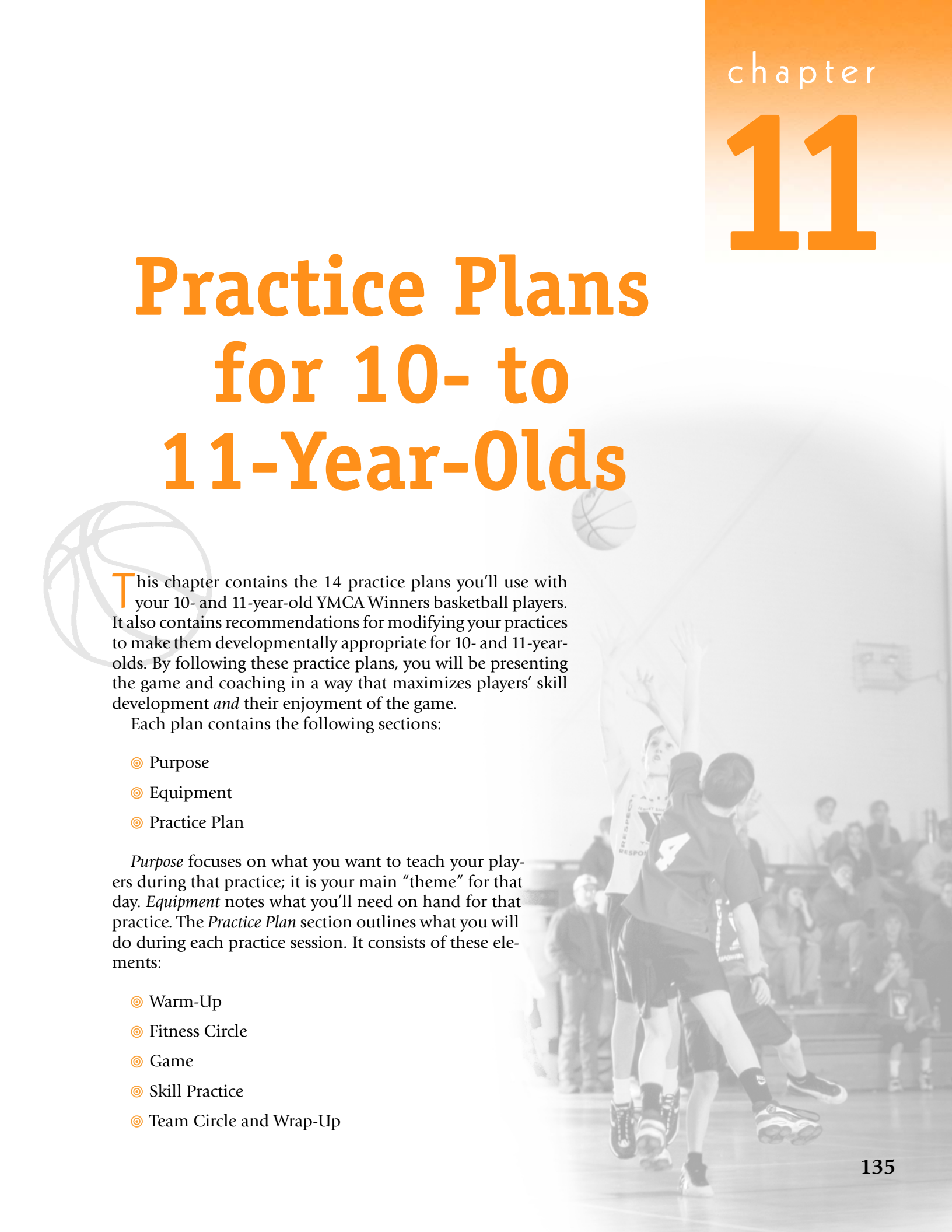


# Practice Plans for 10- to 11-Year-Olds



This chapter contains the 14 practice plans you'll use with your 10- and 11-year-old YMCA Winners basketball players. It also contains recommendations for modifying your practices to make them developmentally appropriate for 10- and 11-year-olds. By following these practice plans, you will be presenting the game and coaching in a way that maximizes players' skill development *and* their enjoyment of the game.

Each plan contains the following sections:

- ⊙ Purpose
- ⊙ Equipment
- ⊙ Practice Plan

*Purpose* focuses on what you want to teach your players during that practice; it is your main "theme" for that day. *Equipment* notes what you'll need on hand for that practice. The *Practice Plan* section outlines what you will do during each practice session. It consists of these elements:

- ⊙ Warm-Up
- ⊙ Fitness Circle
- ⊙ Game
- ⊙ Skill Practice
- ⊙ Team Circle and Wrap-Up

You'll begin each session with about five minutes of warm-up activities. This will be followed by five minutes of a Fitness Circle, during which you lead players through a series of stretches as you briefly discuss an item that relates to their fitness. Then you'll have your players play a modified basketball game. You'll look for your cue to interrupt that game—your cue being when players are having problems with carrying out the basic goal or aim of the game. At this point you'll "freeze" the action, keeping the players where they are, and ask brief questions about the tactical problems the players encountered and what skills they need to "solve" those problems. (Review chapter 8 for more on interrupting a game and holding a question-and-answer session.) We provide discussion questions in each practice plan. In addition, we provide coaching points, when appropriate, with games and skill practices as points of emphasis in most effectively conducting the practice.

Then you'll teach the skill that the players need to acquire to successfully execute the tactic. Chapter 13 contains descriptions of all the skills, so a page reference will be given to guide you to the appropriate description. During this skill practice session, you'll use the IDEA approach:

- I** Introduce the skill.
- D** Demonstrate the skill.
- E** Explain the skill.
- A** Attend to players practicing the skill.

Your introduction, demonstration, and explanation of a skill should take no more than two to three minutes; then you'll attend to players and provide teaching cues or further demonstration as necessary while they practice the skill according to the practice plan.

After the skill practices, you will usually have the athletes play another game or two to let them use the skills they just learned and to understand them in the context of a game. Note that in Game 1 when players are being introduced to a new tactic or skill, they will play an even-sided game (3 v 3). This allows them to encounter the challenges they will face in executing the tactic or skill in competition. Then in most Game 2s they should play lopsided games (3 v 1, 3 v 2) to increase their chances of experiencing success and beginning to master the new skill. However, if your players are showing proficiency with the new skill, you can use even-sided games in Game 2. The choice is yours; for more on this issue, see chapter 8.

