



MINI – BASKETBALL COACHING MANUAL

A game for boys and girls
8-12 years old



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WHAT IS MINI-BALL?

Mini-ball is a game, based on basketball, for girls and boys under 13 years of age. It is played by millions of children throughout 96 different countries. A Mini-ball game is played by two teams of five players with up to five substitutes. The aim of the game is to shoot the ball into their opponent's basket, and prevent the opposition from getting the ball or scoring within the rules of the game.

A Mini-ball game is normally played in four quarters each of 10 minutes. Each member of the team must play at least one quarter and no member of the team may play all of the first three quarters. The game is played with rings that are only 2.6 in high and with a size 5 basketball. However as players get older, it is quite possible to play the game with the rules of ordinary basketball and using full height rings. The full ball should only be used with the older players.

Mini-ball is a game of skill not strength, a mixed activity at primary and middle school level, in which boys and girls can play alongside each other, it is a simple game - a team passing game with an elevated horizontal target, in which they score, and played to the two basic rules of no contact between opponents, and no running while holding the ball. To move with the ball a player must keep the ball bouncing - a dribble.

There is no restriction on the area of play for players as in netball, both teams can move to any spot on the playing area not occupied by another player. The playing area for Mini-ball is 26m x 14m, but any reasonable sized playing area that gives space for the children to move several paces in any direction can be utilized - hall or a marked area on the playground.

At a very simple level a game of Mini-ball could be a "two versus two" passing game aiming to score at a target above head height, with the two rules of no contact and no running or carrying the ball, informally applied.

Mini-ball is the ideal way to introduce the game of basketball to youngsters. In general, as children reach about secondary school age, they can start to adapt to international basketball rules. It may be appropriate to raise the height of the ring or the size of the ball for early developers.

COACHES' CODE OF BEHAVIOUR

- Be reasonable in your demands on young players' time, energy and enthusiasm.
- Teach your players that rules of the game are mutual agreements, which no one should evade or break.
- Whenever possible, group players according to age, height, skills and physical maturity.
- Avoid over-playing the talented players. The "just average" players need and deserve equal time.
- Remember that children play for fun and enjoyment and that winning is only part of their motivation. Never ridicule or yell at children for making mistakes or losing a competition.
- Ensure that equipment and facilities meet safety standards and are appropriate to the age and ability of the players.
- The scheduling and length of practice times and competition should take into consideration the maturity level of the children.
- Develop team respect for the ability of opponents as well as for the judgment of officials and opposing coaches.
- Follow the advice of a physician when determining when an injured player is ready to recommence play.
- Make a personal commitment to keep yourself informed of sound coaching principles and the principles of growth and development of children.

PLAYERS' CODE OF BEHAVIOUR

- Play for the “fun of it” and not just to please parents and coaches.
- Play by the rules
- Never argue with an official. If you disagree, have your captain or coach approach the official during a break or after the game.
- Control your temper. Verbal abuse of officials or other players, deliberately fouling or provoking an opponent and throwing equipment is not acceptable or permitted in any sport.
- Work equally hard for yourself and your team. Your team's performance will benefit, so will you.
- Be a good sport. Cheer all good players whether they are from your team or the other team.
- Treat all players as you would like to be treated. Do not interfere with, bully or take unfair advantage of another player.
- Co-operate with your coach, teammates and opponents. Without them there would be no game.

SPECTATORS' CODE OF BEHAVIOUR

- Children play organised sports for fun. They are not playing for the entertainment of spectators only, nor are they miniature professionals.
- Applaud good performance and efforts by your team and the opponents. Congratulate both teams upon their performance regardless of the game's outcome.
- Respect the official's decision. If there is a disagreement, follow the appropriate procedure in order to question the decision and teach the children to do likewise.
- Never ridicule or criticize a child for making a mistake during a competition. Positive comments are motivational.
- Condemn the use of violence in any form, be it by spectators, coaches, officials or players.
- Show respect for your team's opponents. Without them there would be no game.
- Encourage players to play according to the rules and the official's decisions.
- Demonstrate appropriate social behavior by not using foul language, harassing players, coaches or officials.

THE SKILLS OF MINI-BALL

Passing and Catching

Passing is the fastest way to move the ball in Mini-ball. Successful passing, that is the pass that is received by the receiver in the right place and at the right time, will depend on good *timing*. There are many drills that give opportunities to develop passing and catching ability. Basic passes can be made direct (chest to chest), low (bounced off the floor), or high (overhead).

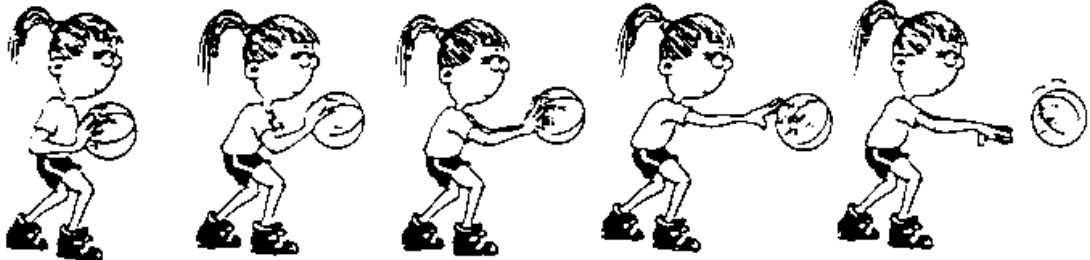
Points to note

- It is important to develop accuracy with passing.
- Quick passing is essential to beat opponents so that they don't have time to move in to intercept. So no lob passes!
- Receivers have to move to get free for the ball and should signal with their hands, where the ball is required.

Main Fundamentals

Catching

1. Signal for a pass by raising one or both hands.
2. Move towards ball, arms outstretched, fingers forwards.
3. Keep the eyes on the ball.
4. Receive by flexing the arms.
5. Bring ball under control, close to the body.



Passing

1. Hold the ball with fingers spread and pointing at receiver, elbows in. Do not palm the ball.
2. Step towards receiver.
3. Release ball by fully extending arms and fingers.
4. For an overhead pass - raise the arms straight above head, fingers pointing up; make pass with a strong wrist action.
5. All passes should have backspin. Thumbs start behind the ball. After the ball is released fingers should be pointing at the receiver with thumbs pointing to the floor.

Practice Drills

Teaching Points

1. Individual Passing and catching against a wall.

Feet in tandem to get power into pass. Make all passes with strong wrist action.

2. Passing in pairs

Two lines facing each other about 3-4 metres apart. Pass backwards and forwards between pairs using chest, bounce and overhead passes. Concentrate on backspin and correct follow through.

3. Pass and move

In pairs, pass to partner and move with arm raised signaling for return pass. A stride or jump stop to prevent traveling.

4. Passing on the move

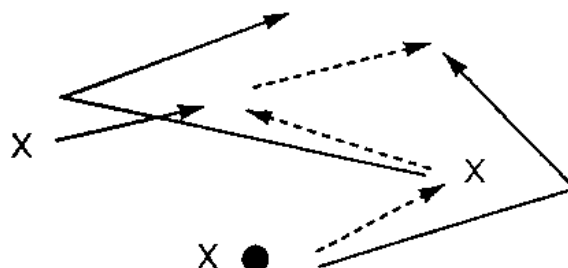
In pairs, run up and down court passing ball without traveling.

5. Cat and mouse

In threes, two passing and catching with one trying to intercept. Stress can be placed on the passer or receiver by making the middle player stay with one or the other.

6. Three-man weave

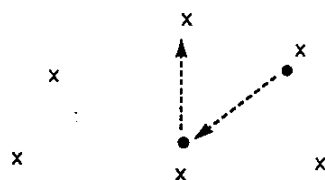
In threes on end line, ball with middle player who passes and follows the ball, going behind the receiver. After passing, sprint to get ahead of the ball.



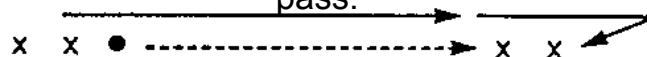
Practice Drills

7. Ten consecutive passes

8. "Pepper-Pot"



9. Pass and pressure



10. Around the circle

11. Bench ball

Teaching Points

Even numbers, man-to-man defence, no contact. A team tries to make ten consecutive passes without the other team touching the ball. If they do, that team tries to make ten consecutive passes.

