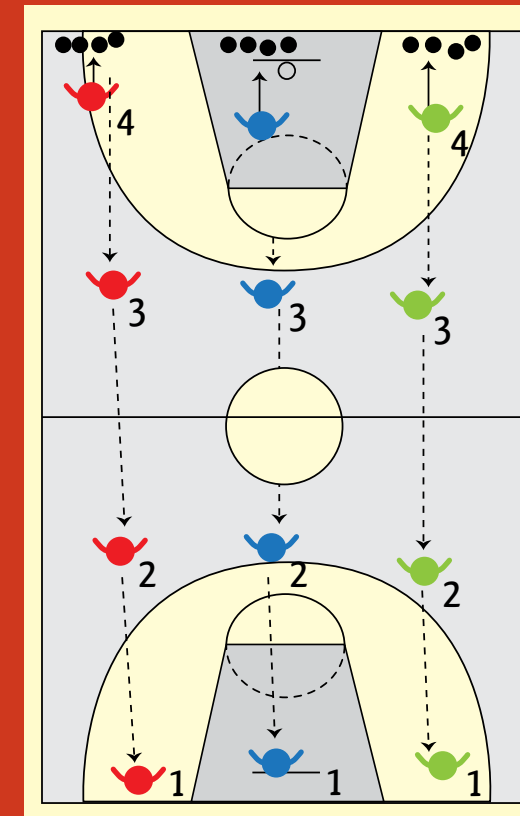
This skill was introduced in lesson 5 and progressed in lesson 6. Start with a review of frog shooting then proceed to the third progression.

(new) Third progression is to roll the ball to pick it up before shooting.

HOT POTATO (10 minutes)

Divide the team into three or four groups and line them up as shown in the diagram. You may find with younger players that the distance is too great and you may want two lines of six players. Each team has four balls on the baseline. The object is to see how quickly the four balls can be passed to the other end of the floor.

This will take communication and teamwork. The first player will often want to pick up a ball and pass it without waiting for the next player to be ready. The middle people must remember to quickly pivot and look for the next pass.



Teaching points:

Pass the ball and not to throw it. Always practice before actual game.



Lesson #8

Equipment:

Balls

Spot Markers

Pylons

Targets or Nets



#1 warm-up:

RED LIGHT, GREEN LIGHT

Make a start and finish line (20 feet apart and away from walls). One child is the street light at the finish line. The rest of the children are lined up at the start line. The 'street light' has their back to the rest of the children and yells out 'green light!' The rest of the children run toward the finish line but when the 'street light' turns red (that child yells out 'red light' whenever they choose to) they must stop moving immediately because if the child who is the street light turns around and catches any child moving that child has to take two giant steps back. The 'street light' turns their back to the other children and yells out 'green light,' and the game continues. The objective of the game is to get to the finish line without the street light catching you. It may be a good idea to have the teacher be the street light for the first few times playing this game. Explain to children what 'moving' looks like. Loss of balance or blinking their eyes.



#2 Main Lesson:

BALL HANDLING SKILLS (4 minutes)

Have the players spread out in front of you with a ball in their hands. They are to copy all the movements that you do with the ball. These movements are listed in the first two lessons. Include dribbling movements during this skill session.

TRACKING SKILLS (4 minutes)

It is very important that the players learn to track the ball with the eyes and coordinate this movement with the hands to catch the ball. Start by tossing the ball from one hand to the other while standing straight. With young children catching with two hands is enough of a challenge.

Make the drill more challenging by having the players: toss it faster, toss it higher, toss it behind the neck, add an action (clap hands, spin 180°) before catching.

RANDOM STOPS WITH PIVOT (4 minutes)

Have the players start in a scatter formation, each with a ball dribbling around the court. On whistle, players jump stop into basketball stance. Coaches move through group try to knock the ball out of the player's hands. Players avoid having their ball knocked away by pivoting away from the coach. Repeat several times using different types of movement (hopping, sliding, running backwards etc.).

SQUARE PASSING (4 minutes)

Have the players in groups of 4, make a square about two meters apart. There should be one ball per group. Players can either make chest pass ball or a bounce pass around square. On whistle, players change direction of passes. Make sure the players are following proper passing and receiving techniques.

FULL COURT LANES (5 minutes)

Divide players into 5 lines on the baseline. One ball at the front of each line. The first player in each line dribbles down to opposite baseline and back. Dribble one direction with their right hand and back with their left hand. Emphasize basic technique.

When dribbling down the floor the coach can blow their whistle anytime. On the whistle the player stops running but maintains the dribble. On the next whistle the player again begins to dribble down the court. The whistle can be blown as many times to provide variation.

Have players jump stop and pivot when they get to the opposite baseline. When they get back to the original baseline, jump stop, pivot and make a good chest pass to the next person in line.

FROG SHOOTING (4 minutes)

Review frog shooting and have players practice "shooting" the ball back and forth with a partner.

AROUND THE WORLD SHOOTING (5 minutes)

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

Active and safe start:

Safe play

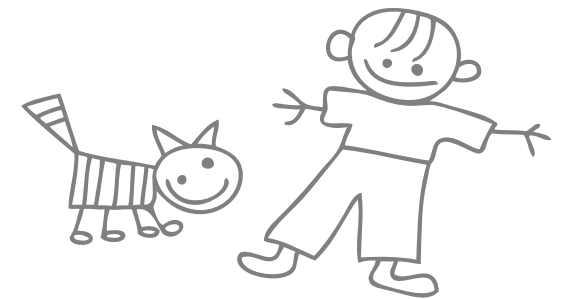
- Check the floors for water, dirt or protrusions (floor plates lifted), loose objects to trip on, etc.
- Check walls and keep players away from drinking fountains, or other protrusions into the playing area.

Equipment:

4 balls (red & green)

Balls

Pylons



#1 warm-up:

GERM TAG

This is a form of tag where there are 4 sponge balls in play (2 red, 2 green). 4 students will be given the balls and the two with the green balls are the 'germs'. The two with the red balls are the 'medicine'. The two students with the green balls run around trying to tag others with their ball. If a student gets tagged they must pretend to be sick by making funny sick noises and asking for medicine until a student with the red 'medicine' ball comes and tags them. After a minute or two stop the game and have new students carry the sponge balls.



