



FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

# YOUTH BASKETBALL COACHES MANUAL

## 4th Grade



# **PRACTICE OUTLINE**

## **YMCA YOUTH SPORTS PRACTICE SESSION PLANS**

**Warm-up (5 minutes)**

**Fitness component (5 Minutes)**

**Skills Drills (15 minutes)**

**Game / Play (15 minutes)**

**Team Circle (10 minutes)**

# YMCA YOUTH SPORTS PRACTICE SESSION PLANS

## PRACTICE 1

### Warm-Up (10 minutes)

Begin each practice with 5 to 10 minutes of warm-up activities to get players loosened up and ready to go. Players dribble, jump stop, and shoot, traveling from one basket to the next. All shooting should be two to four feet from the basket.



### Fitness 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."

# PRACTICE 1

## Skills Drills (15 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, 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



### Coaches' Cue:

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

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 (10 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



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## INTRO TO VALUES (10 Minutes)

### TEAM CIRCLE

#### **Key Idea:** YMCA Core Values

Gather team into a group. Have five cones set up five feet apart. "We are going to talk about five 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, Honest, Caring and Faith. 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 five. "We will work to improve our basketball skills and physical fitness but these five values are just as important to learn and practice to help you become good

## PRACTICE 2

### Warm-Up (10 minutes)

Players in pairs play "Around the Key" - one player shoots; the partner rebounds and returns the ball. The shooter tries to make five different shots around the free-throw lane in 30 seconds. Players receive two points for each shot made.



### 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."

## PRACTICE 2

### Skills Drills (15 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

#### Coaches' Cue:

“Square up!”  
“BEEF!”  
“**B**ase firm.”  
“**E**lbow under ball.”  
“**E**xtend arm.”  
“**F**ollow through or flip wrist.”

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.

### Game / Play (10 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



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### 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 (10 minutes)

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



### 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."

# PRACTICE 3

## Skills Drills (15 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 (10 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



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### 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 (10 minutes)

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



### 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."

# PRACTICE 4

## Skills Drills (15 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 (10 minutes)

**Goal:** Players will drive hard to the basket and shoot.

### Description

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

## Practice 4



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### 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 (10 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 (15 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!"

## 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.

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 (10 minutes)

**Goal:** Defenders will play good on-the-ball defense.

### Description:

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

## Practice 5



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### 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 (10 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 (15 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 (10 minutes)

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

#### Description

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

### 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



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### 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 7

## Warm-Up (10 minutes)

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

## Skills Drills (15 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.

## Game / Play (10 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.

## Fitness Circle (5 minutes)

**Key Idea:** Flexibility

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

### Coaches' Cue:

"Create a stable wall between opponent and ball."

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

"Put buttocks under opponents."

## Practice 7



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### 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 (10 minutes)

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



### 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."

# PRACTICE 8

## Skills Drills (15 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.

### 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.)

### Coaches' Cue:

"Pass and cut!"  
"Target hand!"  
"Keep the defender behind you!"

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 (10 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



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### 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

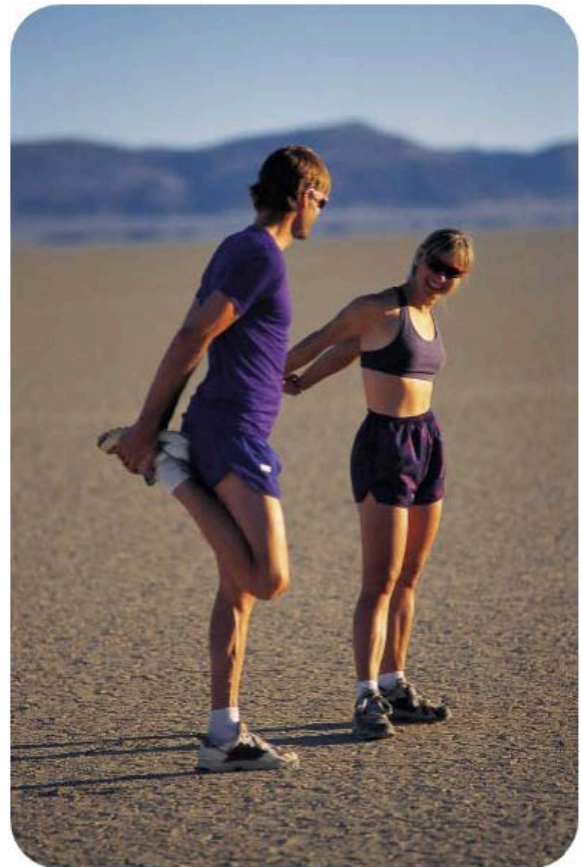
### Warm-Up (10 minutes)

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 Circle (5 minutes)

**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, 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."



# PRACTICE 9

## Skills Drills (15 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 (10 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



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### 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 (10 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 Circle (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."



# PRACTICE 10

## Skills Drills (15 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 (10 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



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## 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!"