



WORLD ASSOCIATION OF  
**BASKETBALL  
COACHES**

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**START COACHING**

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**ACTIVITIES BOOK**

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# START COACHING - ACTIVITIES BOOK

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# 1 INTRODUCTION

## 1.1 ABOUT THIS RESOURCE\*

*For coaching resources, online: [www.fiba.basketball/wabc](http://www.fiba.basketball/wabc)*

In 2016 FIBA's World Association of Basketball Coaches introduced a Global Education Program. The first step is the Level 1 course, which takes six days although can be delivered in a variety of formats. Whether it is done in six consecutive days or over 2 weekends (for example) a significant part of the course time involves a number of assessment tasks, involving both on-court and off-court activities.

The Level 1 course is designed for coaches that are already involved with coaching a team and in particular is a great way to progress from being an assistant coach to the head coach of a team.

This Start Coaching course is suitable for ex-players, parents, teachers and anyone with an interest in coaching basketball. FIBA has developed the course recognizing that there are various barriers that may stop someone from starting coaching:

- (a) Many teams at junior levels do not have assistant coaches and even ex-players may not feel confident to start as a head coach;
- (b) Some people that are interested in coaching but may not know much about basketball;
- (c) Others may understand basketball but do not feel confident that they know how to teach.

National Federations may use this course to break down such barriers and encourage, and help, people to start coaching.

The course is practical. Participants spend most of the time on court being coached and having the opportunity to do some coaching. At the end of the course coaches will have sufficient knowledge to start coaching basketball, specifically:

- How to teach the important individual skills of the game;
- How to teach the basics of man to man defence and a basic team offence;
- The basic rules of basketball, including when coaches can make substitutions or call time-outs during a game.

Most importantly, the course will give the coaches practical tips on how to make learning basketball fun, how to keep players active and engaged and where to get help or further information if they need it. There is no formal assessment in the course, however coaches are given feedback to help them improve their coaching.

In addition to this handbook, the following resources are also available to Federations:

**Facilitator Handbook:** notes for the course, including questions for the coaches to answer. Suggested answers are included in this handbook;

**Coach Workbook:** the “textbook” for the course – it is the same as this manual except there are no sample answers included!;

**Activities Book:** a collection of activities that coaches can use to teach;



**Practice Plans:** 10 practice plans to help a coach get through their first season;

The purpose of this book is to provide a range of activities that can be used to teach the various skills and tactics involved in the book. Coaches can choose if they wish to use these activities, but there is no magic in them. More important than whatever activity a coach uses are their teaching points. The activities in this book will enable coaches to cover all the teaching points from the course. During the course, the coaches will participate in these activities.

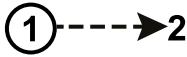



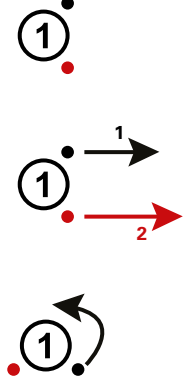
The WABC has a range of resources, including videos, available to coaches throughout the world, which can be accessed through the WABC website [www.fiba.basketball/wabc](http://www.fiba.basketball/wabc)

## 1.2 UNDERSTANDING DIAGRAMS

The following symbols are used in diagrams in this book:

<p style="text-align: center;"><b>C</b></p>	<p><b>COACH</b></p> <p>Coaches often need to get involved in activities. You can also invite parents to be involved, particularly when you have the team working in small groups.</p>
<p style="text-align: center;"></p>	<p><b>CONE OR MARKER</b></p> <p>Placed on the floor to designate a particular spot. It may be where players are to stand, where they are to do a certain action (e.g. change direction) or it may designate a boundary.</p>
<p style="text-align: center;"><b>1</b> </p>	<p><b>PLAYER</b></p> <p>A number or circle usually designates an offensive player although numbers may also be used to show a sequence for the players to be involved in the activity.</p>
<p style="text-align: center;"><b>X1</b></p>	<p><b>DEFENSIVE PLAYER</b></p> <p>An X or X1 is used to designate a defensive player. When it appears with a number (x1) it shows which offensive player the defender is guarding.</p>