#2 Main Lesson:

BALL HANDLING SKILLS (5 minutes)

Have the players spread out in front of you with a ball in their hands. They are to copy all the movements that you do with the ball. These movements are listed in the first two lessons. Include dribbling movements during this skill session.

RED LIGHT/GREEN LIGHT WITH A BALL (5 minutes)

Spread the players out along the baseline with a ball, the coach is in the center of the gym. When the coach calls out "Green Light", players dribble forward, on "Red light" players stop and get in the basketball stance. Players try to dribble to other end of court, if not in stance on "Red Light", players are sent back to the start of the line.

PACMAN/PACLADY (5 minutes)

Without a Ball first, kids go stand on a particular coloured line anywhere in the gym (use a colour that has lots of lines and is throughout). When ready they can run around the gym, but have to be touching that colour line. If they run in to someone, they have to turn around and go the other way, staying in continuous movement. Once they get the hang of it, pick a PACMAN and PACLADY and distance themselves from them for the start. When ready they then go and try and tag someone, but everyone has to stay on a line (they can jump to another line if the same colour). Tagged person becomes the PACMAN or PACLADY. Cannot Tag the person who tagged you right away.

After a couple of times, you could let them do it dribbling.

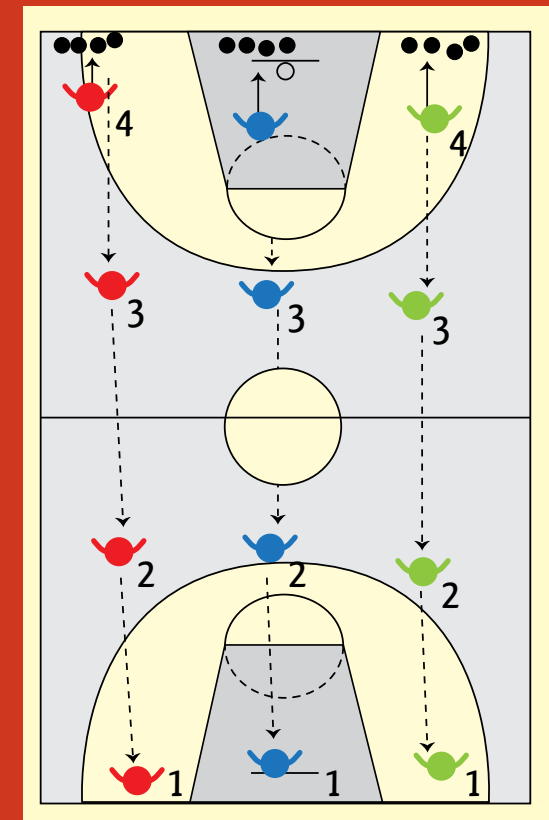
CROWS AND CRANES (5 minutes)

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

HOT POTATO (10 minutes)

Divide the team into four groups and line them up as shown in the diagram (see lesson 7). You may find with younger players that the distance is too great and you may want two lines of six players. Each team has four balls on the baseline. The object is to see how quickly the four balls can be passed to the other end of the floor.

This will take communication and teamwork. The first player will often want to pick up a ball and pass it without waiting for the next player to be ready. The middle people must remember to quickly pivot and look for the next pass.



Teaching points:

Try to use as many different movements as possible.

Active and safe start:

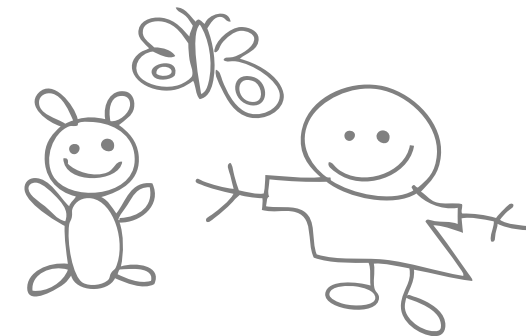
Make sure that the players are looking up when moving around to avoid collision.

Safe play

Lesson #10

Equipment:

Circular Cones
Balls
Toys



#1 warm-up:

NON-ELIMINATION SIMON SAYS

Divide into 2 groups. Two leaders start two games of Simon Says using fitness activities. (For example: Simon says touch the ground and stand up, Simon says do ten jumping jacks, Simon says stand up and sit down on the floor five times) If "Simon" catches someone doing the action when he/she has not said "Simon Says" the person caught moves to the other side of the class to join the other game.



#2 Main Lesson:

BALL HANDLING SKILLS (5 minutes)

Have the players spread out in front of you with a ball in their hands. Have a player lead the session and alternate a new player every couple of minutes. The rest of the players are to copy what the lead player is doing with the ball.

TRACKING SKILLS (4 minutes)

It is very important that the players learn to track the ball with the eyes and coordinate this movement with the hands to catch the ball. Start by tossing the ball from one hand to the other while standing straight. With young children catching with two hands is enough of a challenge.

Make the drill more challenging by having the players: toss it faster, toss it higher, toss it behind the neck, add an action (clap hands, spin 180°) before catching.

SQUARE PASSING (5 minutes)

Have the players in groups of 4, make a square about two meters apart. There should be one ball per group. Players can either make chest pass ball or a bounce pass around square. On whistle, players change direction of passes. Make sure the players are following proper passing and receiving techniques.

VOLCANO'S AND VALLEY'S (6 minutes)

Place the smaller circular cones, with a hole in the middle randomly around the gym half looking like Volcanoes and the other flipped on the top small hole for Valleys.

Each player while dribbling a basketball goes and stands over a Volcano or Valley. When coach says go, as fast as you can, Volcano players go and flip over the Valleys and the Valley players flip over Volcano's. When coach says stop, see who has the most Valley's or Volcano's.

