



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Youth Basketball Coaches Manual

5th – 6th Grade
(Senior League)

YMCA of Metropolitan Washington



YMCA of Metropolitan Washington Winter Youth Basketball League Rules

DIVISIONS:

- 4-5 year olds (Mini League)
- 6-7 year olds (Little League)
- 8-9 year olds (Junior League)
- 10-12 year olds (Senior league)

- Girls and Boys will be combined

TEAM ROSTERS:

Rosters will be limited to 10-11 players.

PLAYERS:

Each team will consist of no more than 10 players. Each team will play with 5 players and no less than 4 at the start of each game.

Our motto at the YMCA is; it's for Everybody! **Everyone** on each team will play and **Everyone** will play an equal amount of time on the court. Coaches use their discretion as to how to ensure the playing time.

* The intent is to provide all participants equal playing time regardless of skill level or experience. It is the role of the coach to help ensure that every child plays and has a positive experience.

Bathroom Policy

The children's parents are required to take care of their child's bathroom needs. If a child needs to use the restroom and their parents are not there a coach or team parent or YMCA staff member may take them, but they **MUST** be accompanied by two additional children.

A staff or coach is never to be alone with one child, and never take a child to the bathroom alone as well. When taking them staff or coach must check and clear the bathrooms and then send all three children in together. This is for protection of the child as well as staff and volunteers.

COACHES AND SPECTATORS:

Volunteer Coaches: All coaches are volunteering their time to make this a great experience. We try and select coaches who are knowledgeable in skills we are trying to teach. If you have or are interested in being a coach/assistant or have a concern about a coach/assistant please notify the Program Director immediately.

Referees: The referees are in charge of the game and their decisions are FINAL; right or wrong.

Please cooperate with the Youth Basketball staff in creating and maintaining an environment in which each participant may have fun, learn the game and be a good sport. The referees may occasionally stop play for instructional purposes when necessary, and will subjectively make allowances (as discussed and set up by each league) based on ability, for violations. We encourage parents to focus on the children and not the referees.

Coaches agree to support and influence good sportsmanship, high moral standards and are responsible for the conduct of their players and spectators. This includes, but is not limited to, Unsportsmanlike disagreements with officials or insubordinate acts against supervisory staff.

The YMCA of Metropolitan Washington Staff reserves the right and WILL send home anyone (this includes coaches, players, spectators) who are in violation of the rules and regulations set by the program for the health, safety, and welfare of all participants.

Spectators Code of Conduct: As a spectator, we hope to provide a fun and rewarding experience for you and your child. In order to achieve our goal we ask that you adhere to the following criteria:

1. Applaud good plays by your own team AND the opposing team.
2. Never ridicule or scold a child for making a mistake during a game or practice.
3. Encourage players to always play according to the rules.
4. HAVE FUN! Make it enjoyable for you and your child.
5. As a parent you are not allowed to approach the coach and team's bench during a game. If you have a comment for the coach please wait until after the games is over to speak with the coach. If the coach feels you are being unnecessary then they may direct you and your complaint to the Program Director.

Parent involvement:

As a parent or guardian of our basketball league we want you to know we appreciate your help and leadership. We suggest you get involved on your child's team to make the experience more enjoyable for them. Whether it be snack, water, fruit, or high fives the kids DO appreciate you being there! ALL parents must be on site with their children as part of our YMCA policy. We appreciate your help in this matter.

Simplified Basketball Terms for Beginners

Coach

A coach is an adult leader who teaches the team the basics of a sport. The coach acts as a teacher and a friend. They should give positive feedback first, and then in a teaching way explain to the player what they did wrong and how they can fix the mistake. For example: "John you're doing great, you are really hustling out there, next time you're in the game and you're on defense, I want you to try to stay between your man and the basket, okay? You're doing well." This way the players feel good about themselves and are still having fun. Also the player will be more likely to implement the skill a coach is teaching.

Out of bounds

If the ball goes outside the lines on the floor that marks the outside of the court, it is out of bounds. (Coaches if you do not know where the outside lines are please ask the referee and they will show them to you.) After the ball goes out of bounds, the referee will decide which team touched the ball last and the other team will then get to inbound the ball to a teammate.

Traveling

Traveling is when a player is moving with the ball on the court without dribbling the ball.