The Practice Plan section concludes with a Team Circle that focuses on character development. As your players cool down and stretch, you will talk to them about some aspect of basketball that relates to one of the four core values—caring, honesty, respect, and responsibility. Following this, you'll wrap up the practice with a few summary comments and remind them of the next practice or game day.

A note about Fitness and Team Circles: These times are meant to be true discussions—not lectures where you're doing all the talking and your players are doing all the listening. Ask the questions provided, and wait for your

players to respond. Don't immediately feed them the answers that we provide. These answers are meant simply to help you guide the discussion. Your role in Team Circles is as much to ask questions and get players to respond as it is to dole out information.

Ten- and 11-year-olds don't possess the size, strength, stamina, and skills to play the full-blown adult version of basketball, and attempting to fit them into the adult mold will prove frustrating for all involved. We suggest you incorporate the following modifications into your practices to help your players learn the game, improve their skills, and have fun while they're at it. These suggestions fall into three categories: equipment and court, rules, and scrimmages.



## Equipment and Court

Equipment and court should be substantially modified for young players to best learn the game and improve their skills. We recommend the following modifications:

- ⊙ Size of ball: Women's ball (#6)
- ⊙ Height of basket: 8 feet
- ⊙ Free-throw line distance: 9 feet
- ⊙ Court size: Half court or short court

## Making Games Simpler or More Challenging

Here are ways to make practice games simpler or more challenging:

- Equally increase or decrease the number of players suggested (e.g., if we suggest playing 3 v 3, make it simpler by playing 2 v 2, or make it more challenging by playing 4 v 4).
- Add an extra defender to make it harder on the offense (e.g., 3 v 4 instead of 3 v 3), once players have acquired the skills they need to be successful.
- Add an extra offensive player to make it easier for the offense (e.g., 4 v 3 instead of 3 v 3).
- Change the type of defense played. The three types of defenses (see "Scrimmages") are cooperative, active, and competitive. To

make a game simpler, have your players play a cooperative defense; to make it more challenging, have them play an active or a competitive defense.

- Begin with *no* defense.
- Perform the skill or game at a slower than normal pace to make it simpler.
- Increase or decrease the number of passes you require before the offense can attempt a shot.

We encourage you to consider these changes during each practice. Whether you make them or not depends on how your players are responding. The more skilled they are, the more likely they'll need greater challenges to continue improving.

### Rules

You need to strike a balance between calling the players for violations and fouls every time they commit one, while still teaching the appropriate rules and the skills they need to learn and comply with fully in the long run. But your players won't learn much in practice if you're blowing the whistle every 10 seconds for another rules violation or foul. Therefore, we suggest the following rules modifications during practices:

- ⊙ **Clock rules:** Don't call 3-second lane violations, 5-second counts, or 10-second backcourt violations. Don't run a shot clock.
- ⊙ **Defense:**
  - Use a player-to-player defense only.
  - Don't use a full-court press; defense can pick up their players at half court or closer to their own basket.
  - Defenders may not intentionally get in the way of an offensive player in an attempt to draw a charging foul against that player. Don't teach taking a charge.
- ⊙ **Double dribble:** Allow one violation per player possession; gradually eliminate this allowance.
- ⊙ **Traveling:** Give an extra step for starting or stopping.

While the following points are not really rules modifications, they are worth noting here and emphasizing in practice:

- ⊙ Don't allow players to wear jewelry. Doing so is dangerous to them and to other players.
- ⊙ Players should call their own fouls.
- ⊙ Don't allow players to undercut a player shooting a lay-up.
- ⊙ Players should keep control of their body and the ball: no rough play.
- ⊙ Players should be good sports and show respect. Don't tolerate unsporting conduct.

### Scrimmages

Besides the obvious changes in court and equipment, a casual observer of a YMCA Winners basketball practice would note another difference in the practice setting: the number of players used in scrimmages and practice games. Using smaller numbers allows players to touch the ball more often and thus practice the skills they need to acquire. It also keeps everyone more active and gives players more experience in a variety of situations that call for different tactics and skills. Here are suggestions for scrimmages and practice games:

- ⊙ Use small-sided games (e.g., 1 v 1, 2 v 1, 2 v 2, 3 v 2, 3 v 3, 4 v 4) on half-court play or cross-court playing (short court, see figure on

page 85). Remember, using small-sided games means more touches per player, which means players develop skills more quickly. The greatest leaps in skill improvement are made through the use of small-sided games.

- ⊙ Use modified half-court games in which players play 1 v 1 or 2 v 2, taking turns trying to score.
- ⊙ Use “regular” half-court rules: an offensive rebound can be shot again, while a defensive rebound must result in that team or player restarting at the top of the key.
- ⊙ Rotate partners (opponents) and teams often. Play three- to five-minute games, then rotate players. Changing partners changes the game.

A note regarding defense: At this level, the focus is on offensive skills. Although defensive skills are important, if they are introduced too soon they may prohibit the development of offensive skills, especially if peers play defense aggressively. Introduce defensive skills after players have developed some proficiency with off- and on-the-ball skills. Control defensive play by instituting three levels of involvement:

- 1. Cooperative Defense (cold)**—The player assumes a defensive posture two arm lengths from the opponent, is relatively passive, and at times even coaches the opponent.
- 2. Active Defense (warm)**—The player assumes a defensive posture about one and a half arm lengths from the opponent, has active hands and feet, but makes no attempts to intercept the ball.
- 3. Competitive Defense (hot)**—The player assumes a defensive posture, is positioned appropriately, and attempts to intercept the ball.

Explain how to play a modified half-court game. The games should be more cooperative than they are competitive. Limit your focus to boundaries, starting and restarting game play, and keeping control. Be flexible regarding all violations (double dribble, traveling), but do enforce an “out of control rule.” For example, don’t allow a player to pick up the ball and run with it without dribbling.

Okay, on to the practice plans themselves. Following are practice plans for the 2 weeks of your preseason and then for the 10 weeks of your competitive season.

## Key to Diagrams






|        |   |                   |
|--------|---|-------------------|
| ⊕      | = | Side basket       |
| ⊙      | = | Player with ball  |
| O      | = | Offensive player  |
| X      | = | Defensive player  |
| C      | = | Coach             |
| PC     | = | Player-coach      |
| -----> | = | Pass              |
| ~~~~~> | = | Dribble           |
| ————>  | = | Move              |
| =====> | = | Shoot             |
| R      | = | Rebounder         |
| P      | = | Partner           |
| ■      | = | Marked spots      |
| —      | = | Screen or box out |
| S      | = | Shooter           |

# Week 1, Practice 1

## PURPOSE

To create space in the attack by creating passing lanes.