TAKE THE DUCKS (10 minutes)

Divide the players into four groups with one group in each corner of the playing area with one ball. Place a number of toys (rubber duck, etc.) in the middle of the gym, the only way a player can get a toy is if they make a basket at the opposite end of the playing area.

Players must dribble down the court, stop and shoot. If the ball goes in, they dribble to the middle grab a toy and continue back to their team. If they miss they dribble directly back to their team and the next person in line goes. Once all the toys are gone from the middle, teams count to see who has the most toys. Return the toys to the middle and play again.

Active and safe start:

It is important to alternate between different body parts when supporting and balancing.

Safe play



Equipment:

Balls
Pylons



#1 Warm-up:

DUCK, DUCK GOOSE

This is a racing game where everyone sits in a circle and there is a designated person to be it. The person who is it must walk around the circle in a clockwise direction tapping everyone on the head. Every time they tap someone on the head they call them a 'duck'. The person who is it has the option to choose whomever they wish to race with. When they get to that person they say 'Goose'. That person must get up and race around the circle going counter-clockwise. The person who is it is racing around the circle going clockwise (make sure they don't run into each other by keep their eyes up). It is a race to the empty spot in the circle. Whichever child doesn't make it is now the new person it.

** 2-3 different circles may be necessary for large groups. Have the children sit with their hands on their knees for safety.



#2 Main Lesson:

BALL HANDLING SKILLS (5 minutes)

Have the players spread out in front of you with a ball in their hands. Have a player lead the session and alternate a new player every couple of minutes. The rest of the players are to copy what the lead player is doing with the ball.

RANDOM STOPS WITH PIVOT (5 minutes)

Have the players start in a scatter formation, each with a ball dribbling around the court. On whistle, players jump stop into basketball stance. Coaches move through group try to knock the ball out of the player's hands. Players avoid having their ball knocked away by pivoting away from the coach. Repeat several times using different types of movement (hopping, sliding, running backwards etc.)

FULL COURT LANES (5 minutes)

Divide players into 5 lines on the baseline. One ball at the front of each line. The first player in each line dribbles down to opposite baseline and back. Dribble one direction with their right hand and back with their left hand. Emphasize basic technique.

When dribbling down the floor the coach can blow their whistle anytime. On the whistle the player stops running but maintains the dribble. On the next whistle the player again begins to dribble down the court. The whistle can be blown as many times to provide variation.

Have player jump stop and pivot when they get to the opposite baseline. When they get back to the original baseline, jump stop, pivot and make a good chest pass to the next person in line.

PASS THE BUCK (5 minutes)

The players arrange themselves in a circle. The coach starts by passing a ball to one player. This ball is passed around the circle. The coach keeps adding more and more balls. Go until someone has two balls, a fumble or bad pass is made. The object is to co-operate to see how many balls the team can get going.

You can increase the difficulty by:

- Call reverse and the balls must be passed in the opposite direction.
- Use different types of passes
- Increase the distance.

TAKE THE DUCKS (10 minutes)

Divide the players into four groups with one group in each corner of the playing area with one ball. Place a number of toys (rubber duck, etc.) in the middle of the gym, the only way a player can get a toy is if they make a basket at the opposite end of the playing area.

Players must dribble down the court, stop and shoot. If the ball goes in, they dribble to the middle grab a toy and continue back to their team. If they miss they dribble directly back to their team and the next person in line goes. Once all the toys are gone from the middle, teams count to see who has the most toys. Return the toys to the middle and play again.

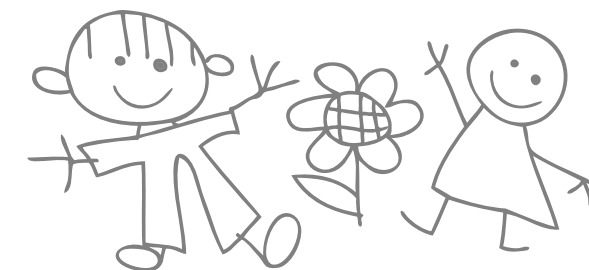
Teaching points:

Encourage children to try running sideways, not always in a straight line.



Equipment:

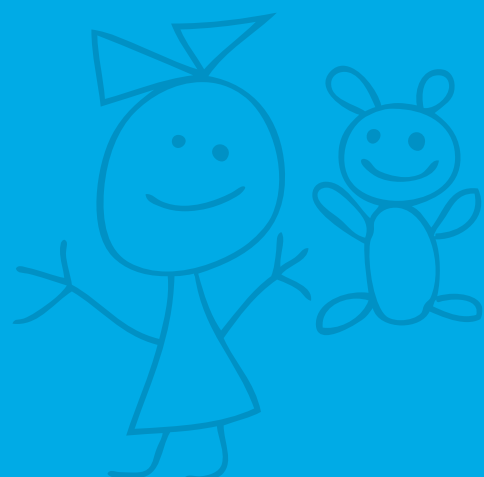
Hula hoops
Balls
Pylons



#1 warm-up:

LEAPING LILYPADS

Spread the hula hoops out throughout the play area and start with everyone standing at one end. All of the children are 'frogs' looking for a home (the hula hoops are the lilypads), tell them the 'birds' (leaders) are out to get them. To avoid getting caught they must be inside a hula hoop but they can only stay inside the hula hoop for 5 seconds and then have to find another one. If they are tagged by a 'bird', they must do a jumping jack before they continue.



#2 Main Lesson:

BALL HANDLING SKILLS (5 minutes)

Have the players spread out in front of you with a ball in their hands. Have a player lead the session and alternate a new player every couple of minutes. The rest of the players are to copy what the lead player is doing with the ball.

TRACKING SKILLS (4 minutes)

It is very important that the players learn to track the ball with the eyes and coordinate this movement with the hands to catch the ball. Start by tossing the ball from one hand to the other while standing straight. With young children catching with two hands is enough of a challenge.

Make the drill more challenging by having the players: toss it faster, toss it higher, toss it behind the neck, add an action (clap hands, spin 180°) before catching.