Double Dribble

Dribbles the ball with two hands, or

- A) Dribbles the ball correctly, then stops dribbling the ball by picking it up with both hands, then starts to dribble the ball again.

Fouls

Fouls include players pushing, hitting, holding, or tripping a player from the other team. On a foul call, the referee will either give the other team a throw in, or the player that was fouled will get to shoot foul shots from a designated foul line depending on the age group.

Team Work

This is a critical part of the game of basketball. This is a team sport, which means that all the players must be involved both on and off the court. That means that one player does not always dribble and shoot the ball. There are no Michael Jordan's in this league, so every player should be involved in the game. Players should pass the ball to each other, and every player should have a chance to shoot, dribble, and rebound the ball.

Together Everyone Achieves More

TIME:

Time is running

There are no overtime periods. All ties are final.

All divisions except the Senior League will play 4 quarters of the specified time for the division.

Mini League (4-5 year olds): 8 minute quarters

- Running clock
- Suggested Substitution at 4 minutes

Little League (6-7 year olds): 8 minute quarters

- Running Clock – Clock stops the last two minutes of each quarter
- Suggested Substitution at 5 minutes

Junior League (8-9 year olds): 10 minute quarters

- Running Clock – Clock stops the last minute of each quarter and the last two minutes of the fourth quarter
- Suggested Substitution at 5 minutes

Senior League (10-12 year olds): Two 20 minute halves

- Running Clock – Clock stops the last minute of each quarter and the last two minutes of the fourth quarter
- Suggested Substitution at 5 minutes

One minute between quarters.

3 minutes between halves (if time permits).

Each team will have 2 one minute timeouts per quarter/half.

- Timeouts may be called by the coach of the offensive team while the ball is in play.
- Anyone may call a timeout during a dead ball situation.

Substitutes

Substitutes are team members sitting on the sidelines waiting for their turn to play. Substitutes are as important to the game as the players playing the game are. Everyone needs time to rest, watch the game, talk to the coach, learn from the coach, and cheer on the team. The cheering from the bench is one of the most crucial parts of the game. Support from the bench can always bring the players on the floor to a higher level. When players are substituted, it is not because they made a mistake, it's because the coach felt they needed a rest, or he wanted to teach them something. **Never pull a player out of a game because of a mistake.**

BALL SIZE AND RIM HEIGHT:

4-5 year olds:

- Ball Size: 27.0
- Rim Height: 6ft

6-7 year olds:

- Ball Size: 27.0
- Rim Height: 8ft

8-9 year olds:

- Ball Size: 28.5
- Rim Height: 9 ft

10-12 year olds:

- Ball Size: official men's
- Rim Height: 10 ft

START OF GAME:

The Mini League will do a coin toss to decide who gets the ball first.

A jump ball will start the game for all the other leagues. To start the 2nd-4th quarters the ball will be put into play with a throw in under the alternating possession procedure.

All other jump balls will be alternating possessions.

- Jump balls occur when two opponents have one or both hands firmly on the basketball.

Teams will change baskets at the end of the first half.

Except in the Mini League (4-5 yr olds) they stay at the same basket the entire game.

Game Start/Jump Ball

At the beginning of the game two players from each team will stand in the center circle, while all the other players on the court will stand on the outside of the circle. The referee will stand in the circle in between the two players, and throw the ball directly up and the two players will then jump for the ball, and try to tap the ball to their teammate. The two players jumping for the ball must tap the ball. They cannot grab the ball. If a player from each team gets hold of the ball at the same time, the referee will blow the whistle and there will be a jump ball. The possession of the ball will alternate at each jump ball.

SCORING:

Scoring: field goal 2 points, free throws 1 point, 3 pointers will count if shot behind the three point line.

Mini – Junior League will not keep score on paper.

Senior League will stop scoring when one team is up by 15+ points and will continue as necessary. Score will be kept on paper.

After a basket is scored from either position, the other team will get the ball out of bounds under the basket to throw into a teammate.

PRESSING:

The Mini and Little League teams **must** play a zone defense.

Junior and Senior League teams are allowed to play a man-to-man defense if they want to.

The defensive team must retreat back across the mid-court before engaging in either tactic. On out of bound plays, the defender must stay on the court at all times. **4 yr. olds – 12 yr. olds may not double team!**

- 4 - 7 year olds cannot press at all. Half Court Retreat takes effect in this division.
- 8-12 year olds can ONLY half court press when the score is within 10 points.