## Equipment

-  One basketball per two players, if possible
-  Court space with three or four baskets
-  Tape or markers
-  Different colored vests or shirts to differentiate teams
-  Two cones

## Warm-Up (10 minutes)

Begin each practice with five to 10 minutes of warm-up activities to get players loosened up and ready to go. Players dribble, jump stop, and shoot, traveling from one basket to the next. All shooting should be two to four feet from the basket.


## Fitness Circle (5 minutes)

Following the warm-up, gather the players and demonstrate the stretching protocol (see chapter 15 for stretches for the major muscle groups). Ask a team leader to lead stretches in subsequent practices. After the team is finished stretching, briefly discuss the fitness concept for that practice.

### **Key Idea:** General fitness

Gather the team into a group between two cones about 20 feet apart. “Do you think there’s a difference between physical activity and physical fitness?” Listen to their responses. “Physical *activity* is any body movement you use while performing a skill or task. Physical *fitness* is a condition of the body. The more fit your body is, the better you can perform some skills and tasks. I will give you some activities. Run to this cone if you think it is regular physical activity. Run to the other cone other if you think it is an activity done for fitness.” Examples of physical activity are walking to school or walking stairs to bed; examples of physical fitness are walking to school for exercise, jogging to improve sport performance, or walking stairs to strengthen leg muscles. “All season we will talk and learn about the different areas of fitness during our fitness circles. We’ll also work on improving your body’s fitness for basketball.”



 Teach the five-second inbounds rule (see page 278).

## Game 1 (10 minutes)

Following the Fitness Circle, get the kids playing a game. Follow most games with a time of questions and answers—with YOU asking the questions and your PLAYERS providing the answers—about what the goal of the game was and what skills and tactics they needed to perform to succeed in the game. For many games, we provide diagrams or figures (or refer to diagrams and figures on previous pages) showing how the game is begun. We also often provide coach’s points for you to pass along to your players during the games.



# Week 1, Practice 1

## Goal

Shoot as often as possible and create passing lanes.

## Description

Play 3 v 3 half-court games. Offensive teams must complete two or more consecutive passes before shooting. Players cannot dribble; all restarts occur at half court. (See figure at the top of page 95.)

Coach: What was the goal of the game?

Players: To shoot as often as possible following two consecutive passes.

Coach: What do you and your teammates do to be successful?

Players: Make quick and accurate passes. Catch the ball under control. Move to an open space. Support player with the ball.

Coach: What do you do to provide support?

Players: Move to get open; get away from your defender.

Coach: How do you get open?

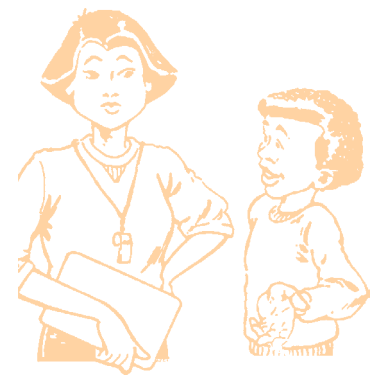
Players: Use cuts and fakes.

Coach: What do you do to keep the defense from stealing the ball or blocking your shot?

Players: Protect the ball by keeping your body between the defense and the ball. Hold the ball firmly with two hands; use body to protect the ball. Use quick passes.

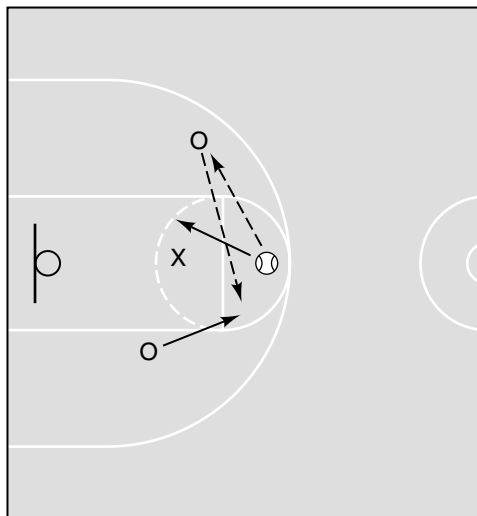
Coach: Once you receive the ball, what is the best way to hold it so the defense doesn't know whether you are going to shoot or pass?

Players: Hold the ball as if you're going to shoot (triple threat position), with one hand behind the ball and the other at its side.



## Skill Practice 1 (15 minutes)

Follow Game 1 with a Skill Practice. Use the IDEA approach: Introduce, Demonstrate, and Explain a skill or tactic, then Attend to your players as they practice that tactic. The question-and-answer session, in which your PLAYERS tell you what skills and tactics they need to be successful in the game, leads directly to the Skill Practice. We often provide coaching points with the Skill Practices; pass these points along to your players. We also provide coach's cues—phrases to help your players focus on the task at hand—during many Skill Practices and Games.



1. Introduce, demonstrate, and explain *creating passing lanes* (see page 238).
2. Practice providing support for teammates by creating passing lanes.

# Week 1, Practice 1 (cont'd)

## COACH'S point

☞ Stop Skill Practice 1 and Game 2 occasionally to show players where good supporting positions are.

☞ Reteach when necessary.

☞ Emphasize that players shouldn't get too close to teammates who have the ball.

## COACH'S point

☞ Teach rules on traveling and double dribble (see page 278).

### Description

Play 3 v 1 games. Offensive players move to open space. Defenders play cooperative to active defense. Use offensive positions on one or both sides of the basket. Players pass, then move to an offensive position (point, wing, baseline, or high or low post) adjacent to the ball. Players should provide a target for receiving the ball, receive it in triple threat, and use a ball fake before passing. Emphasize using quick jab steps to create passing lanes.

### COACH'S cues



"Target hands!"

"Fake a pass, make a pass."

"Throwing action!"

"Elbows!"

"Finish!"

"Quick cuts!"

## Game 2 (15 minutes)

### Goal

Shoot as often as possible and create passing lanes.

### Description

Same as Game 1, except choose either 3 v 1, 3 v 2, or 3 v 3, depending on the skill proficiency of your players (see chapter 8 for help on deciding how to use lopsided games). Rotate players accordingly so that all players have a chance to play offense and defense.