PACMAN/PACLADY (5 minutes)

Without a Ball first, kids go stand on a particular coloured line anywhere in the gym (use a colour that has lots of lines and is throughout). When ready they can run around the gym, but have to be touching that colour line. If they run in to someone, they have to turn around and go the other way, staying in continuous movement. Once they get the hang of it, pick a PACMAN and PACLADY and distance themselves from them for the start. When ready they then go and try and tag someone, but everyone has to stay on a line (they can jump to another line if the same colour). Tagged person becomes the PACMAN or PACLADY. Cannot Tag the person who tagged you right away.

After a couple of times, you could let them do it dribbling.

PIVOT RELAY RACE (5 minutes)

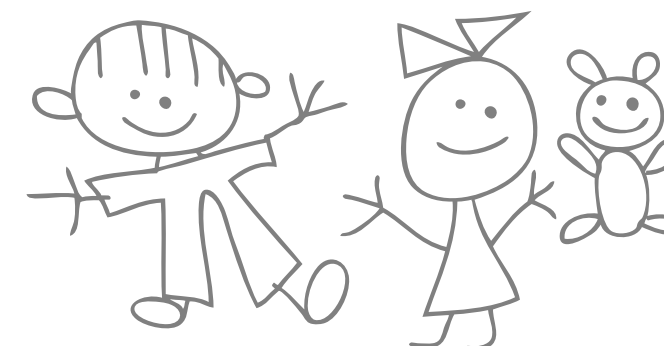
Put players in equal lines on baseline (3 or players per line), one ball each line. The first player runs to half court, jump stops, pivots around in a full circle, runs to the far baseline, stride stops, pivots around to face line and runs all the way back to the foul line extended where they jump stop and make a good chest pass to the next player in line. Next player in line repeats this sequence. Continue until each player has gone, first team to finish wins.

THE FISHERMAN GAME (5 minutes)

All the players line up on the baseline with a ball. They are the fish. The player in the middle with the ball is the fisherman. When the coach says go the fish try to dribble to the far end of the gym without being caught. If caught they also become a fisherman. Go until all of the fish are caught. Emphasize using both hands.

AROUND THE WORLD SHOOTING (5 minutes)

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



Equipment:

Balls
Targets or Nets
Toys



#1 warm-up:

OCTOPUS TAG

Three children (more may be need if there is a large number of children playing) are octopuses and they must spread out in the designated area. They are stuck in the mud, so they cannot move their feet. They can however, move the rest of their body including their tentacles (arms) to capture the 'little fish' that swim by. The rest of the children are the fish and they line up at one end of the area and on 'go' they must 'swim' down to the other end. If an octopus tags them then they become IT too and are stuck in the mud where they got tagged. The children run back and forth from one side to the other until everyone has been caught.

Variation: All of the children run around freely in a designated area, including the 'octopuses' who are IT. If you get tagged then you have to stop and plant your feet in the ground, you've become seaweed and you are IT as well (but you cannot move your feet).



#2 Main Lesson:

BALL HANDLING SKILLS (5 minutes)

Have the players spread out in front of you with a ball in their hands. Have a player lead the session and alternate a new player every couple of minutes. The rest of the players are to copy what the lead player is doing with the ball.

PIVOT RELAY RACE (5 minutes)

Put players in equal lines on baseline (3 or players per line), one ball each line. The first player runs to half court, jump stops, pivots around in a full circle, runs to the baseline, stride stops, pivots around to face line and runs all the way back to the foul line extended where they jump stop and make a good chest pass to the next player in line. Next player in line repeats this sequence. Continue until each player has gone, first team to finish wins.

FULL COURT LANES (5 minutes)

Divide players into 5 lines on the baseline. One ball at the front of each line. The first player in each line dribbles down to opposite baseline and back. Dribble one direction with their right hand and back with their left hand. Emphasize basic technique.

When dribbling down the floor the coach can blow their whistle anytime. On the whistle the player stops running but maintains the dribble. On the next whistle the player again begins to dribble down the court. The whistle can be blown as many times to provide variation.

Have player jump stop and pivot when they get to the opposite baseline. When they get back to the original baseline, jump stop, pivot and make a good chest pass to the next person in line.

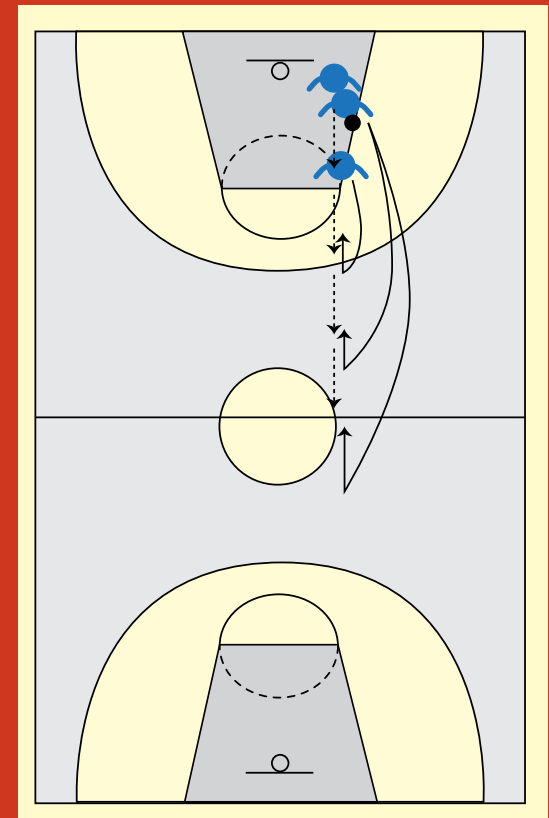
CROCODILE PASSING (5 minutes)

The floor is the water, which is filled with crocodiles who like to eat basketballs that hit the water. Spread out 2, 3, or 4 players under a hoop with one basketball. The player with ball passes to someone and moves forward to an open spot. Whomever the ball was passed to needs to concentrate and catch the ball without it hitting the floor (crocodiles are waiting). They then pass to a different person and moves forward. Keep passing until everyone catches it at least once; get close to the other basket, and then someone shoots. Depending on the size of the playing area two or three groups could go at the same time.