LANE/KEY VIOLATIONS:

When a violation occurs the whistle will be blown, players are asked to stop, a brief explanation will be given and the ball will be turned over and taken out of bounds (unless on a shooting foul). Violations include: double dribbling, traveling, lane violation, 5 second throw in violation, carrying the ball.

4-9 year olds: There is no time limit in effect for this age group.
Coaches should still train players to understand moving in and out of the key.

10-12 year olds: There is a **5 second** time limit for being inside the key.

OUT OF BOUNDS:

Teams have 5 seconds to put the ball in play.

Teams have 10 seconds to pass the half court line.

- Except 4-7 yr olds. No time limit for this age group.

SHOOTING FOULS/FREE THROWS:

Fouls: Unnecessary contact of players constitutes a personal foul and equals a team foul. Charging, a half court violation (back court pressing), tripping, pushing, or contact from behind. This may occur on offense or defense resulting in a turn over.

- If a foul occurs while shooting, the player that was fouled will be awarded 2 free throws. Violating player is given a personal foul and a team foul.
- If a foul occurs in the course of play, the ball is awarded to the other team out of bounds. Violating player is given a personal foul and a team foul.

4-7 year olds: No fouls will be penalized. Ball will go out of bounds and referee will instruct players on the violation situation in order to educate the players on the violation that occurred. Blatant and obvious fouls will be called.

4-7 year olds will be awarded a shooting foul for flagrant fouls on the shot. The free throw is taken 3 steps in front of free throw line.

4-7 year olds CANNOT foul out of a game.

8-9 year olds fouls will be awarded the ball (on non-shooting violations) and free throws on shooting fouls. The 8-9 year olds shoot free throws from 12 feet (approximately a step in from the regulation line).

8-9 year olds will foul out of a game on the 6th personal foul.

10-12 year olds will be awarded the ball (on non-shooting violations) and free throws on shooting fouls.

During a free throw, players (other than the shooter) may enter the lane when the ball hits the backboard or rim. The shooter must land with both feet behind the free throw line in order for it to be legal.

Technical Fouls: Technical fouls will be called for any taunting, profanity, or unsportsmanlike conduct. A technical foul will be called after the first warning has been given. The result of a technical foul is 2 free throws and possession of the ball.

SUBSTITUTION RULE:

All players must check in with the referee prior to entering the game. The substitution may occur at the end of the quarter, at a dead ball or if there is an injury.

No substitutions on the fly.

4-12 yr olds can have their coach notify the official and wait for the ok before entering the game.

COACHES CONDUCT:

Coaches can only travel within the assigned areas. Coaches should not be moving all over the court except for the Mini League. They should be helping instruct on the court.

Any comments made to the referees or the staff should be made before the game, at half time, and/or after the conclusion of the game.

JEWELRY:

No jewelry (which includes: dangling earrings, necklaces, bracelets, watches, etc) shall be worn during games. This is to help ensure the safety of all participants.

FOOD/SNACKS:

Snacks should be provided for teams by team parents. We ask that you please throw your trash in the designated areas in order to help keep everything clean.

Please try to only have only water bottles in the gym. Other drinks are permitted (i.e. Gatorade, Powerade, drink boxes), but can lead to sticky spills. Please be respectful of the courts we are using.

Practice Outline

YMCA YOUTH BASKETBALL PRACTICE SESSION PLANS

Warm-up: (5 minutes)

Fitness component: (5 Minutes)

Skills Drills: (20 minutes)

Game / Play: (20 minutes)

Team Circle

YMCA YOUTH BASKETBALL
PRACTICE SESSION PLANS

PRACTICE 1

Warm-Up: (5 minutes)

Begin each practice with 5 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 Component: (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."



Skills Drills: (20 minutes)

1. Introduce, demonstrate and explain creating passing lanes.
2. Practice providing support for teammates by creating passing lanes.

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, and 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 they shoot

Coaches' Cue:

"Target hands."
"Fake a pass, make a pass."
"Throwing action!"
"Elbows!"
"Finish!"

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?

Game / Play: (20 minutes)

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.