# Week 1, Practice 1

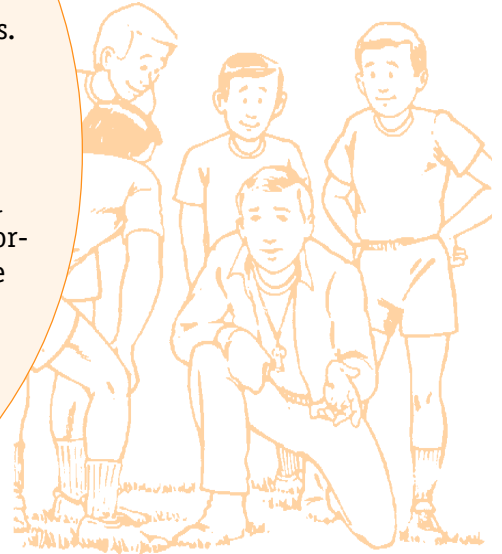
## Team Circle (5 minutes)

### **Key Idea:** Four core values

Gather the team into a group. Have four cones set up five feet apart. "We are going to talk about four main values or qualities that good players include in their games and practices. What are the four?" Have players stand at a cone when they provide a value. Have another player provide an example of the value, then have that player join the other player at the cone. Assist players if they cannot think of all four (caring, honesty, respect, responsibility). "We will work to improve our basketball skills and physical fitness but these four values are just as important to learn and practice to help you become good players. We will learn about these values during our team circles."

### **Wrap-Up**

Make summary comments about practice. Remind them of the next practice and give them a sneak preview: The focus will be on receiving a pass, squaring to the basket, and scoring.







# Week 1, Practice 2

## PURPOSE

To attack the basket by receiving a pass, squaring to the basket, and scoring.

## Equipment

-  One basketball per two players, if possible
-  Court space with three or four baskets
-  Tape or markers
-  Different colored vests or shirts to differentiate teams

## Warm-Up (10 minutes)

Players in pairs play “Around the Key”—one player shoots; the partner rebounds and returns the ball. The shooter tries to make five different shots around the free-throw lane in 30 seconds. Players receive two points for each shot made. (See figure on page 94.)

## Fitness Circle (5 minutes)

### Key Idea: General fitness

Gather the team into a group. “Who can tell me what ‘warm up’ means?” Listen to their responses. They might mention getting the body ready to do more strenuous activity, increasing blood circulation, and moving muscles so they are more flexible and will help prevent injuries. Discuss their responses and other possible responses. “Raise your hand if you think the muscles actually get warmer during warm-up activities?” Listen to their responses. “They do get warmer from the blood circulating and your moving. Give me some examples of good warm-up activities.” Choose one for the team to try. “The warm-up is an important part of a good basketball fitness program. We will do a warm-up activity every practice.”

## Game 1 (10 minutes)


### Goal

Players will score as often as possible. The focus is on using the triple threat and using ball fakes and jab steps.

### Description

Play 3 v 3 half-court games. Players must complete two or more consecutive passes before attempting a shot. Encourage players to make quick passes, to use target hands, and to call for the ball. They cannot dribble. All restarts are at half court. Players earn one point for each shot attempted and two points for each basket scored. (See figure at the top of page 95.)



 Teach the three-second lane violation (see page 278).

# Week 1, Practice 2

Coach: What was the goal of the game?

Players: To score following two consecutive passes.

Coach: From where on the court did you score most of your points?

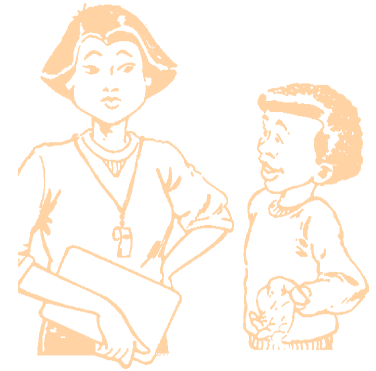
Players: Close to the basket.

Coach: Why is it better to shoot from a position close to the basket, rather than far from the basket?

Players: More likely to score when closer—higher percentage shot.

Coach: Besides shooting from a close range, what else did you do to successfully perform a shot?

Players: Squared shoulders to basket; elbow under ball and close to body; one hand behind the ball and the other at the side of the ball; staggered stance with knees slightly bent; followed through, aimed.



## Skill Practice 1 (15 minutes)

1. Introduce, demonstrate, and explain how to *shoot* (see pages 262–264).
2. Practice shooting.

### Description

Players in pairs shoot three shots from each of five spots marked around the basket (about six to eight feet away). Partners rebound the ball and pass accurately to shooters, who provide a target, receive the ball in triple threat, square up, and shoot. The goal is to score on two out of three shots at each spot.

(You could simplify the shooting goal from making two of every three shots, to shooting from two different spots for 30 seconds, or simply shooting three shots from each spot.) (See figure at the bottom of page 95.)



- "Square up!"
- "BEEF!"
- "Base firm."
- "Elbow under ball."
- "Extend arm."
- "Follow through or flip wrist."

## Game 2 (15 minutes)


### Goal

Players will score as many field goals as possible.

### Description

Play 3 v 1, 3 v 2, or 3 v 3 half-court games, depending on the skill proficiency of your players. Rotate players accordingly so that all players have a chance to play offense and defense. Players must complete two or more consecutive passes before attempting a shot. (See figure at the top of page 89.)



 Give only one or two shooting cues at a time (e.g., keep your base firm, elbow under the ball).

## Team Circle (5 minutes)

### Key Idea: Caring

Gather the team into a circle. Have two cones set up 10 feet apart. Ask one player to demonstrate with you. Have the player accidentally trip you. Fall down as if you are hurt. "Anna accidentally tripped me; what should she do? If you think she should apologize and help the player up, then raise her hand for a foul, stand at this cone. If you think she should keep playing and raise her hand for committing a foul, stand at this cone." Encourage all players to vote. Discuss why they voted the way they did. Tactfully explain the "caring action" so players don't feel foolish for not realizing they should help. "When you accidentally trip or hurt another player, an opponent or teammate, it is important to help them up or see if they are OK. That shows that you care about other players."

### Wrap-Up

Make summary comments about practice. Remind them of the next practice and give them a sneak preview: The focus will be on creating passing lanes.



# Week 2, Practice 1

## Warm-Up (10 minutes)

Players in pairs play “Around the World.” Spots are marked in an arc around the basket, about 5 to 8 feet from the basket. Shooters follow a set pattern. The first player shoots from spot #1; if the shot is good, the player moves to spot #2. The player continues until he or she misses a shot. On a missed shot, the shooter may elect to stay there until his or her next turn, or “chance it.” This gives the player another shot immediately, but if the shooter misses, he or she goes back to the beginning. A made chance allows the shooter to skip the next spot. (See figure on page 102.)