TAKE THE DUCKS (10 minutes)

Divide the players into four groups with one group in each corner of the playing area with one ball. Place a number of toys (rubber duck, etc.) in the middle of the gym, the only way a player can get a toy is if they make a basket at the opposite end of the playing area.

Players must dribble down the court, stop and shoot. If the ball goes in, they dribble to the middle grab a toy and continue back to their team. If they miss they dribble directly back to their team and the next person in line goes. Once all the toys are gone from the middle, teams count to see who has the most toys. Return the toys to the middle and play again.



Active and safe start:

Don't forget to yell "STOP" if the players seem to be running dangerously.

Safe play

Equipment:

Spot Markers
Pylons
Balls



#1 Warm-up:

LEAP FROG TAG

- One child is "IT", if a child gets tagged they must kneel on the ground, resting their head on the ground, covered by their hands. They are frozen in this position until another child leaps over them, leap frog style. Change "IT" often.
- Make sure children are used leaping over each other and remaining in the turtle position. If they aren't ready to leap over each other, tell them to leap beside the person who is frozen.
- Practice sleepy turtle first!
- Kneel on the floor, sitting on your heels. Bend forward (careful not to lift your bum off your heels) so that your chest is resting on the front of the thighs, head down.
- Reach forward with out-stretched arms, resting on forearms and hands on the floor.
- Hold this position, breathing deeply in through the nose and out through the mouth – this relaxes the body and stretches the lower and upper back and upper arms (triceps).
- Have them hide "inside their shell" so no one can see them.



#2 Main Lesson:

BALL HANDLING SKILLS (5 minutes)

Have the players spread out in front of you with a ball in their hands. Have a player lead the session and alternate a new player every couple of minutes. The rest of the players are to copy what the lead player is doing with the ball.

TRACKING SKILLS (4 minutes)

It is very important that the players learn to track the ball with the eyes and coordinate this movement with the hands to catch the ball. Start by tossing the ball from one hand to the other while standing straight. With young children catching with two hands is enough of a challenge.

Make the drill more challenging by having the players: toss it faster, toss it higher, toss it behind the neck, add an action (clap hands, spin 180°) before catching.

RANDOM STOPS WITH PIVOT (5 minutes)

Have the players start in a scatter formation, each with a ball dribbling around the court. On whistle, players jump stop into basketball stance. Coaches move through group try to knock the ball out of the player's hands. Players avoid having their ball knocked away by pivoting away from the coach. Repeat several times using different types of movement (hopping, sliding, running backwards etc.)

PIVOT RELAY RACE (6 minutes)

Put players in equal lines on baseline (3 or players per line), one ball each line. The first player runs to half court, jump stops, pivots around in a full circle, runs to the far baseline, stride stops, pivots around to face line and runs all the way back to the foul line extended where they jump stop and make a good chest pass to the next player in line. Next player in line repeats this sequence. Continue until each player has gone, first team to finish wins.

HOT POTATO (10 minutes)

Divide the team into four groups and line them up as shown in the diagram (see lesson 7). You may find with younger players that the distance is too great and you may want two lines of six players. Each team has four balls on the baseline. The object is to see how quickly the four balls can be passed to the other end of the floor.

This will take communication and teamwork. The first player will often want to pick up a ball and pass it without waiting for the next player to be ready. The middle people must remember to quickly pivot and look for the next pass.

Teaching points:

Start this game in a very calm and slow manner while teaching the children how to jump over the other children.

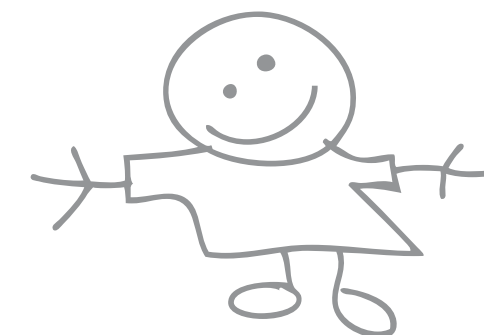
Active and safe start:

Safe play

- Make sure that there is adequate space for the activity to take place. Do not use walls as finish lines or turning points. These should be made clear using markers on the floor.

Leap frog Safety:

- Be mindful that children are running around chasing one another while you have children low on the ground.



Equipment:

Balls
Pylons
Toys



#1 warm-up:

WHAT TIME IS IT MR. WOLF?

Mark out two lines with one child, the wolf, at one line and the other children, the chickens, at the other line. The 'wolf' has their back to the 'chickens' and the chickens yell out together "What time is it Mr. Wolf?" The wolf calls back "It's 4 o'clock" (for example) The chickens would take 4 steps forward. If the wolf yells out "Lunch Time!" the wolf turns around and chases after the chickens trying to tag them as they run back to their safety zone. If anyone gets caught they become the wolf.



#2 Main Lesson:

BALL HANDLING SKILLS (4 minutes)

Have the players spread out in front of you with a ball in their hands. Have a player lead the session and alternate a new player every couple of minutes. The rest of the players are to copy what the lead player is doing with the ball.

RED LIGHT/GREEN LIGHT WITH A BALL (4 minutes)

Spread the players out along the baseline with a ball, the coach is in the center of the gym. When the coach calls out "Green Light", players dribble forward, on "Red light" players stop and get in the basketball stance. Players try to dribble to other end of court, if not in stance on "Red Light", players are sent back to the start of the line.

FULL COURT LANES (4 minutes)

Divide players into 5 lines on the baseline. One ball at the front of each line. The first player in each line dribbles down to opposite baseline and back. Dribble one direction with their right hand and back with their left hand. Emphasize basic technique.

When dribbling down the floor the coach can blow their whistle anytime. On the whistle the player stops running but maintains the dribble. On the next whistle the player again begins to dribble down the court. The whistle can be blown as many times to provide variation.

Have player jump stop and pivot when they get to the opposite baseline. When they get back to the original baseline, jump stop, pivot and make a good chest pass to the next person in line.