One player facing several others in group, work with two basketballs. Passes are timed so that the individual is releasing a pass as the other ball is passed to him/her.

Two lines facing each other over a short distance, one ball. First player in the line passes to first in other line then follows to pressure the next pass. No contact. Pivot step to protect ball and make pass.

One circle of five or six players; two or three balls in play, pass across or around the circle.

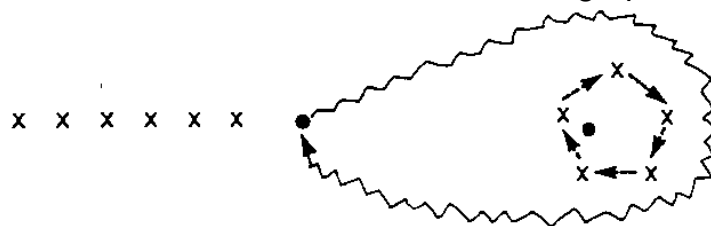
Place a bench on the sideline of the court with either one person or a whole team standing on it. An offensive team must try to score by passing the ball to one of the bench players, a defensive team tries to stop them. When the ball is successfully passed to the bench team, they rotate in to be the next defensive team.

Practice Drills

Teaching Points

12. The clock

One team forms a circle and pass on ball around circle. Another team takes it in turn to dribble around the circle. When all dribblers have gone around circle, count the number of passes made and change places.

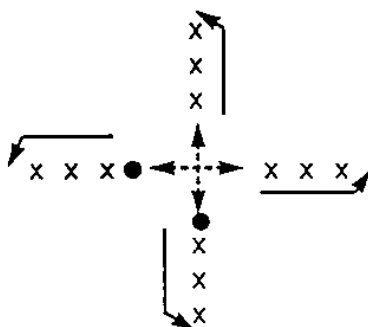


13. Speed passing

In pairs, count the number of passes made in 30 seconds.

14. Cross lines

Individuals or teams at ends of a cross. One team makes chest passes, the other makes bounce passes.



15. Four Square

Mark a large cross on the court, intersecting in the middle of the keyhole. Four defensive players mark four offensive players. One offensive player in each of the squares marked by the cross. The offensive players must remain in their square on the court, trying to score a basket.

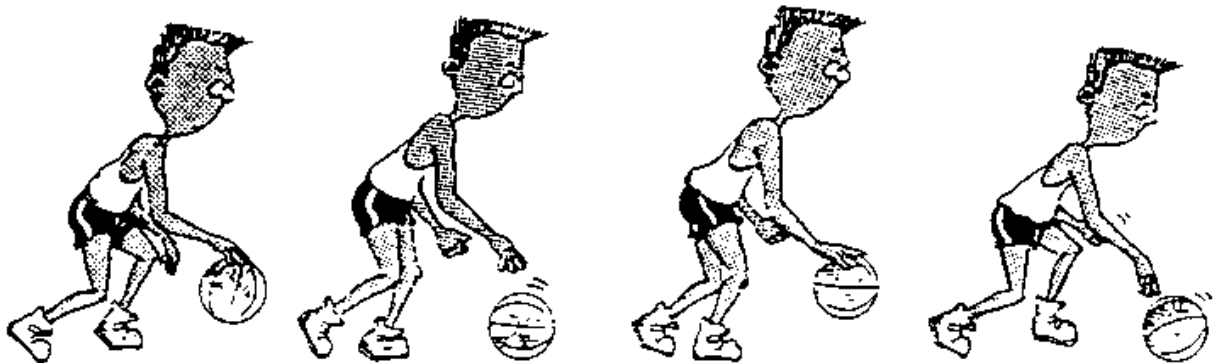
Dribbling

Bouncing the ball is used in Mini-ball to move the ball under control from one spot to another. By the rules of the game, this is a continuous bouncing action using either hand; the dribble ends when the ball is caught in one or two hands. Any number of bounces and steps can be taken and the dribbling hand may be changed.

Children should investigate bouncing the ball on the spot and moving, using the left hand and using the right hand (the rules disallow you to bounce the ball with both hands at the same time).

While bouncing the ball

- change hands, the ability to use either hand is essential in basketball
- change speed
- change direction
- change height of bounce (rhythm) - low bounce for greater control
- against opponent who is trying to steal the ball - bounce the ball so that dribbler's body is between opponent and the ball - look at the opponent, not the ball
- where can the ball be bounced - between legs, behind the back
- dribble ball past an opponent to a target



Main fundamentals

Bend knees to get body low. Keep ball low when being closely defended, higher (waist to stomach level) when dribbling at speed. Push the ball with spread fingers using a strong flexible wrist action. Keep body between the defender and the ball for protection. Keep the head up, look at the game, not the ball.

Practice Drills

1. Random dribbling
2. Static dribbling
3. Follow the leader
4. Watch the signal
5. Linked pairs
6. Dribble and follow
7. Zig-zag dribble
8. Control and speed
9. Pirates

Teaching Points

Allow children to work alone, trying changes of hands, direction, speed and height of bounce.

Stay in one place, bounce ball rapidly very close to floor, bend knees not back, use right and left hands, head up. Try a figure of eight dribble around both legs.

One line of players each with a ball, follow and copy one player who moves off and attempts "tricks".

Everybody with one ball, dribble and watch coach who directs movement of players.

In pairs, each with a ball, dribble with prescribed hand whilst holding hands with other, free hand.

In pairs, one ball between two, one dribbles, stops, pivots and passes to partner who repeats.

Zig-zag from the side to the centre of the court (work over full length and half width of the court). Important principle – use right hand moving right and left hand moving left. Change hands every time direction changes.

Dribble between obstacles (skittles or chairs) on one side of court and straight back down other side as fast as possible. When passing an obstacle, protect ball with body by dribbling with hand farthest from obstacle. On speed dribble let ball bounce high and push well ahead.

Group to work in a restricted area, say half-court. Half of the players each have a ball, Several chasers called pirates, without a ball, try to steal one without fouling. Protect ball with body, head up. If pirate touches a ball, he or she takes possession and dribbles off.

Practice Drills

Teaching Points

10. Dribble relay

Various team relays across or down court using different skills.

11. 1 v 1 dribble

Select or mark out a “corridor” across the court and let the children work in pairs playing one against one in the ‘corridor’. Object is to dribble across court without committing an error, whilst partner works on defensive footwork, trying to stop dribbler’s progress by maintaining good body position.



Shooting

In shooting at the basket, the ball is guided rather than thrown. Beginners may practise by shooting at a target on the wall, or by attempting to drop the ball on their partner's head. Shots can be made from a standing position (set shot), jumping (jump shot) or after a run and jump (lay-up). Shooting is a coordinated skill that involves a lot of different movements, which should be practised in isolation to develop the correct movement patterns.

Teach shooting technique first, working with a large target. When players shoot for the basket, have them start from close in and gradually increase the distance of the shot as they gain more confidence. Once the basic mechanics of the shot have been mastered, players should practise shooting at speed and with pressure to simulate game conditions.