## Fitness Circle (5 minutes)

### **Key Idea:** Cardiorespiratory fitness

Gather the team into a group. “Who can tell me what *cardiorespiratory fitness* is? When you have good cardiorespiratory fitness, your heart picks up oxygen from your lungs and takes it all over your body.” Ask three players to demonstrate. Have one ball ready. The players should be spread out in a line; the ball will be passed zigzag down the line. Stagger players so the ball is passed across to each other, one side then the other side, in the line. “Let’s set up our own blood vessel to carry oxygen to the muscles.” Set up and perform the activity, with player 1 being the heart, player 2 the lungs, and player 3 the legs. “We need to run more to improve our body’s ability to get oxygen to our muscles. That is improving our cardiorespiratory fitness.”

## Game 1 (10 minutes)

### **Goal**

Players will provide support for their teammate with the ball.

### **Description**

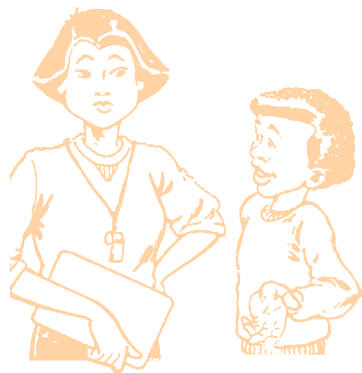
Play 2 v 2 half-court games. Players must complete at least three passes before shooting. They receive one point for three consecutive passes, and two points for every field goal. (See figure at the top of page 91.)

### **PURPOSE**

To create space in the attack by creating passing lanes.

### **Equipment**

- One basketball per two players, if possible
- Court space with three or four baskets
- Tape or markers
- Different colored vests or shirts to differentiate teams



Coach: What was the goal of the game?

Players: To support the player with the ball.

Coach: How were you able to support the player with the ball?

Players: Using a ball fake and replace, jab step; moving quickly.

Coach: Is a zigzag or curved pathway better when performing a cut?

Players: Zigzag.

Coach: Can you describe the angle of these cuts using letters of the alphabet?

Players: V and L.

Coach: Why would V- or L-cuts be better than curved?

Players: It's harder for the defender to stay with you.

Coach: What did you do if your defender was closely guarding you?

Players: Used a cut to get away.

Coach: When would a V-cut be most effective, close to the lane or away from the lane?

Players: Away from the lane 10 to 12 feet.

Coach: When would the L-cut be most effective?

Players: Close to the lane near the baseline.

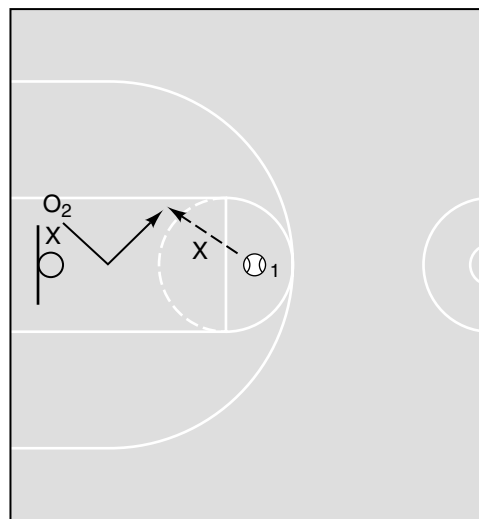
## Skill Practice 1 (15 minutes)


1. Introduce, demonstrate, and explain how to execute *V-cuts* and *L-cuts* (see page 250).
2. Practice V-cuts and L-cuts.


### Description


Play 2 v 2 games with the focus on players using V-cuts and L-cuts, receiving passes, and using jump stops and the triple threat position. Sequence:

- $O_1$  ball fakes, jab steps, and passes to  $O_2$ , who V-cuts as  $O_1$  is ball faking.
- $O_2$  catches the ball in a triple threat position using a jump stop.
- Repeat three times and rotate.
- When all four players in a group have practiced the V-cut three times, go through the rotation again, this time practicing the V-cut on the opposite side of the basket.
- When all four players have practiced the V-cut on both sides of the basket, go through the rotation again, using the same sequence to practice L-cuts on both sides of the basket. The defense should play passive, cooperative defense.



 The only difference between V- and L-cuts is the angle from which the offense moves into the defense, then toward the pass.

 Emphasize making “razor sharp” cuts.

 Teaching off-the-ball movements is important—as we know, good players know how to get open.



# Week 2, Practice 1

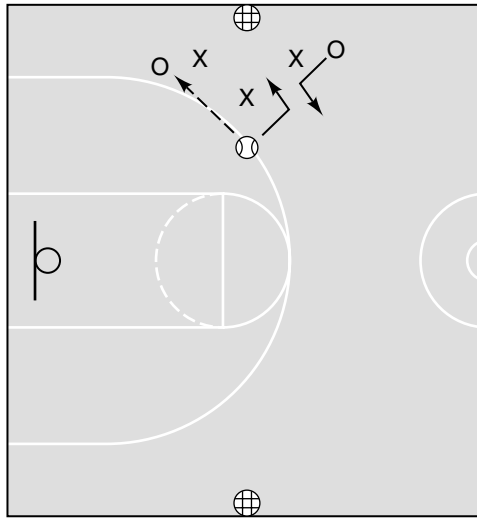
## Game 2 (15 minutes)

### Goal

Players will provide support to their teammate with the ball, using V-cuts and L-cuts to get open.

### Description

Play 3 v 1, 3 v 2, or 3 v 3 short-court games, depending on the skill proficiency of your players. Rotate players accordingly so that all players have a chance to play offense and defense. Players must complete at least three passes before shooting. They receive one point for three consecutive passes, and two points for every field goal.



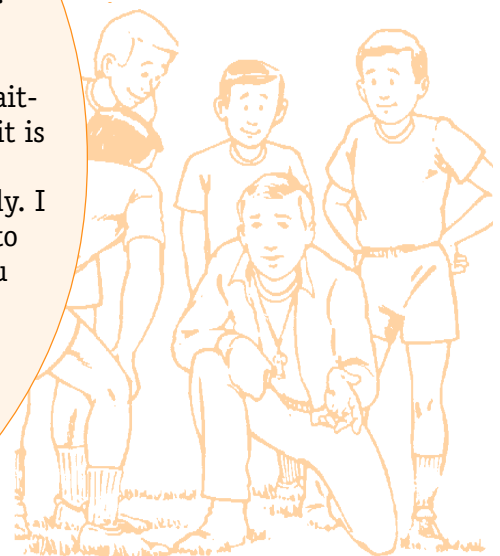
## Team Circle (5 minutes)

### Key Idea: Responsibility

Gather players into a group. Have a clipboard and act as if you are writing or working. Do not pay attention to the group. Continue for one minute. "Hello, everybody. Now I am ready to talk about our team circle for today. How did you feel having to wait for me to get ready to talk to you?" Listen to responses. "Waiting for someone to be ready during practice wastes time. Even if it is a coach. I demonstrated how time is wasted if someone isn't prepared for practice. I read and prepare before practice so I am ready. I want you to do the same. You have a responsibility to the team to be ready when it is time for every practice to start. What do you do at home to get ready for practice?" Discuss responses.