PRACTICE 1



INTRO TO VALUES (10 minutes)

TEAM CIRCLE

Key Idea: YMCA Four Core Values

Gather team into a group. Have four cones set up five feet apart. "We are going to talk about four core values that good players include in their games and practices. What are the five?" Have a player stand at a cone when they provide each of the five values: Respect, Responsibility, Honesty and Caring. 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. "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"

PRACTICE 2

Warm-Up: (5 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.



Fitness Component: (5 minutes)

Key Idea: General fitness

Gather the team into a group. "Who can tell me what 'warm-up' means?" Listen for 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-ups." 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."

Skills Drills: (20 minutes)

1. Introduce, demonstrate and explain how to shoot. Players should select only high-percentage shots, concentrate on their target, order movements (square up, bend knees and elbows, cock wrist), release and "wave good-bye", extend the shooting arm up and out toward the basket.
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 the shooters, who provide a target, receive the ball in triple threat, square up and shoot. The goal is to score on two out of

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—high percentage shot.

Coaches' Cue:

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

Game / Play: (20 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.

PRACTICE 2



INTRO TO VALUES (10 minutes)

TEAM CIRCLE

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 okay. That shows that you care about other players."

PRACTICE 3

Warm-Up: (5 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.



Fitness Component: (5 minutes)

Key Idea: Cardio-respiratory fitness

Gather the team into a group. "Who can tell me what cardio-respiratory fitness is? When you have good cardio-respiratory 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 cardio-respiratory fitness."

Skills Drills: (20 minutes)

1. Introduce, demonstrate and explain how to execute V-cuts and L-cuts.
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.

- P1 ball fakes, jab steps, and passes to P2, who V-cuts as P1 is ball faking.
- P2 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 court.
- 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.

Game / Play: (20 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 three consecutive passes before attempting a shot. They receive one point for three consecutive passes, and two points for every field goal.



PRACTICE 3



INTRO TO VALUES (10 minutes)

TEAM CIRCLE

Key Idea: Responsibility

Gather children 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 their 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.

PRACTICE 4

Warm-Up: (5 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.



Fitness Component: (5 minutes)

Key Idea: Cardio-respiratory fitness Gather the team into a circle. "What fitness area improves when we run more and strengthen our heart and lungs? *Cardio-respiratory fitness*. When we run more during practice to improve our cardio-respiratory 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 your judge how fast to run."

Skills Drills: (20 minutes)

1. Introduce, demonstrate and explain how to use a jump stop. Blow your whistle and have them sprint forward five or six steps. When they hear the whistle a second time, have them hop and stop quickly with both feet simultaneously hitting the floor, landing in a balanced and ready position.
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.

Coaches' Cue:

"Arm should look like a yo-yo." "Ball down, eyes up."
"Two-foot jump stop."
"Eyes on target." "In the square, in the basket."

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.

Game / Play: (20 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.

PRACTICE 4



INTRO TO VALUES (10 minutes)

TEAM CIRCLE

Key Idea: Respect

Gather children 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

PRACTICE 5

Warm-Up: (5 minutes)

Play 1 v 1 games, starting at the foul line. Defense checks the ball and offense begins in a triple threat position.

Skills Drills: (20 minutes)

Fitness Component: (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 for their responses. "You need to be active outside basketball practice to keep your overall fitness at a level that helps your basketball skill. 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.

Skills Drills: (20 minutes)

1. Introduce, demonstrate and explain on-the-ball positioning. Players should be ready and alert, position themselves an arm's length from the player with the ball and be able to put pressure on that player's ability to shoot, pass and drive.
2. Practice on-the-ball 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.

Coaches' Cue:

"Medium body posture."
"Active hands and active feet!"
"See the ball!"
"Anticipate!"

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.

Game / Play: (20 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.

PRACTICE 5



INTRO TO VALUES (10 minutes)

TEAM CIRCLE

Key Idea: Honesty

Gather children into a group. "Give me some examples of being dishonest in practices and games." Listen to responses. After each response, have the players change 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."

PRACTICE 6

Warm-Up: (5 minutes)

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.

Skills Drills: (20 minutes)

1. Introduce, demonstrate and explain proper off-the-ball positioning. Defenders should position themselves so they can see the ball, and they must keep track of a moving opponent who may be trying to get open to receive a pass.
2. Practice off-the-ball defense positioning.

Description:

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

Game / Play: (20 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.

Fitness Component: (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.”

Coaches’ Cue:

“Medium body posture.”
“Active hands and active feet!”
“See the ball!”
“Anticipate!”