Main fundamentals (the BEEF of shooting)

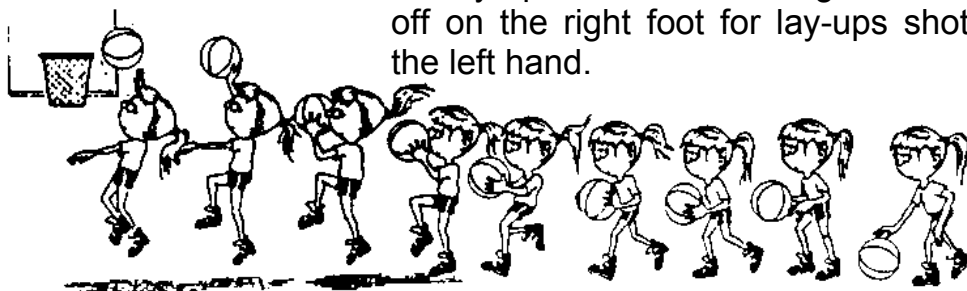
Balance	To be on balance the feet should be about shoulder width apart. A right-handed shooter should have their right foot slightly forward. This helps to align the right hand side of the body with the target and avoids rotation in the shooting movement. The knees should be bent as the power from the shot starts with the straightening of the legs.
Elbow straight	The right forearm and elbow (right handed shooter) is in line from the right hip to the basket. As the elbow extends to shoot the ball, it stays in a straight line pointing to the basket. The left hand steadies the ball on the side and is not involved with pushing the ball.
Eyes on the target	The shooter should focus on the target for the duration of the shot. Focus on the ring or a spot on the backboard (if you are shooting a "bank shot"). "Bankers" should not be shot from in front of the ring. Watching the flight of the ball is a bad habit for shooters.
Follow through	The wrist should be "cocked" back holding the ball. As the power comes from straightening the legs, up through the body and to the straightening elbow, the wrist flexes, rolling the ball off the finger tips. Pretend you have a really long arm and you reach up and try to stick your hand in the basket. A good follow through will have the elbow fully extended, wrist flexed, with fingers and thumb pointing to the floor.
Trajectory	Stress should be placed on shooting up rather than at the ring. The shooter should try to drop the ball into the ring as a narrow angle greatly reduces the chance of scoring. A good shot has a smooth flowing motion, which starts from the legs, up through the body, finishing with a high shoulder extension and the follow through. Players should be encouraged to practise shooting from close in to begin with. Shooting from too far out will encourage

bad techniques as the youngsters will start to throw the ball to get the distance.

Shots to teach

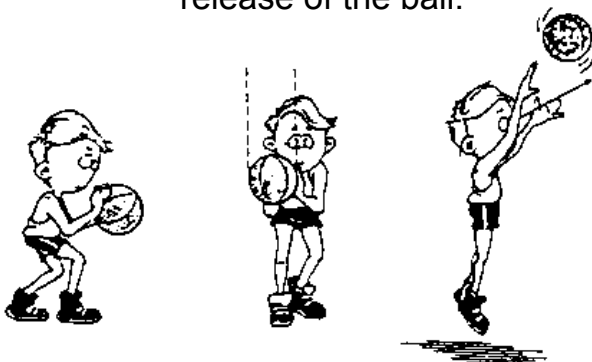
Lay-up shot

A shot performed off a run and jump (one foot take off) reaching up to the basket to score. As Long as a player is moving, either on the dribble or moving to receive a pass, they are allowed to take two steps for the lay-up shot. Take off on the left foot for lay-ups shot with the right hand; take off on the right foot for lay-ups shot with the left hand.



Set shot

The BEEF of shooting: Balance, Elbow straight, Eyes on target, Follow through. Strength starts from the legs, the body and shooting arm should be fully extended on release of the ball.



Jump shot

Same technique as the set shot, but the ball is shot after jumping off both feet. The ball should be released at the peak of the jump. Stay on balance while jumping (jump straight up), don't fade to the side, forwards or backwards. Jump shots should be taught only after players are confident with set shots.

Practice Drills

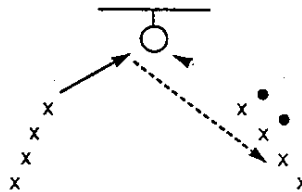
1. Lay-up teaching progression

Teaching Points

Players stand side on to a wall with a ball, feet together. First practise the takeoff step. Take one step with the left foot, jump up bringing right knee upwards. Shoot at an imaginary target using same hand position as with the set shot. Secondly, standing as before, take two steps, right foot then jump off the left foot. Thirdly add the dribble, one bounce as you step with the left foot, pick the ball up, right, left and shoot. Foot and handwork is opposite for left handed lay-up. Once players are confident with their coordination practise lay-ups at a basket.

2. Two-lines, shoot and rebound

Two lines facing basket. One shooting and one rebounding line. Shooting line has two balls, dribble towards the basket to shoot the lay-up. Aim ball and push it into the small square. Shooter joins rebounding line. Rebounder passes the ball out and joins shooting line.

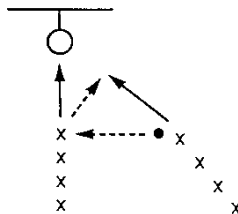


3. Ball rotations

Standing close to a wall, rest the ball on the fingers of one hand only (shooting hand), with elbow bent and ball in **front of** the head. Extend the elbow as you would with a shot, concentrating on rolling the ball off the finger tips to get plenty of backspin upon release. See how fast you can get the ball spinning. This drill can also be done lying on the ground.

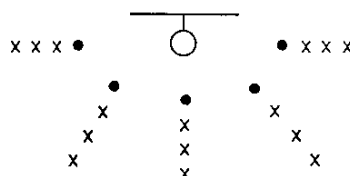
4. Pass and cut

Shooter passes ball **to** teammate and cuts to basket for return pass. Make lay-up with or without bouncing the ball.



5. Shoot and rebound

Three or five lines around the basket, shoot and follow your shot to collect your own rebound. Pass back to the line, and join the end of the next line rotating in a clockwise direction.



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| 6. Around the clock | Shooting from selected spots around the key. Take one shot at each spot and count number of shots taken and the number of shots scored. |
| 7. Golf | In pairs, shoot from selected spots and count number of shots needed to score at each "hole". |
| 8. High repetition shooting | In pairs, one shooting, one rebounding. Shoot from different spots around the basket within range. Rebounder makes good crisp passes back to shooter, shooter shoots quickly to simulate game conditions. |
| 9. Twenty-ones | Two teams, each at fixed points from basket. First in line shoots and scores two points if shot is successful, if the shot misses and the shooter collects the rebound before the ball hits the floor, they are allowed one more attempt. If successful, the rebound shot scores one point. First team to 21 points. |
| 10. Overload | A number of players stand in a semi-circle around the basket, a smaller number, two or three, stand inside the key. The attackers have one ball which can be passed around until one player is free to shoot. If a shooter misses, they exchange with a defender. |
| 11. Knockout | One line of players stand facing the basket, the first two in line with a ball each. Each player must take their first shot from the position at the start of the line, If it goes in, pass back to the next person in line and join the end of the line. If it misses keep shooting from anywhere on the court until you score. If the person directly behind you scores before you do, you are knocked out of the game, Final two players dribble back to the spot until someone wins, |

Basic principles of team play

There are a number of similar principles of play in most team games. For example: safe passing, spreading out on attack, keeping the ball moving, man to man marking, pass and move into a space for a return pass. These should be practised in Mini-bail, as well as other team games.

Defense

Defensive position

Mark between opponent and basket so that the attacking player has to dribble around the defender to shoot. When the attacker does have the ball, the defender still closer to the basket, takes a couple of steps closer to the ball, so their opponent has to move around them to receive a pass. In Mini-ball the defender can get as close to the opponent as they like, provided no contact takes place. The defender may move with their opponent.

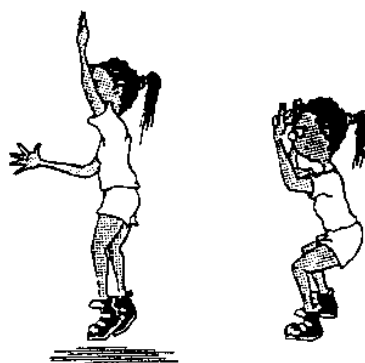
Defensive movement

When trying to stay between a dribbling player and the basket, the defender will move sideways by defensive sliding. In a crouched position lift and step sideways with the lead foot, push off with the trailing foot. The step and push with defensive sliding should be done quickly and the feet should not come together or cross. Defensive sliding can be practiced with just the movements, against a dribbler anywhere on the court, or defending the basket (1 v 1)

Defending an opponent



Defending a shooter



Defending a dribbler



Getting the ball

Mini-ball is a "no contact" game, which means that tackling is not possible.

Possession can be gained either passively or actively.

The ball is acquired passively when the opposition scores or makes a mistake. After a basket the ball is put into play from the end line (baseline); on all other occasions play is restarted at a sideline or at one of the circles as a jump ball.