### Wrap-Up

Make summary comments about practice. Remind them of the next practice and give them a sneak preview: The focus will be on using a power dribble to drive and score.



# Week 2, Practice 2

## PURPOSE

To attack the basket by using a power dribble.

## Equipment

- One basketball per two players, if possible
- Court space with three or four baskets
- Tape or markers
- Different colored vests or shirts to differentiate teams

## Warm-Up (10 minutes)

Players in pairs play “Around the World.” Spots are marked in an arc around the basket, about 5 to 8 feet away. Shooters follow a set pattern. The first player shoots from spot #1; if the shot is good, the player moves to spot #2. The player continues until he or she misses a shot. On a missed shot, the shooter may elect to stay there until his or her next turn, or “chance it.” This gives the player another shot immediately, but if the shooter misses, he or she goes back to the beginning. A made chance allows the shooter to skip the next spot. (See figure on page 102.)

## Fitness Circle (5 minutes)

### Key Idea: Cardiorespiratory fitness

Gather the team into a circle. “What fitness area improves when we run more and strengthen our heart and lungs? *Cardiorespiratory fitness*. When we run more during practice to improve our cardiorespiratory fitness, what will start to happen?” Listen to their responses. Discuss getting fatigued if they run too fast early in the practice. “If you don’t want to tire early in the practice, we can use a special test to help you judge how fast to run. It’s called a talk test. A talk test can tell you if you’re running too fast for your body and need to slow down. Everyone jog to the goal and back with your partner saying ‘two points.’ You should not be out of breath while you’re talking; if you are, slow down!”

## Game 1 (10 minutes)

### Goal

Players will drive hard to the basket and shoot.

### Description

Play 3 v 3 half-court games. Give two points for scores off of drives, and one point for other baskets. Instruct defenders not to clog the lane so that players can drive. Defenders should play “warm” defense.

# Week 2, Practice 2

Coach: What was the goal of the game?

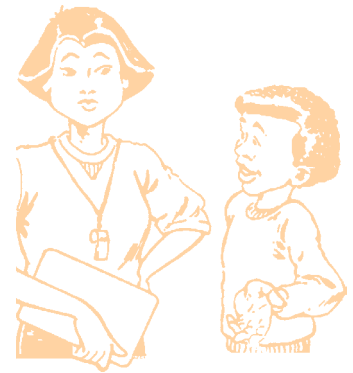
Players: Drive and score.

Coach: What's a good way to drive?

Players: Drop step and dribble.

Coach: What should you do if it's congested in the lane?

Players: Stop and shoot if open, or pass off.



## Skill Practice 1 (10 minutes)

1. Introduce, demonstrate, and explain how to use a *jump stop* (see pages 251–252) prior to shooting.
2. Practice shooting off of jump stops.

### Description

Play 1 v 1; defenders play cooperative defense. Players with the ball use a ball fake, jab step, and drive to the basket. They jump stop and shoot two to four feet from the basket. Watch for good form on the jump stops and shots; players should use the square on the backboard. Alternate players quickly so that there are not a lot of players standing around.



"Arm should look like a yo-yo."

"Ball down, eyes up."

"Two-foot jump stop."

"Eyes on target."

"In the square, in the basket."



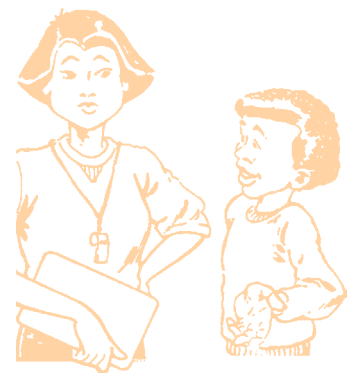
☞ Briefly describe charging fouls and blocking fouls (which often occur when a player drives to the basket). See page 277.

☞ Instruct players to raise their hand when they foul.

☞ Use examples from the Skill Practice or Games to illustrate how driving to the basket can create passing lanes.

Coach: How should your dribble change when someone is guarding you?

Players: Keep the ball closer to the body and keep the ball between yourself and the defender.



# Week 2, Practice 2 (cont'd)

## Game 2 (10 minutes)

### Goal

Players will attempt to score in 15 seconds or less.

### Description

Play 1 v 1 games. The player with the ball starts at the foul line. Check the ball: the defensive player starts with the ball and gives it to the offensive player when they are ready to play. The offensive player begins in triple threat position and gets two points for every basket scored off a jump stop, and one point for every basket scored otherwise. (See figure on page 108.)

## Game 3 (10 minutes)

### Goal

Players will shoot as often as possible off of a dribble and drive.

### Description

Play 3 v 1, 3 v 2, or 3 v 3 games, depending on the skill proficiency of your players. Rotate players accordingly so that all players have a chance to play offense and defense. Players can't dribble—except to drive to the basket. (See figure on page 108.)

## Team Circle (5 minutes)

### Key Idea: Respect

Gather the team into a group. Set two cones up 10 feet apart. "What is one important thing you can do at the end of every game to show you have respect for your opponent?" Listen to responses—discuss shaking or slapping hands, saying "good game." "Let's say some kids on the other team start walking away following a game. What should you do? If you think you should let them walk away without saying anything or trying to shake hands, stand at this cone. If you think you should say 'good game' and hold your hand out anyway, stand at this cone." All players should vote. Ask why players voted the way they did. "You should shake hands and/or say 'good game' following every game; it shows respect for your opponent. If the other team turns away and doesn't participate, you shouldn't change your behavior."

### Wrap-Up

Make summary comments about practice and give a preview of the next practice—on-the-ball defense.



# Week 3

## Warm-Up (10 minutes)

Play 1 v 1 games, starting at the foul line. Defense checks the ball and offense begins in a triple threat position. (See figure on page 108.)

### Fitness Circle (5 minutes)

#### Key Idea: General fitness

Gather the team into a group. "If you participate in basketball practice every week, do you think that's enough to keep your body's fitness to play basketball? Do you think you'll improve your body's fitness in the different areas?" Listen to their responses. "You need to be active outside basketball practice to keep your overall fitness at a level that helps your basketball.