PRACTICE 6



INTRO TO VALUES (10 minutes)

TEAM CIRCLE

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 call 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

PRACTICE 6

Warm-Up: (5 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.

Skills Drills: (20 minutes)

1. Introduce, demonstrate and explain how to box-out to rebound. Boxing-out is getting between the opposing player and the basket and putting their rear in contact with the opponent's body.
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. One the release, P1 and P2 turn and box out their offensive players. P3 (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 P3. Repeat three times, then rotate offense to defense. The offenders try to outlet successfully three times in a row.

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.

Coaches' Cue:

"Create a stable wall between opponent and ball."

"Elbows out—palms wide, feel for opponent."

"Put buttocks under opponents."

Game / Play: (20 minutes)

Goal: Players 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.

PRACTICE 7



INTRO TO VALUES (10 minutes)

TEAM CIRCLE

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."

PRACTICE 8



Warm-Up: (5 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.

Fitness Circle: (5 minutes)

Key Idea: Training and conditioning

Gather the team into a single-file line. Players will run two distances, one longer than the other. Have the team run the shorter distance first and come back to the starting spot. Then have the team run the longer distance. “Do your muscles feel tired? Running farther, especially if you’re a little bit tired, is called *overloading* the muscles. Running a longer distance adds more for the muscles to do. It’s training the muscles to make them stronger and able to move longer before getting tired the next time you play. You’ll get stronger and have more endurance every time you overload the muscles.”

Skills Drills: (20 minutes)

1. Introduce, demonstrate and explain how to execute a give-and-go. One player gives (passes) the ball to a teammate and goes (cuts) to the basket, looking to receive a return pass for a lay-up.
2. Practice the give-and-go.

Coaches’ Cue:

“Pass and cut!”
“Target hand!”
“Keep the defender behind you!”

Description:

Play 2 v 1 half-court games with cooperative to active defense. Another player serves as coach. The offense practices the give-and-go three times, using L-cuts or V-cuts toward the basket; then players rotate. (The defender goes to offense; one of the offensive players becomes the coach.)

Coach: What was the goal of the game?

Players: To pass and cut; to present target if open.

Coach: What happened when you were able to get open? Players: Ball was returned and shot was attempted.

Coach: How did you get open?

Players: Used a ball fake, ran ahead of defender, kept body between defender and ball on way to basket.

Coach: What did the other offensive player do to create an open lane for you to attack the basket?

Players: Moved out of the lane.

Game / Play: (20 minutes)

Description:

Play 2 v 2 games with active to competitive defenders. Two other players serve as coaches. The offense practices the give-and-go three times; then players rotate. (The offense becomes the defense; the defense becomes the offense.)

PRACTICE 8



INTRO TO VALUES (10 minutes)

TEAM CIRCLE

Key Idea: Caring

Gather the team into a group near two cones 10 feet apart. Discuss examples of good play during a game. Have the players assist in providing examples. "We talked about some examples of good plays. Raise your hand if you think it's a good idea to tell other players they made a good play. Do you think it's a good idea to tell opponents they have made a good play? If you think it is, stand at this cone. If you think you should just tell your teammates they made a good play, stand at this cone." All players should vote. Ask players why they voted the way they did. "Telling other players, both teammates and opponents,

PRACTICE 9

Warm-Up: (5 minutes)

Players in pairs play "Around the World". Spots are marked in an arc around the basket, about 5 to 8 feet out. 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.



Fitness Component : (5 min)

Key Idea: Flexibility

Gather the team into a circle and choose a stretch for them to try. "When we're stretching, should we feel anything?" Listen to their responses. "When I feel the slight pulling, what should I do? Bounce or hold the stretch? Raise your hand if you think bounce. Now raise your hand if you think hold. To get a good stretch, you should hold the stretch for 10 counts, and then relax. If you feel the slight pulling go away, you can stretch a bit further. That tells you your muscles are getting more flexible. Be sure to practice proper stretching to improve your flexibility."

Skills Drills: (20 minutes)

1. Introduce, demonstrate and explain how to set screens. Players should position themselves as a stationary barrier on one side of a teammate's defender, blocking the defender's path as the teammate cuts around the screen to get open.
2. Practice setting screens.