The active method involves playing a type of defence, which forces the opposition into errors or causes them to take poor shots, which will miss. This means playing "man-for-man" defence in which each member of a team marks one member of the opposition. The guiding principle here is "play your man, not the ball". The ball is acquired by rebounding, stealing or diving and scooping.

Rebounding involves jumping to catch the ball in the air when a shot has been missed and the ball bounces off the ring or backboard.

Stealing can be snatching the ball from an opponent (without making contact) or intercepting a pass. Care must be taken with interceptions since they often involve lunging for the ball, which, in most circumstances, is poor defence.

Diving and scooping requires players to fall on or run and pick up a loose ball, which is bouncing, or rolling across the floor.

Offense

Running a good offense relies heavily on the players to get free for the pass. There is no need to get complicated with offenses at an early age. As with most ball sports, youngsters tend to gravitate around the ball. Encourage players to space themselves out to make it easier to pass and move. Stress the following points to beginners;

- On attack a player tries to obtain the highest percentage shot, i.e. close to the basket
- Pass ahead and move towards the goal for a return pass
- Simple tactic - look head: pass ahead: move ahead

Offensive movement

Moving without the ball is an important game skill on its own since most of the game is played without the ball. It is also an essential prerequisite for all ball skill development and should therefore be constantly stressed.

The following activities are mostly enjoyable games designed to improve the children's abilities in running, turning, stopping, jumping and maintaining balance. A small selection of these activities could be used at every session; possibly as a break from ball skill practices, or as a concluding activity, and always as an introductory warm-up before practices with the ball or games.

Main Fundamentals

Easy running	Be relaxed, head up, run on heels and toes, swing bent arms freely.
Fast running	Be relaxed, head up, run on toes, drive the ground backwards, pump bent arms well forwards and backwards.
Turning	Turns should be made quickly and sharply (not curves). Drive off opposite leg with well-bent knee, e.g. off right leg when turning left.
Stopping	a) Stride Stop - (1-2 stop or 2-count stop): from an easy run, place one foot out in front as a brake and bend the knees. From a fast run make a shallow jump landing on one foot allowing the other to swing forward in a longer-than-normal stride; front foot goes down flat, knees well bent. b) Jump Stop - (1-count stop): make a shallow jump and land with both feet simultaneously, parallel from heel to toe; knees must be well bent, adopt a "sit-down" position.
Pivoting	Turning on the ball of one foot is called pivoting. It is used to protect the ball, to face the basket, to change direction while sliding and to block out for a rebound. When in possession of the ball you may pivot using the same foot as often as you like. The ball of the foot must stay on the ground though. Keep knees bent while pivoting to maintain balance.

Reversing
Involves stopping and running off in opposite direction. Use a stride stop with well-bent front knee, pivot on the balls of both feet and drive hard off the front leg.

- Jumping
- a) Running jump (one foot take off):
Approaching the take-off, make a long final stride with front knee well bent, drive hard upwards and reach high with opposite hand, e.g. when jumping off left foot, drive right knee up and reach with right hand.
 - b) Run and jump (two foot takeoff):
Make a jump stop with a good sit-down position to prevent forward movement in the jump, hands should be held low in the stop then thrown up into the jump. Stress vertical jump, land on take-off spot, no drifting in the air. Land softly with knees bent.
 - c) Standing jump (two foot take-off):
Technique as for the second part of run and jump.

Practice Drills

1. Zig-Zag
2. Random running
3. Run and reverse
4. Running and stopping
5. Running, stopping and jumping
6. Run and chase

Teaching Points

- Run full length of court making frequent changes of direction.
- Group working in restricted area to develop use of peripheral vision. Head up, no collisions.
- Running the length of the court; on command, Stop! Turn! Run! Move off in opposite direction.
- Random running; on command, stop, using stride or jump stop.
- Jump stop and maximum vertical jump. Knees bend to facilitate good stop and high jump. Land on take-off spot, no drifting.
- In pairs, first child tries to escape chaser who attempts to stay within one arms length of partner. Both must stop in one pace, on command.

7. "Suicides"
Working individually, start at baseline, run to near foul line and return, run to halfway line and return, run to far foul line and return, run to far baseline and return.
8. Interval relay
 - a) In teams behind or sideline, first person runs set distance, turns back around team and touches second person who does the same.
 - b) In teams with half of team behind side line facing other half on other side of court. One runs across, around teams and touches two who does the same.
9. Square relay
Four teams, one under each basket and one at each side at the centre line. Each member of each team must run around outside of court touching the next runner.
10. Catch up
In pairs of like ability at running, one behind baseline standing, one seated cross-legged, hands on head, mid-way between baseline and halfway line. On signal, seated player must rise and run to halfway before being touched by the other player.
11. Rolling ball
Teams line up in files at halfway line. Teacher rolls ball into front half of court and first in each team runs to pick it up. Winner scores for his or her team.
12. Run for a seat
Four teams seated equal distances around court with one person standing at each team. On signal, standing person runs clockwise to next group, touches one of them and sits down. The team rises, runs full circuit of court and sits down. Last one seated becomes the standing person who starts the next round.
13. Run and jump to touch backboard
 - a) Two lines behind baseline on either side of court. *First* person in each line runs out to a point opposite the foul line, makes a sharp change of direction towards the backboard and makes a one foot running jump to touch as high as possible on backboard with one hand.

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| 14. Continuous leapfrog | Teams line up one behind the other at one end of court. Last person in line leaps all others then “makes a back”. Every time someone becomes the last in line, they leap over all the others. |
| 15. Over and under | As No 14 but alternately leaping over and crawling through legs. |
| 16. Tag | Two chasers with one arm behind back, when touched put one arm behind back and help with the chasing. |
| 17. Pivot and pass | Groups of three in line with one ball. Middle player receives ball, pivots and passes to the third player. Continue for several passes and rotate. |
| 18. Dribble/pivot/pass | In teams of three or four, one behind the other dribble out, make stride stop, pivot on rear foot, pass and follow. Repeat using a jump stop stressing the use of either foot for pivoting. |
| 19. Circle block out | Place a ball in the middle of one of the court circles. Four players stand on the circle line with their backs to the ball. Four more players match up by facing them. On command the outside players attempt to get the ball. The inside players try to stop them by pivoting (backwards) in their opponent’s path. |
| 20. Cut to basket | Two lines behind the baseline on either side of basket. Two passers on either side above the keyhole. Step in court, break out towards the sideline, reverse (pivot on both feet), cut to the basket and receive the pass for a close shot. Change passers once the whole team has been through. |

Ball handling

There are hundreds of different ball handling drills players can practise to develop their confidence and control of the basketball. Ball handling drills can be fun and challenging, invent your own drills. While practising ball handling drills ensure players have their fingers well spread with only the pads of the fingertips touching the ball. Whenever possible keep the head up (do not watch the ball) and develop quickness as the players gain confidence. Before starting on ball handling drills have the players slap the ball 20 to 30 times using alternate hands, to get the feel of the ball into their fingers.

These following skills should be continually practised, 30 seconds for each skill.

Practice skills

1 Hand tipping

Teaching points

Tip ball between hands approximately 30 cm apart. Use all of hand, but not palm.



2 Head wrap around

Back straight, wrap ball around head, knees flexed, shoulder width apart. Use all of hand but not palm.



3 Waist/leg wrap around

Wrap around waist, leg then leg, waist – repeat. Count one for every wrap.



4 Figure eight

Feet shoulder width apart. Follow figure eight path between legs. Reverse direction at 15 seconds.



5 Single leg dribble wrap

30 seconds for left hand. 30 seconds for right hand. Record how many wraps were completed in a minute.



6 Drop behind back

Drop behind back, catch at waist level, bounce through legs and catch at front. Repeat.



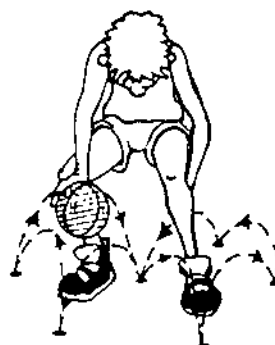
7 Scissors reflex

Knees flexed, ball between knees, one hand in front – one behind. Alternate hands without ball touching floor.