What are some activities you could do outside of practice?" Listen to their responses. Discuss practicing skills such as dribbling or shooting alone or with a partner. Ask one player to demonstrate using one ball. Have all players try.

## Game 1 (10 minutes)

### Goal

Defenders will keep the opposing team from scoring.

### Description

Play 3 v 3 half-court games. Use a competitive defense. The offensive team can't dribble and must complete at least three consecutive passes before shooting. The defensive team scores one point if the offensive team does not complete three passes. (See figure at the top of page 95.)

**Coach:** What do you do to keep the opposing team from scoring?

**Players:** Closely guard, rebound so they wouldn't get a second shot.

**Coach:** What defensive position or actions interfere most and kept your opponent from scoring?

**Players:** Keeping your body between the opponent and the goal. Being sure you can always see the ball. Guarding the opponent closely. Keeping hands and feet moving; playing active defense.

### PURPOSE


To win the ball through on-the-ball defense.

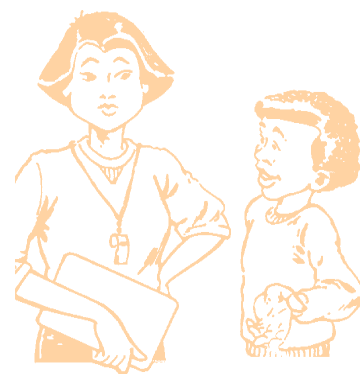
### Equipment

- One basketball per two players, if possible
- Court space with three or four baskets
- Tape or markers
- Different colored vests or shirts to differentiate teams
- Two cones



COACH'S  
point

 Teach rules on holding, tripping, and reaching in (see page 277).





☞ Emphasize that defense is attitude.



☞ Freeze the action to reinforce good defense. Take advantage of "teachable moments."

☞ Teach rules on technical fouls (see page 277).

## Skill Practice 1 (10 minutes)

1. Introduce, demonstrate, and explain proper *on-the-ball positioning* (see pages 269–271).
2. Practice on-the-ball defensive positioning.

### Description

Pair up players. The player with the ball dribbles forward in a zigzag pattern. The defensive player maintains proper defensive posture and attempts to block the offensive player's forward progress. The defender tries to either steal the ball without fouling or cause a turnover. Players switch roles after one length of the court. (See figure on page 114.)

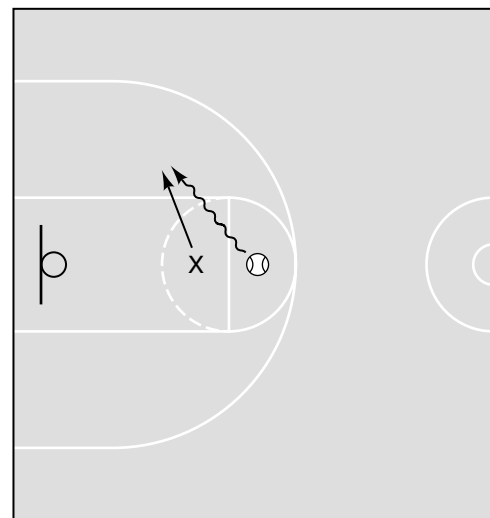
## Game 2 (10 minutes)

### Goal

Defenders will play good on-the-ball defense.

### Description

Play 1 v 1 games with active to competitive defense. Offensive players can dribble, but as soon as they pick up the dribble, defensive players move closer and use active hands and feet.



### COACH'S cues



"Medium body posture."

"Active hands and active feet!"

"See the ball!"

"Anticipate!"

## Game 3 (10 minutes)

### Goal

Defenders will keep the opposing team from scoring.

### Description

Same as Game 1, except play 2 v 3 or 2 v 4. Rotate players accordingly so that all players have a chance to play offense and defense.



# Week 3

## Team Circle (5 minutes)

### **Key Idea:** Respect

Gather the team into a group. Set up two cones 10 feet apart. "What are some of the official's duties during a game?" Listen to and discuss responses. "Who makes the calls during the game? Can you disagree if you think an official's call is not right or do you accept the official's call even if you think it is wrong? If you think you can discuss the call with the official, stand at this cone. If you think the official makes the call and you accept it, stand at this cone." All players should vote. "You need to have respect for the officials at all times. They are in charge on the court during a game. Don't argue with them; accept their calls and decisions. But, if you have a question, ask the official or me during a break."

### **Wrap-Up**

Make summary comments about practice and give reminders for the first game.







# Week 4

## Warm-Up (10 minutes)

### PURPOSE

To win the ball through off-the-ball defense.

### Equipment

-  One basketball per two players, if possible
-  Court space with three or four baskets
-  Tape or markers
-  Different colored vests or shirts to differentiate teams

Players play “Now you have it, now you don’t.” Divide players into two teams. Each team stands on opposite sidelines of the gym facing each other. Each member of team A has a ball; team B doesn’t. On signal, team A players begin dribbling toward the opposite sideline. Team B approaches, trying to take away the balls. If a team B player gains possession of a ball, that player dribbles toward the opposite sideline. When players from team A or team B make it over their “goal” line (the opposing sideline), they stay there until all balls are behind the sidelines. Team B is now given the balls and the game begins again. (See figure on page 116.)

## Fitness Circle (5 minutes)

### Key Idea: Muscular strength and endurance

Gather the players into a group in a small area. “I want everyone to find a partner and balance back to back while sitting like a chair. I’ll time you for one minute.” Model the action for the group. “What muscles did you use to hold yourselves up?” Touch the different areas with your hand to show players the muscle groups of their legs, front and back. “You use different muscles to perform different activities.

Practicing using specific muscles improves your muscular strength and endurance—that is, how hard you can dribble the ball and how long you can keep going before your muscles get tired.”

## Game 1 (10 minutes)


### Goal

Defenders will prevent the offensive team from passing, receiving passes, and scoring.

### Description

Play 3 v 3 half-court games. Players can’t dribble except to drive to the basket or reposition to make a pass. They must make at least three consecutive passes before shooting. The defensive team receives one point for each turnover and two points for each steal without fouling. Treat fouls like violations—the other team gets the ball. (See figure at the top of page 95.)



 Teach rules on hand-checking and pushing (see page 277).