PASS THE BUCK (4 minutes)

The players arrange themselves in a circle. The coach starts by passing a ball to one player. This ball is passed around the circle. The coach keeps adding more and more balls. Go until someone has two balls, a fumble or bad pass is made. The object is to co-operate to see how many balls the team can get going.

You can increase the difficulty by: calling reverse and the balls must be passed in the opposite direction, using different types of passes, increasing the distance.

CROWS AND CRANES (4 minutes)

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

TAKE THE DUCKS (10 minutes)

Divide the players into four groups with one group in each corner of the playing area with one ball. Place a number of toys (rubber duck, etc.) in the middle of the gym, the only way a player can get a toy is if they make a basket at the opposite end of the playing area.

Players must dribble down the court, stop and shoot. If the ball goes in, they dribble to the middle grab a toy and continue back to their team. If they miss they dribble directly back to their team and the next person in line goes. Once all the toys are gone from the middle, teams count to see who has the most toys. Return the toys to the middle and play again.

Teaching points:

JUMPING/HOPPING:

- There is little use of the arms at first and the push off with the legs is weak. The arms and legs are usually not working together, so cue words like "push hard" and "Lean forward" are important. Remind the jumper to push with both legs.

Active and safe start:

Don't forget to yell "STOP" if the players seem to be running dangerously.

Safe play



Lesson #16

Equipment:

Spot Markers
Pylons
Balls



#1 warm-up:

ANIMALS AT THE ZOO

For this activity the group is pretending to go to the zoo. The teacher will be the leader and let the children know what animals they are about to see and explain that the children must act like the animals. Every couple of minutes yell out a different animal and lead the children around while they move like that animal:

- Zebras- gallop
- Crabs – walk on hands and feet with left hand, left leg stepping forward at same time.
- Donkeys – hands on floor, kick legs back into the air.
- Gorillas – squatting down, walk on feet and knuckles.
- Turtles – walk on hands and feet in slow motion.

And you can do as many animals as you wish. Use toys or images of the animal if you have them!



#2 Main Lesson:

BALL HANDLING SKILLS (5 minutes)

Have the players spread out in front of you with a ball in their hands. Have a player lead the session and alternate a new player every couple of minutes. The rest of the players are to copy what the lead player is doing with the ball.

TRACKING SKILLS (4 minutes)

It is very important that the players learn to track the ball with the eyes and coordinate this movement with the hands to catch the ball. Start by tossing the ball from one hand to the other while standing straight. With young children catching with two hands is enough of a challenge.

Make the drill more challenging by having the players: toss it faster, toss it higher, toss it behind the neck, add an action (clap hands, spin 180°) before catching.

PACMAN/PACLADY (6 minutes)

Without a Ball first, kids go stand on a particular coloured line anywhere in the gym (use a colour that has lots of lines and is throughout). When ready they can run around the gym, but have to be touching that colour line. If they run in to someone, they have to turn around and go the other way, staying in continuous movement. Once they get the hang of it, pick a PACMAN and PACLADY and distance themselves from them for the start. When ready they then go and try and tag someone, but everyone has to stay on a line (they can jump to another line if the same colour). Tagged person becomes the PACMAN or PACLADY. Cannot Tag the person who tagged you right away.

After a couple of times, you could let them do it dribbling.

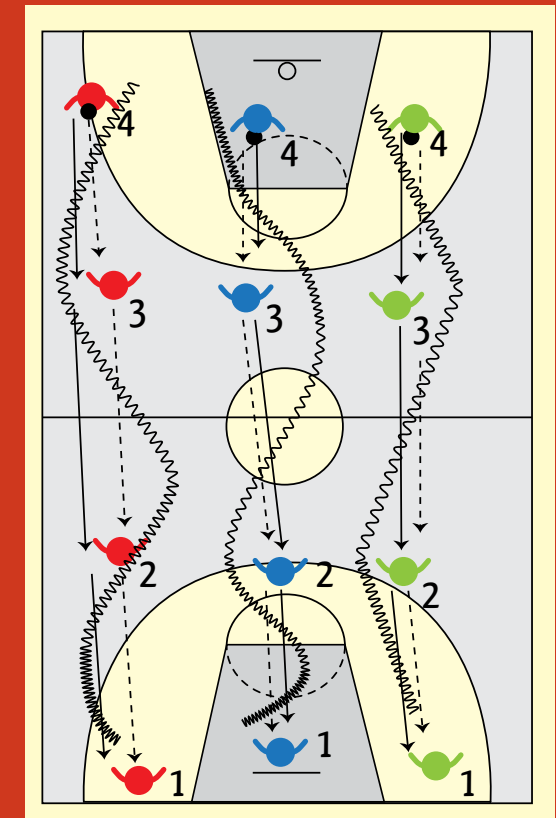
VOLCANO'S AND VALLEY'S (7 minutes)

Place the smaller circular cones, with a hole in the middle randomly around the gym half looking like Volcanoes and the other flipped on the top small hole for Valleys.

Each player while dribbling a basketball goes and stands over a Volcano or Valley. When coach says go, as fast as you can, Volcano players go and flip over the Valleys and the Valley players flip over Volcano's. When coach says stop, see who has the most Valley's or Volcano's.

PASS MOVE DRIBBLE (8 minutes)

The players only need the one ball per group for this activity. The ball is passed and the players follow their passes to fill the spot of the person they pass to. When the last person receives the ball he /she dribble straight back to the first spot. Go until the first passer returns home. To challenge the players have them weave through their teammates while dribbling back to the front.



Teaching points:

Make sure that the children have enough space between each other to move freely.

Equipment:

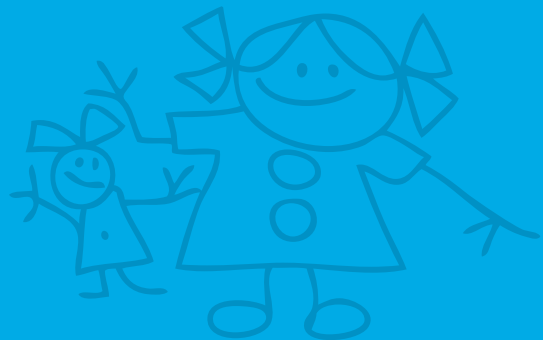
Balls
Pylons
Toys



#1 warm-up:

HOT POTATO

Have two groups so that when the kid who ends the song with the ball does not get eliminated but simply goes to the other circle and keeps playing. "Hot potato pass it on, pass it on, pass it on, hot potato pass it on, get rid of the hot potato".