8 Figure eight dribble

Dribble ball as low as possible, legs flexed shoulder width apart. Follow figure eight pattern.



9 Ricochet

Feet spread, legs locked, back straight. Bounce the ball hard between legs and catch behind. Return in opposite direction.



10 Head/waist/leg
wrap around

Wrap around head, waist, legs then legs,
waist, head. Count each wrap as one.



11 Scissors dribble

Start in scissors position. On each dribble
legs alternate.



12 Rhythm drill

Drop the ball and reverse hand position.
Rotate ball from back of legs around to
start position – repeat.



13 Spider drill

Two dribbles at front, two at back. Count
each time ball touches right hand at front.



COACHING TIPS

For effective learning to take place a coach needs to be aware of some of the basic needs of good teaching.

The coach should be:

- a good role model
- a good communicator
- organised
- in control
- sensitive
- prepared



Role model

The unspoken message given by appearance and the way a person acts is often more important than the spoken or written message.

Dress well and appropriately, be prepared, appear confident, start and finish on time and be positive, pleasant and active.

Communicate

Vocabulary

Use simple and appropriate words. Even the well educated understand them.

Voice

This is the main form of communication with your group. Keep the following in mind:

- | | |
|--------------|---|
| - Speed | - The age of the group, their previous experience and the distance from you may necessitate slowing down. |
| - Volume | - Vary it to suit the situation to emphasize important points. |
| - Clarity | - Ensure each word is audible. |
| - Expression | - Varying the tone keeps up interest. |

Listening

Communication is a two way process. Concentrate on listening to the answers and for comments within the group.

Feedback

You need to know whether the group is receiving the desired message and that they understand. As well as listening observe their actions carefully and ask well-framed open questions.

Organisation

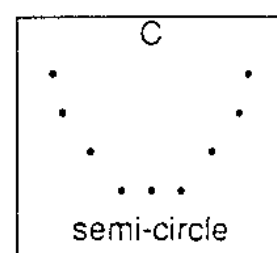
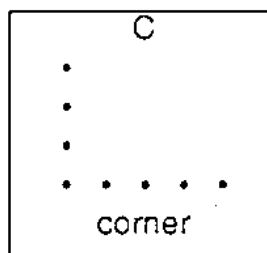
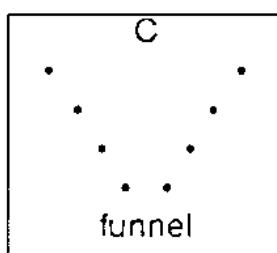
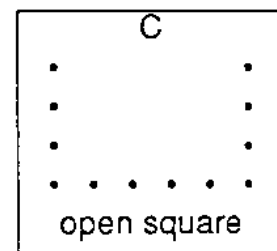
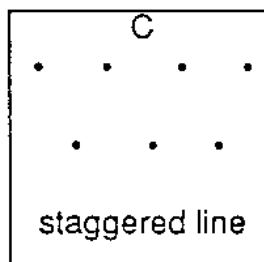
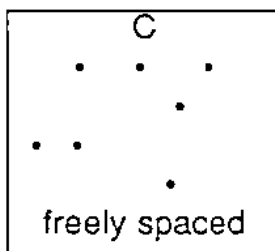
Make the best use of time, space and facilities by employing simple, clear methods of organisation.

Demonstrating

One simple clear demonstration is much more meaningful than a verbal description.

Make sure all group members can see the demonstration and hear your explanation.

Organise the group to ensure this happens, e.g.



Remember the demonstration may need repeating to ensure that the group members see and understand. Use different positions, e.g. front on, side on.

A high quality demonstration is important. If unable to give this yourself, use a skilled child, some other available person or perhaps a video. Be consistent in modeling high safety and performance standards.

Position

Position in relation to a group is very important. Both the group and the coach should be able to see each other when talking or demonstrating. The group should be faced away from distractions such as the sun, other groups and traffic. Stand up-wind if possible.

When the group or groups are spread out use a pattern of movement that brings you into contact with all of them. If involved with one of the groups, position yourself so that you can see the others.

Practices and fun games

Time spent on practice is directly related to the time it takes to acquire a skill. To ensure time is used to the best advantage:

- keep groups small - two's or three's if possible.
- take time to teach and establish the most used formations, grids and patterns of movement.
- use a group to clearly and quickly demonstrate what is wanted.
- establish procedures for quick issue and return of equipment.

Control

The deal is a firm but relaxed control to ensure the best possible learning environment. To assist this:

- set boundaries.
- define acceptable behavior.
- establish one way for gaining attention, e.g. WHISTLE-STOP-LOOK AT ME-LISTEN.
- give simple, clear messages - "Watch John" - "Try this".
- maintain a high activity level by keeping talk to a minimum.
- know what your next activity is before finishing the previous one then flow on to it without a break.

The basic lesson plan

The following pattern is a sound basis for coaching sessions.

It is important that in the early stages emphasis is placed on skill related fun games following the warm up and skills sections. Introduce the full KiwiSport only when skill is well developed.

A Warmup

A general movement section that uses all the large muscle groups of the body. It is a physical and psychological preparation for the session.

B Skills section

The most important part of the lesson where children are exposed to new skills. They are taught the skill then refine it through interesting repetitive practice.

C Skill related fun games

An opportunity to develop the newly tried skill in a simple fun way.

D KiwiSport

An opportunity to develop the newly tried skill together with others previously learned.

E Conclusion

Where the body can slow down and readjust after activity and the mind can gradually relax and review what has been covered.

Time allocation

An important part of the planning procedure is to ensure that the emphasis is on the skills session but that a balance is evident.

A 40-minute session could consist of:

Warm up	5 minutes
Skills section	15 minutes
Skills related fun games and/or Kiwi Sport	15 minutes
Conclusion	5 minutes

MINI-BALL SESSION PLAN

LESSON THEME	SKILLS	RULES
1. Introducing the game	General introduction to the three basic rules	No contact No running with the ball Only one dribble
2. Moving without the ball	Running Changing direction Stopping Jumping and landing	
3. Passing and catching	Signaling Catching Chest and bounce pass Pivoting	Traveling
4. Dribbling	Control dribble Protecting the ball	Illegal dribble
5. Shooting	Balance Body movements Confidence	
6. Lay-ups	Strong hand lay-up off the dribble	Two steps only
7. Defence (Defending the basket)	Stance Movement Position	No contact
8. Offense (Attacking the basket)	Getting free Spacing	3 second rule
9. Passing	Passing under Pressure Overhead pass Pivoting	5 second rule
10. Dribbling	Using either hand Speed dribble	Illegal dribble

LESSON THEME	SKILLS	RULES
11. Shooting	Flight of the ball Shot selection	
12. Lay-ups	Lay-ups off the pass Weak hand lay-up	Two steps only
13. Defence	Rebounding Man for man marking	
14. Offense	Moving the ball Team-work	Back over half way
15. Ball handling	Co-ordination Confidence Speed	
16. Fundamental movements and Footwork	Co-ordination Speed Agility	
17. Passing	Vision Team work	
18. Dribbling	Confidence Vision Dribble with purpose	
19. Shooting	Quickness Shooting under pressure	
20. Review	Main fundamentals	All rules

NOTES:

1. All lessons should begin with a no-ball warm-up, which will serve a double purpose by warming-up and practising moving without the ball.
2. All lessons should include a substantial amount of playing time.
3. The balls used should be size 4 or 5, i.e. soccer balls, netballs or mini - basketballs.

MINI-BALL- SESSION 1

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings
 No previous experience

Theme INTRODUCING THE GAME
 Make the class aware of the three basic rules under which the game
 is played: no running with the ball, only one dribble, no contact.