Description:

Play 2 v 1 games with two other players acting as coaches. Offensive players execute screens. The defensive player plays active defense. One coach will watch to see if the screen is set correctly; the other coach will watch to see if the ball handler uses the screen correctly. The goal is to execute a screen successfully three times in a row.

Coach: What were you trying to do in the game? Players: Use teammates' positioning to lose opponent and attack the basket.

Coach: Why is the teammates' positioning important? Players: To create an open shot for the player with the ball.

Coach: What would be a good body position for the player trying to free his or her teammate?

Players: Wide base, bent knees, arms across body to protect self.

Coaches' Cue:

"Stand firm, straddle feet."

"Hands across chest ready to take impact."

"Roll toward basket or roll to a passing lane."

Game / Play: (20 minutes)

Goal: The offense attempts to screen the on-the-ball defender so the player with the ball can attack the basket.

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. Have a different player restart the play each possession. Give one extra point for a basket scored off a screen. Players call their own fouls.

PRACTICE 9



INTRO TO VALUES (10 minutes)

TEAM CIRCLE

Key Idea: Respect

Gather the team into a group. “What are some examples of dangerous play for yourself or teammates during a practice or game?” Listen to responses—assess responses to identify whether they are or are not dangerous; discuss responses.

Ask players to agree or disagree with responses—are they a good practice or not? They can raise their hand to agree.

Discuss three examples. “It is important to have respect for your body and your teammate’s bodies. Practicing safe play is a way to do that.”

PRACTICE 10

Warm-Up: (5 minutes)

Players play "21". Two or more players are at the free-throw line. The first player shoots a free throw; a made free throw is worth two points. Players who make a free throw can then shoot a lay-up. A made lay-up is worth one point. If they make both the free throw and the lay-up they get to shoot again. Lay-ups cannot be shot until the first free throw is made. Once players have made one free throw, they always get to shoot the lay-up. Shooters who miss a free throw shoot a lay-up, and then the next player shoots. The winner is the first person to reach 21 points.

Fitness Component: (5 minutes)

Key Idea: Training and conditioning

Gather the team into a group. "Do you think you should swim to get ready for basketball season? Raise your hand if you think swimming is a good way to prepare for basketball. Swimming is a good way to keep active in the off-season or other times when you don't have basketball practice. To improve your basketball conditioning either before or during basketball season, it's best to participate in skills you use in basketball. That is called *specificity training* because it is specific to the sport. What are some of the training skills we should be using for basketball?" Listen to their responses. "Running, shooting and dribbling would be the best."



Skills Drills: (20 minutes)

1. Introduce, demonstrate and explain how to maintain defensive and offensive positioning for jump balls. The player jumping with the advantage should have teammates aligned in an offensive formation and attempt to score off the play. The team without the advantage should line up in a defensive set-up.
2. Practice positioning for jump balls.

Description:

Play 3 v 3 half-court games using a tosser and a player coach. The jump occurs in the offensive team's circle at the free-throw line; if the offense wins the jump, they try to score. Rotate offense and defense after each jump ball. The defense tries to win the jump; barring that, they try to force the offense to make at least five passes before shooting.

Coaches' Cue:

"Match up!"
"Position for defensive jump ball!"
"Drop back quickly!" "Protect the basket!" "Anticipate!"

Coach: What did you teammate do to gain possession of the ball off the jump ball?

Players: Matched up with opponent on the jump ball circle.

Coach: If you knew your team would win the jump ball, how did you line up on the circle? Players: Close to the basket so we could turn and score.

Coach: If you knew your team would lose, how did you line up on the circle?

Players: Between the opponents and their basket so we could defend the goal.

Game / Play: (20 minutes)

Goal: Players will gain possession of the ball off the jump ball.

Description:

Play 4 v 4 half-court games. After every basket use a jump ball to restart play. Players rotate, allowing each to jump. The team gaining possession of the jump ball continues offensive play until they score or the other

PRACTICE 10



INTRO TO VALUES (10 minutes)

TEAM CIRCLE

Key Idea: Keeping Perspective

Gather the players around in a group. This is time for reflection on the basketball season. Talk about some of the things the team accomplished this season. Ask the players to share what they learned throughout the season. Discuss some of the fun things that happened throughout the season. Ask the players to give examples of times they had fun during the season. "The most important thing in basketball is to have fun playing and learn new skills. I think you all did that!"