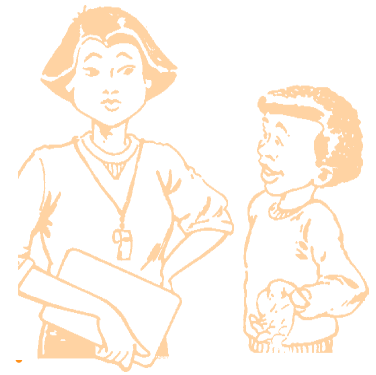
# Week 4

Coach: How do you position yourself to prevent the offensive team from passing?

Players: Overplay toward potential passing lanes; closely guard player with the ball.

Coach: How do you position yourself to deny a pass?

Players: Overplay toward the ball; keep hand in passing lane.



## Skill Practice 1 (10 minutes)

- Introduce, demonstrate, and explain proper *off-the-ball positioning* (see pages 271–272).
- Practice off-the-ball defensive positioning.

### Description

Paired-up players practice off-the-ball defensive positioning (partners can also coach each other). As an option, you can have a player with the ball waiting to pass to his or her offensive teammate. (See figure on page 117.)

## Game 2 (10 minutes)

### Goal

Defenders try to deny offense from making successful passes; offense tries to make six consecutive passes.

### Description

Play 2 v 2 games using a competitive defense. For each 2 v 2 game, two other players serve as coaches. One offensive player begins at the point, the other at a wing position. The ball starts at the point. From a triple threat position, the ball handler uses a ball fake to give his or her teammate a chance to get open; or the ball handler dribbles to open a passing lane if necessary. Rotate after a turnover or after six consecutive passes. One player-coach gives feedback for the on-the-ball defense; the other player-coach gives feedback for the off-the-ball defense. (See figure on page 118.)




"Medium body posture."

"Active hands and active feet!"

"See the ball!"

"Anticipate!"



 Remind players to stay focused on defense.

## Game 3 (10 minutes)

Repeat first game, except play 2 v 3 or 2 v 4. Players should focus on off-the-ball defensive positioning. Rotate players accordingly so that all players have a chance to play offense and defense.

## Team Circle (5 minutes)

### **Key Idea: Honesty**

Gather the team into a group. "Give me some examples of being dishonest in practices and games." Listen to responses. After each response, have the players change the examples into acts of honesty. Take three examples. "Honesty is an important value that all players should be practicing every practice and game, especially if a coach isn't there to help you make the right decision, or if an official doesn't see the play."

### **Wrap-Up**

Make summary comments about the practice and give reminders for the next game.



# Week 5

## Warm-Up (10 minutes)

Players take and follow their shots. Players with the ball shoot for 20, 30, or 45 seconds. They shoot, rebound, and shoot again. Players are limited to three dribbles before their next shot. They keep track of how many shots they make during the timed interval. (See figure on page 120.)

## Fitness Circle (5 minutes)

### Key Idea: Flexibility

Gather the team into a circle. “Is there such a thing as stretching your muscles too far, or should you stretch as far as you can to improve your flexibility?” Listen to their responses. “Muscles should stretch only until you feel a slight pulling. You should never feel pain stretching. If you do, you’re stretching too far.” Choose a stretch for the team to try. “I want you to stretch until you feel the slight pulling. Everyone will have different levels of flexibility, but all of you need to stretch properly to stay flexible and prevent injuries.”

## Game 1 (10 minutes)

### Goal

Defenders try to prevent the offensive team from scoring—and from rebounding missed shots.

### Description

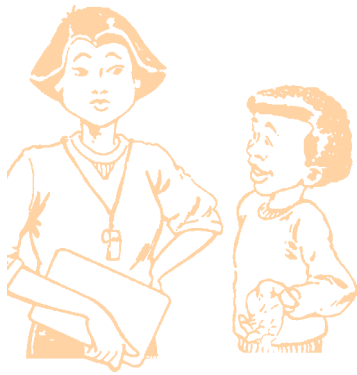
Play 3 v 3 half-court games. Use a competitive defense. Players can’t dribble, except to drive to the basket or to reposition to make a pass, and must make at least three consecutive passes before shooting. The defensive team receives one point for winning or rebounding the ball after only one shot. Treat fouls like violations—the other team gets the ball. (See figure at the top of page 95.)

### PURPOSE

To win the ball by rebounding.

### Equipment

- One basketball per two players, if possible
- Court space with three or four baskets
- Tape or markers
- Different colored vests or shirts to differentiate teams



Coach: What was the goal of the game?

Players: To prevent scoring and to prevent a second shot.

Coach: What did you do to prevent a second shot?

Players: Got the rebound after the first shot.

Coach: How did you position yourself to get the rebound?

Players: Moved between offensive player and basket.

You could repeat this game with an offensive focus. In this case, the offensive team would earn a point for each shot attempt and rebound. You'd want to instruct your offensive rebounders to protect the ball, and to tip the ball to the basket or assume a shooting position as quickly as possible, like a pogo stick.

## Skill Practice 1 (15 minutes)

1. Introduce, demonstrate, and explain how to *box out* to rebound (see page 268).
2. Practice boxing out and rebounding.

### Description

Play 3 v 3 games with 2 v 2 under the boards and a shooter and an outlet. The shooter shoots the ball. On the release,  $X_1$  and  $X_2$  turn and box out their offensive players.  $X_3$  (the outlet) moves right or left, depending on which side of the basket the rebound occurs. The player rebounding the ball turns and passes to  $X_3$ . Repeat three times, then rotate offense to defense. The defenders try to outlet successfully three times in a row. (See figure on page 121.)



☞ Stop play as needed to reinforce the goal of the game—take advantage of “teachable moments.”



“Create a stable wall between opponent and ball.”

“Elbows out—palms wide, feel for opponent.”

“Put buttocks under opponents.”

Talk about the possible fouls that can occur (e.g., over the back; see page 277).



# Week 5

## Game 2 (15 minutes)

### Goal

Defenders try to prevent the offensive team from scoring—and from rebounding missed shots.

### Description

Play 2 v 3 or 3 v 3 short-court games, depending on the skill proficiency of your players. Rotate players accordingly so that all players have a chance to play offense and defense. Players can't dribble and must make at least three consecutive passes before shooting. The defensive team receives one point for winning or rebounding the ball after only one shot. (See figure on page 128.)

### Team Circle (5 minutes)

#### Key Idea: Responsibility

Gather the team into a group. Choose two players to demonstrate with you. Have one player be a defender, using a “cold” defense. You and the other player will pass to each other. You concentrate on demonstrating getting into good position for a pass. “What was I working on during this drill?” Listen to responses; lead discussion to getting into good position for a pass. “It is your responsibility to work hard to get into good position for a pass. When you do that, you’re being responsible to your team.”

#### Wrap-Up

Make summary comments about practice and give reminders for the next game.