- | | | |
|--------------------|-----------------------------|--|
| 1. Warm-up | (i) Random Running | Head up, keep looking round, no collisions, keep changing direction. |
| | (ii) Running and | Stick one foot out as a brake, bend the knees and get low, keep the head up. |
| | (iii) Run and Chase | Pairs, one behind the other, front runner tries to escape the runner behind who tries to stay in touch. Escape by changing direction and increasing speed. |
| 2. Skills Sections | (i) Cat and Mouse | In threes, two passing and catching, one in the middle trying to intercept. Player in the middle must come up to pressure the ball. Rotate players every ten passes. |
| | (ii) Ten consecutive passes | Two teams, defence matches up man to man. Offensive team tries to make ten passes in a row without the defensive team touching the ball. |
| | (iii) Random dribbling | Allow players to work alone or in pairs experimenting with changing hands, different heights and changing speeds. |
| 3. Game | Bench ball | One team standing on a bench. A defensive team and an offensive team on court. Score by passing the ball to a player. Rotate learners after every score. |

MINI-BALL- SESSION 2

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings

Theme MOVING WITHOUT THE BALL
 Stress the skills of running, changing direction, stopping, jumping
 and landing in the context of the game.

- | | | |
|--------------------|----------------------------|---|
| 1. Warm-up | Zig-Zag running | Over length of court, make sharp turns not curves, drive off opposite leg to direction of turn. |
| 2. Skills Sections | (i) Stride Stop | Random running, use one foot as a “brake”, bend knees, head up. |
| | (ii) Jump Stop | Make a shallow jump, land with feet parallel, bend knees, adopt a sit-down position, head up. |
| | (iii) Cut to basket | Two lines behind the baseline, on either side of the basket, move in-court, check and cut to the basket, head up, no collisions. |
| | (iv) Run and jump | Two lines behind the baseline, run out to the opposite corner of the foul line. Turn sharply and run to jump up and touch the backboard. |
| 3. Game | (i) Ten consecutive passes | Two teams, defence matches up man to man. Offensive team tries to make ten passes in a row without the defensive team touching the ball. |
| | (ii) Scrimmage | Teams of no more than five, play half court games, practicing the skills learnt in the session. Either alternate turns on offence, or scoring team keeps possession (defenders take the ball out toward halfway before attacking the basket). |

MINI-BALL - SESSION 3

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings

Theme PASSING AND CATCHING

Introduction to the skills of passing, catching, signalling, and pivoting to protect the ball. Also introduce the traveling rule (Rule 7c(i))

- | | | |
|-------------------|---------------------------|--|
| 1. Warm-up | Running and stopping | Stride stop using front foot as a “brake”, bend knees, head up |
| 2. Skills section | (i) Passing in pairs | Two lines standing 3-4 metres apart
One ball between two, practising chest, bounce and overhead passes. Stress crisp passing with backspin on the ball. |
| | (ii) Passing on the move | In pairs, running up and down the court passing to each other without traveling. Keep passes flat, chest to chest. |
| | (iii) Dribble/pivot! pass | In teams of three or four one behind the other, dribble out, make stride stop, pivot on rear foot pass and follow. Repeat using a jump stop stressing the use of either foot for pivoting. |
| 3. Games | (i) Passing tag | Two even teams, running within confined court space. Team with ball must tag the opponents with the ball, by passing only, the ball must not hit the floor. Players who have been tagged sit down off the court. |
| | (ii) Scrimmage | Teams of no more than five, play half court games, practising the skills learnt in the session. Either alternate turns on offense, or scoring team keeps possession (defenders take the ball out toward half-way before attacking the basket). |

MINI-BALL - SESSION 4

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings

Theme DRIBBLING

- 1 Head up, try not to look at the ball.
- 2 Bend knees and keep the ball low.
- 3 Push the ball, no slapping.
- 4 Use left and right hands, one at a time.
- 5 Remember a pass is quicker than a dribble.
- 6 Illegal dribble (Rule 7c(ii))

1 Warm-up	Tag	Two chasers with one arm behind back when touched put arm behind back and help with chasing.
2 Skills section	(i) Three step teaching progression	Start by sitting on the floor using the pads of the fingers to dribble the ball low to the ground (keep fingers spread). Secondly dribble while kneeling by snapping the wrist downwards. Finally standing up, dribble with a flowing motion, forearm rising slightly to meet the ball.
	(ii) Random dribbling	Half of class in half of gym, each with a ball, work individually. Encourage experimentation and use of both hands, make the points outlined above.
	(iii) Linked pairs	Introduce dribbling rules. In pairs, each with a ball, move around the court dribbling with one hand, while the free arm is linked to your partner
3 Games	(i) Pirates	Players with a ball try to prevent players without the ball from stealing it. The ball must be dribbled at all times. Protect the ball with the body.
	(ii) Scrimmage	Teams of no more than five, play half court games, practising the skills learnt in the session. Either alternate turns on offense, or scoring team keeps possession (defenders lake the ball out toward half-way before attacking the basket)

MINI-BALL - SESSION 5

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings

Theme SHOOTING

General introduction to shooting technique. Stress confidence; scoring is not easy, do not be deterred by "failures, start close to the basket and only move away when you have achieved success.

1 Warm-up	(i) Running and Stopping	Use stride stop and jump stop.
	(ii) Pivot and pass	Groups of three in line with one ball, central player receives ball, pivots and passes. Continue for several passes and rotate.
2 Skills Section	(i) BEEF of shooting	Demonstrate and explain the Balance, Eyes on target, Elbow straight, and Follow through of shooting. Players practise co-ordinating the movements without a ball.
	(ii) Shooting to partners	Two lines facing each other about 2-3 metres apart. Shoot the ball to your partner opposite, trying to drop the ball onto their heads.
	(iii) Shoot and rebound	Three to five lines facing the basket. One ball in each line, shoot the ball, get your own rebound, pass back to the line then join the end of the next line in a clock-wise direction.
3 Game Scrimmage		Teams of no more than five, play half court games, practising the skills learnt in the session. Either alternate turns on offense, or scoring team keeps possession (defenders take the ball out toward half-way before attacking the basket).

MINI-BALL - SESSION 6

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings

Theme LAY-UPS

Introduction to the correct technique (co-ordination and footwork) for shooting a lay-up with the strong hand. Stress that the whole side of the body goes up, i.e. a right hand lay-up is shot by jumping off the left foot.

1 Warm-up	(i) Continuous leap frog	A spread line along the court. Last in line leaps over all the others then makes a back. Every time someone becomes last in line, they leap over the others.
	(ii) Over and under	The same as leap frog but this time players alternate by leaping over and crawling through legs.
2 Skills section	(i) Run and jump to touch backboard	Two lines behind the baseline on either side of the keyhole. Run to the opposite corner of the foul line, turn and run to touch the backboard.
	(ii) Three step teaching progression	Practising against a wall run through (a) take off step (b) two steps (c) dribble step. Move to baskets once confidence in the footwork is established.
	(iii) Two line lay-ups	One shooting line and one rebounding line. Dribble in to shoot the lay-up, rebounder grabs the ball and passes back to the shooting line.
3 Game	Scrimmage	Teams of no more than five, play half court games, practising the skills learnt in the session. Either alternate turns on offense, or scoring team keeps possession (defenders take the ball out toward half-way before attacking the basket).

MINI-BALL - SESSION 7

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings

Theme DEFENCE (DEFENDING THE BASKET)

- 1 Stance: feet shoulder width apart in tandem, bend knees (sit down)
- 2 Movement; step sideways, push off trailing foot. Do not cross feet
- 3 Position; stay between opponent and basket
- 4 No contact; obstruction, holding, pushing and hacking (Rule 9)

1 Warm-up	(i) Zig-zag running	In three lines over the length of the court, head up, no collisions
	(ii) Zig-zag run with defensive sliding	As first drill but with partner who defensively slides to “mirror” his/her “opponent’s” movements.
2 Skills section	(i) Zig-zag dribbling	Important principle: use right hand when moving right and left hand when moving left. Protect the ball by using free arm and stepping across with body.
	(ii) Zig-zag dribb’ing	In pairs, defenders adopt good stance with defensive and lead the ball at arm’s length. sliding Stress shuffle the feet and contact.
	(iii) Rolling ball	Two teams at half-way. Coach rolls the ball onto the court, first two players race to pick up the ball.
3 Game	Scrimmage	Teams of no more than five, play half court games, practising the skills learnt in the session. Either alternate turns on offense or scoring team keeps possession (defenders take the ball out toward half-way before attacking the basket).