#2 Main Lesson:

BALL HANDLING SKILLS (5 minutes)

Have the players spread out in front of you with a ball in their hands. Have a player lead the session and alternate a new player every couple of minutes. The rest of the players are to copy what the lead player is doing with the ball.

RANDOM STOPS WITH PIVOT (4 minutes)

Have the players start in a scatter formation, each with a ball dribbling around the court. On whistle, players jump stop into basketball stance. Coaches move through group try to knock the ball out of the player's hands. Players avoid having their ball knocked away by pivoting away from the coach. Repeat several times using different types of movement (hopping, sliding, running backwards etc.)

THE FISHERMAN GAME (5 minutes)

All the players line up on the baseline with a ball. They are the fish. The player in the middle with the ball is the fisherman. When the coach says go the fish try to dribble to the far end of the gym without being caught. If caught they also become a fisherman. Go until all of the fish are caught. Emphasize using both hands.

TAKE THE DUCKS (8 minutes)

Divide the players into four groups with one group in each corner of the playing area with one ball. Place a number of toys (rubber duck, etc.) in the middle of the gym, the only way a player can get a toy is if they make a basket at the opposite end of the playing area.

Players must dribble down the court, stop and shoot. If the ball goes in, they dribble to the middle grab a toy and continue back to their team. If they miss they dribble directly back to their team and the next person in line goes. Once all the toys are gone from the middle, teams count to see who has the most toys. Return the toys to the middle and play again.

PASS MOVE DRIBBLE (8 minutes)

The players only need the one ball per group for this activity. The ball is passed and the players follow their passes to fill the spot of the person they pass to. When the last person receives the ball he /she dribble straight back to the first spot. Go until the first passer returns home. To challenge the players have them weave through their teammates while dribbling back to the front.



Equipment:

Balls
Pylons
Toys



#1 Warm-up:

RED LIGHT, GREEN LIGHT

Make a start and finish line (20 feet apart and away from walls). One child is the street light at the finish line. The rest of the children are lined up at the start line. The 'street light' has their back to the rest of the children and yells out 'green light!' The rest of the children run toward the finish line but when the 'street light' turns red (that child yells out 'red light' whenever they choose to) they must stop moving immediately because if the child who is the street light turns around and catches any child moving that child has to take two giant steps back. The 'street light' turns their back to the other children and yells out 'green light,' and the game continues. The objective of the game is to get to the finish line without the street light catching you. It may be a good idea to have the teacher be the street light for the first few times playing this game. Explain to children what 'moving' looks like. Loss of balance or blinking their eyes?

#2 Main Lesson:

BALL HANDLING SKILLS (5 minutes)

Have the players spread out in front of you with a ball in their hands. Have a player lead the session and alternate a new player every couple of minutes. The rest of the players are to copy what the lead player is doing with the ball.

TRACKING SKILLS (4 minutes)

It is very important that the players learn to track the ball with the eyes and coordinate this movement with the hands to catch the ball. Start by tossing the ball from one hand to the other while standing straight. With young children catching with two hands is enough of a challenge.

Make the drill more challenging by having the players: toss it faster, toss it higher, toss it behind the neck, add an action (clap hands, spin 180°) before catching.

PIVOT RELAY RACE (5 minutes)

Put players in equal lines on baseline (3 or players per line), one ball each line. The first player runs to half court, jump stops, pivots around in a full circle, runs to the far baseline, stride stops, pivots around to face line and runs all the way back to the foul line extended where they jump stop and make a good chest pass to the next player in line. Next player in line repeats this sequence. Continue until each player has gone, first team to finish wins.

TAKE THE DUCKS (8 minutes)

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PASS MOVE DRIBBLE (8 minutes)

The players only need the one ball per group for this activity. The ball is passed and the players follow their passes to fill the spot of the person they pass too. When the last person receives the ball he /she dribble straight back to the first spot. Go until the first passer returns home. To challenge the players have them weave through their teammates while dribbling back to the front.

Active and safe start:

Safe play

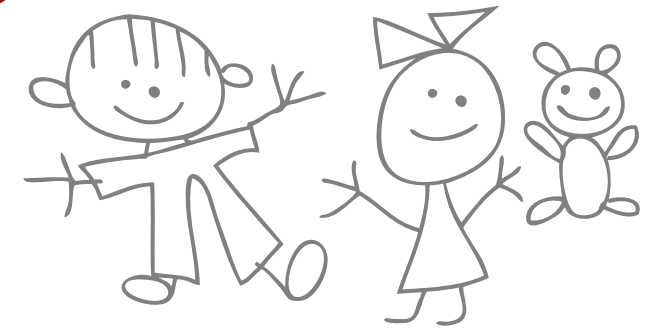
Stop participants frequently to remind them to keep their heads up and to anticipate where others are going to run.



Equipment:

Balls
Music
Lego

Plastic Cups
Labels



#1 warm-up:

GERM TAG

This is a form of tag where there are 4 sponge balls in play (2 red, 2 green). 4 students will be given the sponge balls and the two with the green balls are the 'germs'. The two with the red balls are the 'medicine'. The two students with the green balls run around trying to tag others with their ball. If a student gets tagged they must pretend to be sick by making funny sick noises and asking for medicine until a student with the red 'medicine' ball comes and tags them. After a minute or two stop the game and have new students carry the sponge balls.



#2 Main Lesson:

BALL HANDLING SKILLS (5 minutes)

Have the players spread out in front of you with a ball in their hands. Have a player lead the session and alternate a new player every couple of minutes. The rest of the players are to copy what the lead player is doing with the ball.