MINI-BALL - SESSION 8

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings

Theme OFFENSE (ATTACKING THE BASKET)

- 1 Getting free for the ball
- 2 Spacing, spread the offensive players over the court

1 Warm-up	(i) Running and stopping	Use stride stops and jump stops. Bend knees, head up.
	(ii) Zig-zag running	Over length of court, make sharp turns, drive off opposite leg to direction of turn.
2 Skills section	(i) Two line lay-ups	One shooting line and one rebounding line. Dribble in to shoot the lay-up, rebounder grabs the ball and passes back to the shooting line.
	(ii) Run and reverse	Running the length of the court, on command players reverse, pivoting on the balls of both feet, to run in opposite direction.
	(iii) Run and chase	In pairs, one player tries to escape their partner who tries to stay at least arms length away. Escape by changing direction and increasing speed.
3 Game	Scrimmage	Teams of no more than five, play half court games, practising the skills learnt in the session. Either alternate turns on offense, or scoring team keeps possession (defenders take the ball out toward half-way before attacking the basket).

MINI-BALL - SESSION 9

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings

Theme PASSING

1 Passing under pressure
 2 Overhead pass
 3 Pivoting

- | | | |
|------------------|------------------------|--|
| 1 Warm-up | (i) Easy running | Relaxed easy jogging with arms swinging freely, head up. |
| | (ii) Suicide | Starting from baseline, players sprint to foul line, back to baseline, to half way, to baseline, to far foul line, to baseline, to far baseline and back. Keep low while changing direction. |
| 2 Skills section | (i) Dribble/pivot/pass | In teams of three or four, dribble out stride stop, pivot on the rear foot and pass back to line. Repeat using a jump stop, stressing you may use either foot to pivot. |
| | (ii) Pass and pressure | Two lines facing each other, one ball. Pass the ball to the other line, follow the pass to put pressure on the next passer. No contact, pivot around the defender to pass |
| | (iii) Three man weave | Three lines behind the baseline, the middle person with the ball. Pass the ball in threes by weaving. Go behind the person you passed to, then come back to the middle of the court to receive the next pass. |
| 3 Game | Scrimmage | Teams of no more than five, play half court games, practising the skills learnt in the session. Either alternate turns on offense, or scoring team keeps possession (defenders take the ball out toward half-way before attacking the basket). |

MINI-BALL - SESSION 10

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings

Theme DRIBBLING

1 Confidence dribbling using either hand
 2 Dribbling at speed

1	Warm-up	(i)	Continuous leap frog	A spread line along the court. Last in line leaps over all the others then makes a back. Every time someone becomes last in line, they leap over the others.
		(ii)	Over and under	The same as leap frog but this time players alternate by leaping over and crawling through legs.
2	Skills section	(i)	Control and speed	Dribble around obstacles in an S pattern up one side of the court, come back the other side dribbling as fast as you can. Protect the ball with the body around the obstacles, push the ball ahead with the speed dribble.
		(ii)	Weak hand pirates	Players without the ball are the pirates, trying to steal a ball. Dribblers must not pick up the ball and they must dribble with their weak hand.
		(iii)	Dribble relay	In relay teams mark out various dribbling courses. Use lines on the court or obstacles, specify which hand must be used.
3	Game		Scrimmage	Teams of no more than five, play half court games, practising the skills learnt in the session. Either alternate turns on offense, or scoring team keeps possession (defenders take the ball out toward half-way before attacking the basket).

MINI-BALL - SESSION 11

Class Mixed group of 9 to 12 year old beginners
 40 minutes
 10 balls, 2 rings

Theme SHOOTING

1 Flight of the ball, high arc with lots of backspin
 2 Shot selection

1 Warm-up	(i) Zig-zag running	Over length of court, make sharp turns, drive off opposite leg to direction of turn.
	(ii) Two line lay-ups	One shooting line and one rebounding line. Dribble in to shoot the lay-up, rebounder grabs the ball and passes back to the shooting line.
2 Skills section	(i) Ball rotation	Standing close to a wall. Shoot the ball resting in one hand only, spinning the ball off the fingertips. Try to get lots of backspin on the ball by snapping the wrist.
	(ii) Pass and cut	Shooter passes ball to team mate, then cuts the basket, receives a return pass, and takes the shot. Passer gets rebound, change lines.
	(iii) Around the world	Shooting from selected spots on the floor, record how many shots made, taking one shot from each spot.
3 Game	Scrimmage	Teams of no more than five, ~lay half court games, practising the skills learnt in the session. Either alternate turns on offense, or scoring team keeps possession (defenders take the ball out toward half-way before attacking the basket).

MINI-BALL - SESSION 12

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings

Theme LAY-UPS
 1 Lay-ups off the pass
 2 Lay-ups using the weak hand

1 Warm-up	(i)	Running and stopping	Use stride stops and jump stops. Bend knees, head up.
	(ii)	Three-man weave	Three lines behind the baseline, the middle person with the ball. Pass the ball in threes by weaving. Go behind the person you passed to. then come back to the middle of the court to receive the next pass.
2 Skills section	(i)	Pass and cut lay-up (strong hand)	Shooter passes ball to team mate, then cuts to the basket, receives a return pass, and takes the lay-up. Passer gets rebound, change lines.
	(ii)	Three step teaching progression (weak hand)	Practising against a wall run through (a) take off step (b) two steps (c) dribble step. Remember jump off the right foot when shooting a lay-up with the left hand.
	(iii)	2 line lay-ups to	One shooting line and one (weak side) rebounding line. Dribble n shoot the lay-up, rebounder grabs the ball and passes back to the shooting line. Shooting line on the left for shooting left hand lay-ups.
3 Game		Scrimmage	Teams of no more than five, play half court games, practising the skills learnt in the session. Either alternate turns on offense, or scoring team keeps possession (defenders take the ball out toward half-way before attacking the basket).

MINI-BALL - SESSION 13

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings

Theme DEFENCE
 1 Rebounding; box out, jump, catch with both hands
 2 Man for man marking

1 Warm-up	(i) Zig-zag running	Over length of court, make sharp turns, drive off opposite leg to direction of turn.
	(ii) Zig-zag njnning with defence	The same as zig-zag running, but with a partner who defensively slides to mirror the runners movement.
2 Skills section	(i) Circle box out	Ball in the middle of a circle, four players stand on the circle with backs to the ball, four other players facing them. On command inside players block out (reverse pivot) to prevent partners getting the ball.
	(ii) Rebound and outlet	Two lines facing the backboard, one ball each line. Throw the ball high on the backboard, jump to rebound the ball, pivot to the nearest sideline, pass to a team mate on the sideline.
	(iii) Ten consecutive passes	Two teams, defence matches up man to man. Offensive team tries to make ten passes in a row without the defensive team touching the ball.
	(iv) Run and jump to touch backboard	Two lines behind the baseline on either side of the keyhole. Run to the opposite corner of the foul line, turn and run to touch the backboard.
3 Game	Scrimmage	Teams of no more than five, play half court games, practising the skills learnt in the session. Either alternate turns on offense, or scoring team keeps possession (defenders take the ball out toward half-way first)

MINI-BALL - SESSION 14

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings

Theme OFFENSE

1 Moving the ball
 2 Teamwork

1 Warm-up	(i)	Run and chase	In pairs, one player tries to escape their partner who tries to stay at least arms length away. Escape by changing direction and increasing speed.
	(ii)	Square relay	Four teams, one under each basket and one at each side of half-way. Each member of each team must run around the outside of the court touching the next runner.
2 Skills section	(i)	Passing tag	Two even teams, running within confined court space. Team with ball must tag the opponents with the ball, by passing only, the ball must not hit the floor. Players who have been tagged sit down off the court.
	(ii)	Overload	A number of players stand outside the keyhole, with a smaller number of defenders inside the keyhole. Pass the ball around until a player gets an open shot.
3 Game		Scrimmage	Teams of no more than five, play half court games, practising the skills learnt in the session. Either alternate turns on offense, or scoring team keeps possession (defenders take the ball cut toward half-way before attacking the basket).

MINI-BALL - SESSION 15

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings

Theme BALL HANDLING

- 1 Co-ordination and speed
- 2 Confidence
- 3 Speed

1 Warm-up	(i)	Running and stopping	Use stride stops and jump stops. Bend knees, head up.
	(ii)	Three-man weave	Three lines behind the baseline, the middle person with the ball. Pass the ball in three's by weaving. Go behind the person you passed to, then come back to the middle of the court to receive the next pass.
2 Skills section	(i)	Ball handling drills	Refer to pages 28-32
	(ii)	Players make up their own drills	Players take turns of thinking up new ball handling drills
	(iii)	Dribbling follow the leader	One line of players each with a ball, copy and follow one player who moves off and attempts to do "tricks".
3 Game		Scrimmage	Teams of no more than five, play half court games, practising the skills learnt in the session. Either alternate turns on offense, or scoring team keeps possession (defenders take the ball out toward half-way before attacking the basket).

MINI-BALL - SESSION 16

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings, 10 skipping ropes

Theme FUNDAMENTAL MOVEMENTS AND FOOTWORK

- 1 Co-ordination
- 2 Speed
- 3 Agility

1 Warm-up	(i) Run and stop and jump	Running the length of the court, make jump stops going straight up into a vertical jump. Get power from bending knees, swing up with the arms. Do some running jumps off left and right foot.
	(ii) Run and reverse	Running the length of the court, on command players reverse, pivoting on the balls of both feet, to run in opposite direction.
	(iii) Skipping	Use a variety of skips, both feet, one foot only, alternate feet, jumping over lines or in patterns.
2 Skills section	(i) Catch up	One player standing behind baseline, one player seated cross-legged with hands on head, midway between baseline and half-way line. On signal, seated player must get up and run to half-way before the other player touches them.
	(ii) Obstacle relay	Set up an obstacle course where players jump, crawl, slide, and change direction.
	(iii) Rolling ball	Two teams at half way. Coach rolls the ball onto the court, first two players race to pick up the ball.
	(iv) Suicide	Starting from baseline, players sprint to foul line, back to baseline, to half-way, to baseline, to far foul line, to baseline, to far baseline and back.
3 Game	Scrimmage	Teams of no more than five, play half court games, practising the skills learnt in the session.

MINI-BALL - SESSION 17

Class Mixed group of 9 to 12 year olds

40 minutes

10 balls, 2 rings

Theme PASSING

1 Vision, see the whole court

2 Teamwork

1 Warm-up	(i) Zig-zag running	Over length of court, make sharp turns, drive off opposite leg to direction of turn.
	(ii) Three-man weave	Three lines behind the baseline, the middle person with the ball. Pass the ball in threes by weaving. Go behind the person you passed to, then come back to the middle of the court to receive the next pass.
2 Skills section	(i) Pepper-pot	A circle of players around a player with a ball. One ball in the outside circle. As the middle player passes out to the next receiver, the outside passes their ball back to the middle.
	(ii) Passing tag	Two even teams, running within confined court space. Team with ball must tag the opponents with the ball, by passing only, the ball must not hit the floor. Players who have been tagged sit down off the court.
	(iii) Around the circle	One circle of five or six players, two or three ball(s) in play. Pass across or around the circle.
	(iv) Ten consecutive passes	Two teams, defense matches up man to man, Offensive team tries to make ten passes in a row without the defensive team touching the ball.
3 Game	Scrimmage	Teams of no more than five, play half court games, practising the skills learnt in the session. Either alternate turns on offense, or scoring team keeps possession (defenders take the ball out toward half-way before attacking the basket).

MINI-BALL - SESSION 18

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings

Theme DRIBBLING

- 1 Confidence
- 2 Vision, head up to see the court
- 3 Dribbling with a purpose

1	Warm-up	(i)	Running and stopping	Use stride stops and jump stops. Bend knees, head up.
		(ii)	Two line lay-ups	One shooting line and one rebounding line. Dribble in to shoot the lay-up, rebounder grabs the ball and passes back to the shooting line.
2	Skills section	(i)	Static dribbling	Stay in one place, dribble using either hand, change height, try between the legs or behind the back.
		(ii)	Zig-zag dribble	Change hands while dribbling up the court; use right hand when moving right, left hand when moving left.
		(iii)	1 v 1 dribbling	In pairs, one dribbler and one defender. Dribble down a marked corridor on the court changing direction, keeping the ball protected between body and defender.
3	Game		Scrimmage	Teams of no more than five, play half court games, practising the skills learnt in the session. Either alternate turns on offense, or scoring team keeps possession (defenders take the ball out toward half-way before attacking the basket).

MINI-BALL - SESSION 19

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings
 Theme SHOOTING
 1 Quickness
 2 Shooting under pressure

1 Warm-up	(i) Run and reverse	Running the length of the court, on command players reverse, pivoting on the balls of both feet, to run in opposite direction.
	(ii) Passing on the move	In pairs, run up and down the court passing the ball, without traveling.
2 Skills section	(i) Shoot to partners	Two lines facing each other about 2-3metres apart. Shoot the ball to your partner opposite, trying to drop the ball onto their heads.
	(ii) High repetition shooting	Working in pairs, one shooter, one rebounder. Take 20 quick shots, with rebounder making crisp chest passes back to the shooter.
	(iii) Twenty ones	Two teams shooting from the corner of the foul line, one ball per team. A successful shot is two points. If a rebound is caught before the ball touches the floor, one more attempt is made. One point for a rebound shot. First team to score 21.
	(iv) Knockout	One line at the corner of the foul line, first two players have a ball. On a made shot pass back to next in line. <i>If</i> missed keep shooting from the rebound until you score. If the person behind you in line scores before you do, you are knocked out of the game.
3 Game	Scrimmage	Teams of no more than five, play half court games, practising the skills learnt in the session. Either alternate turns on offense, or scoring team keeps possession (defenders take the ball out toward half -way before attacking the basket).

MINI-BALL - SESSION 20

Class Mixed group of 9 to 12 year olds
 40 minutes
 10 balls, 2 rings

Theme REVIEW
 Recap the major fundamentals

1 Warm-up	(i) Running and stopping	Use stride stops and jump stops. Bend knees, head up.
	(ii) Dribble/pivot/pass	In teams of three or four, dribble out, stride stop, pivot on the rear foot and pass back to line. Repeat using a jump stop, stressing you may use either foot to pivot.
2 Skills section	(i) Cat and mouse	In threes, two passing and catching, one in the middle trying to intercept. Player in the middle must come up to pressure the ball. Rotate players every 10 passes.
	(ii) 1 v 1 dribbling	In pairs, one dribbler and one defender. Dribble down a marked corridor on the court changing direction, keeping the ball protected between body and defender.
	(iii) Shoot and rebound	Three to five lines facing the basket. One ball in each line, shoot the ball, get your own rebound, pass back to the line then join the end of the next line in a clockwise direction.
	(iv) Circle box out	Ball in the middle of a circle, four players stand on the circle with backs to the ball, four other players facing them. On command inside players block out (reverse pivot) to prevent partners getting the ball.
	(v) Rebound and outlet	Two lines facing the backboard, one ball each line. Throw the ball high on the backboard, jump to rebound the ball, pivot to the nearest sideline, pass to a team mate on the sideline.

BASIC RULES.SUMMARY

Scoring

A made basket during play is worth two points. A made basket from the free throw line (shot after a contact is made on a shooter) is worth one point.

Substitutes

For the purposes of development, players may be substituted at any stoppage in play.

Ball movement

The ball is held with the hands, striking the ball with the fist or a foot is not allowed. The ball may be passed or bounced.

Dribbling

The ball must be bounced with one hand and you may alternate hands. Once the ball is held the dribble ends and you must pass or shoot. The ball may not be bounced with two hands at the same time.

Out of bounds

The ball is out of bounds when it strikes the boundary line or the floor outside the boundary line or any object outside the boundary line.

Traveling / progress

Players are not allowed to walk or run while holding the ball. They may turn while keeping one foot on the ground (pivoting).

Three second rule

A player who is attacking the basket (trying to score) may not stay in the keyhole area for more than three seconds. Once the shot is attempted the three second count stops, starting again if the shot is missed.