MUSIC DRIBBLING (5 minutes)

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

PASS THE BUCK (5 minutes)

The players arrange themselves in a circle. The coach starts by passing a ball to one player. This ball is passed around the circle. The coach keeps adding more and more balls. Go until someone has two balls, a fumble or bad pass is made. The object is to co-operate to see how many balls the team can get going.

You can increase the difficulty by:

- Call reverse and the balls must be passed in the opposite direction.
- Use different types of passes
- Increase the distance.

TREASURE HUNT RELAY (15 minutes)

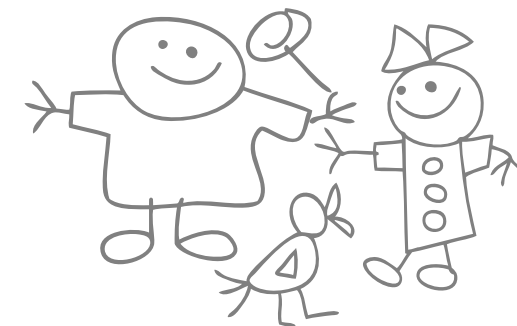
Get 40 plastic cups, must be a solid colour so that you can't see through them.

1. Set-up must be done when the kids are not watching (perhaps they can be doing a stationary dribbling drill, facing away from the coach setting up the cups, or they could be on a drink-break).
2. Have coaches scatter the 40 or so cups near the far end of the court (anywhere between the foul-line extended and the baseline). The cups should be upside down and spread across the entire width of the court (near the baseline).
3. Under 25 of the 40 cups, have the coaches place a Lego block (I use the larger lego - Duplo). In other words, 15 cups will have nothing under them, and 25 cups will have a piece of Lego under them.
4. Have the kids lined up at the far end of the gym (the end away far from the cups) in 4 or 6 teams depending on how many kids you have. Each line should have no more than 4 kids, if possible.
5. When the whistle is blown, the first kid in each line will quickly dribble the ball (weak hand, left-hand, right-hand, alternate hands, etc. - your call) to the opposite end of the court, and flip just one cup. If the cup has a piece

- of Lego, the player will put the cup back where it was (still upside down) and bring the Lego piece back to his or her team, while dribbling the ball with their free hand. If the cup does not have a piece of lego under it, the player simply puts the cup back where he or she found it (still upside down), and returns to their team empty-handed. The next player goes when the ball is handed-off to him or her. Long passes are not allowed.
6. After 3-4 minutes the coach will blow the whistle ending the game. Each team will show the coach their stack of Lego, and tell him or her how many pieces they've found. The team with the most Lego pieces wins the game (pieces should be stacked to make it easier to count - and put away).
7. Add-ons ... You could have 20 Pieces of one-colour Lego (blue, for example), and 5 pieces of another colour (red, for example). You could say that the red Lego is worth two, and the blue Lego is worth one. Also, make sure to play some good music while the kids are hunting for that Lego! Remember to have the kids pick up all of the cups after the game!!!

Equipment:

Balls
Pylons
Toys



#1 warm-up:

NON-ELIMINATION SIMON SAYS

Divide into 2 groups. Two leaders start two games of Simon Says using fitness activities. (For example: Simon says touch the ground and stand up, Simon says do ten jumping jacks, Simon says stand up and sit down on the floor five times) If "Simon" catches someone doing the action when he/she has not said "Simon Says" the person caught moves to the other side of the class to join the other game.



#2 Main Lesson:

BALL HANDLING SKILLS (5 minutes)

Have the players spread out in front of you with a ball in their hands. Have a player lead the session and alternate a new player every couple of minutes. The rest of the players are to copy what the lead player is doing with the ball.

TRACKING SKILLS (4 minutes)

It is very important that the players learn to track the ball with their eyes and coordinate this movement with the hands to catch the ball. Start by tossing the ball from one hand to the other while standing straight. With young children catching with two hands is enough of a challenge.

Make the drill more challenging by having the players: toss it faster, toss it higher, toss it behind the neck, add an action (clap hands, spin 180 *) before catching.

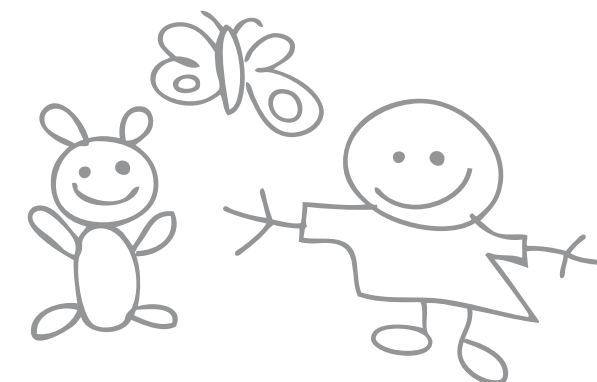
RANDOM STOPS WITH PIVOT (6 minutes)

Have the players start in a scatter formation, each with a ball dribbling around the court. On whistle, players jump stop into basketball stance. Coaches move through group try to knock the ball out of the player's hands. Players avoid having their ball knocked away by pivoting away from the coach. Repeat several times using different types of movement (hopping, sliding, running backwards etc.)

TAKE THE DUCKS (15 minutes)

Divide the players into four groups with one group in each corner of the playing area with one ball. Place a number of toys (rubber duck, etc.) in the middle of the gym, the only way a player can get a toy is if they make a basket at the opposite end of the playing area.

Players must dribble down the court, stop and shoot. If the ball goes in, they dribble to the middle grab a toy and continue back to their team. If they miss they dribble directly back to their team and the next person in line goes. Once all the toys are gone from the middle, teams count to see who has the most toys. Return the toys to the middle and play again.



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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



“Let’s Get an Active Start”
is aimed at the Active Start stage of Canadian Long-Term Athlete Development (LTAD). While focusing on the initial stage of LTAD is important, we also encourage you to become familiar with the other six stages - **FUNDamentals to Active for Life.**

For more information about Canada's LTAD,
we invite you to visit:
www.canadiansportforlife.ca
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