1. Footnotes go here

	<p><b>PASS</b></p> <p>A dotted line shows the path of a pass, here 1 is passing to 2.</p>
	<p><b>DRIBBLE</b></p> <p>A zig-zag line is used to show the path of a player that is dribbling the ball.</p>
	<p><b>PLAYER MOVING</b></p> <p>The path of a player moving is shown by an arrow.</p>
	<p><b>PLAYER WITH THE BALL</b></p> <p>A player that has the ball is shown either by:</p> <ul style="list-style-type: none"> <li>• a circle around the number; or</li> <li>• a dot next to the player.</li> </ul>
	<p><b>PLAYER'S FEET</b></p> <p>The position of a player's feet is shown with two dots.</p> <p>Movement of the feet is shown with arrows and numbering.</p> <p>A pivot is shown as only one foot moving.</p>

## 1.3 CONDUCTING ACTIVITIES

**It is the responsibility of every coach to provide a safe and supportive environment for their team and to develop the skills and knowledge of all players. The following guidelines will help the coach to deliver:**

1. Maximize participation: players learn best by doing and the more repetitions the better. Don't have players standing around listening (to the coach) or waiting for their turn.
2. Teach skills not drills: every activity has a structure – when and where the players move, where the ball goes etc. Make sure that most of your feedback relates to what the players are learning, not the structure of the activity.
3. Coach on the run – hesitate before stopping the activity. Wherever possible, give feedback to players while the activity continues. Speak to players while they are waiting for their turn and use “key words” so that feedback can be given quickly.
4. Look and listen before you speak – take time to observe an activity and try to see a player more than once before giving them feedback (they may correct themselves in which case the feedback can simply be “well done”!). Ask the players questions rather than just telling them what was done wrong.
5. Prescribe the cure, don't describe the symptoms – use positive, “action orientated” language. Don't waste time telling the player what they did wrong, simply tell them what you want them to do.
6. Set objectives that focus on the process – for example, have teams race to score 20 points from lay-ups. Award one point if the lay-up is with correct footwork and correct shooting hand. Award a second point if the lay-up with correct footwork/shooting hand goes in. Deduct a point for incorrect footwork/shooting hand.
7. Use rules as teaching tools – vary the rules of each activity to emphasise skills. For example, to emphasise passing, restrict the number of dribbles that players have (or don't allow any) and have teams score by passing to a certain area on the court (e.g. keyway) or by making a certain number of passes.
8. Focus on fun. Players should enjoy participating in basketball and the coach should make practice fun. Making friends is just as important to young children as learning skills and they enjoy doing both. Kids enjoy competition – whether they are winning or losing – so use lots of games and activities that use basketball skills and tactics and give everyone a chance to fully participate.



9. Create “traffic” – have as many people doing an activity as possible at the one time. For example, if pairs are passing the ball to each other as they run the length of the court, have 4 or 5 pairs doing it at the same time. Even introduce some pairs running across the court. In a game, there are 10 players moving in the relatively small space of the court. Players need to get used to “traffic”. If they only practice with 2 people on the court at one time they will not develop the vision necessary to see all players.

# 2 MOVEMENT AND BALL CONTROL

## 2.1 TEACHING MOVEMENT AND BALL CONTROL

### “BALANCE SCHOOL”

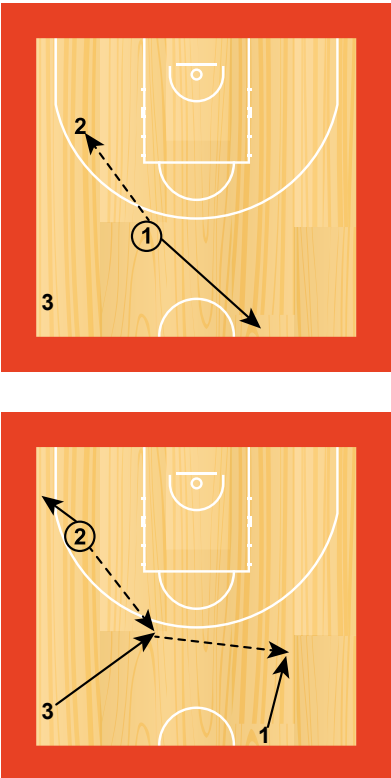
The following sequence will help players develop their balance and coordination and can be done easily at home every day. At first do the activities with eyes open and progress to doing them with eyes closed. Do each activity for at least 10 seconds on each foot:

- stand on one foot;
- stand on one foot and then push up onto the toes;
- stand on one foot and then squat down;
- stand on one foot, push up onto the toes, then squat down and then return to standing;
- stand on both feet, jump in the air and land on one foot;
- stand on both feet, jump in the air, land on one foot and move into a squat
- stand on one foot, jump in the air and land on the other foot.

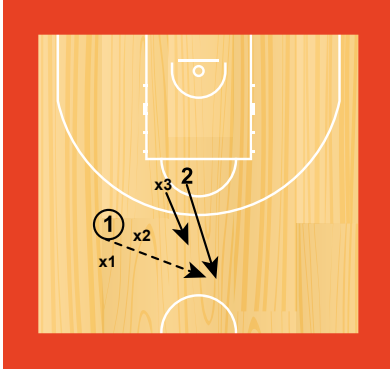
### “JOG THROUGH”

The following sequence will help players to warm up and be ready to practice, as well as improve their general coordination and ball control:

- Jog to half-way and then jog backwards to return to the baseline. Wrap a ball around the waist while jogging;
- Jog to half-way and then jog backwards to return to the baseline. Throw the ball from one hand to another while jogging;
- Hold the ball at the stomach. Jog to halfway and then jog backwards to the baseline, lifting the knees to hit ball. Keep a good grip on the ball;
- Hold the ball behind the back. Jog to halfway and then jog backwards to the baseline, lifting the heels to hit the ball. Keep a good grip on the ball;
- Jog to the half-way and return to the baseline. Dribble one ball in the right hand and toss a ball in the left hand to shoulder height and then catch. Dribble left hand and toss right hand when returning to baseline;
- Partners jog to halfway and they return to the baseline. One dribbles a ball with their left hand, and one dribbles right (dribble with the “outside hand” – whichever is closest to the sideline). The players toss a third ball from one to the other. Swap dribbling hand on way back to baseline.

<p><b>"PAC MAN"</b></p>	<ul style="list-style-type: none"> <li>• Designate up to 3 "chasers", all other players are being chased;</li> <li>• All players can only move along the lines on the court, with the chasers trying to tag other players. Once tagged a player must stand still unless a teammate tags them again;</li> <li>• Chasers win if all players are tagged;</li> <li>• To add complexity, players must dribble the ball.</li> </ul>
<p><b>"TIGER TAIL"</b></p>	<p>Give every player a ribbon, which they tuck into the back of the shorts, like a "tiger's tail". Player's run around in a set area (e.g. half a court, the smaller number of players, the smaller the area). Player's trial to steal the "tail" from other players with the person that has collected the most tails winning.</p> <p>When the coach blows the whistle, all players must stop and stand still. Anyone that moves after the whistle must give any tails that they have collected to whoever is standing closest to them. If a player loses their tail, they can replace it with a tail they collect.</p>
<p><b>"PASSING 3"</b></p> 	<ul style="list-style-type: none"> <li>• Divide players into groups of 3, with one ball for each group;</li> <li>• Player with the ball passes to a team mate, who must be on the move. The player catches the ball "in the air";</li> <li>• After throwing the pass, the player must touch either a sideline, the baseline or the half way line (for younger players do the activity within the 3-point line and have them touch the 3-point line or baseline);</li> <li>• The player that now has the ball, passes to the 3rd player in the group (who is returning from having touched a line);</li> <li>• Have groups compete to be the first to make 20 passes, without the ball touching the ground. If the ball touches the ground the team loses one point;</li> <li>• You can add defence, by having groups of six, with 3 players on offence (following the rules above). The other team must get the ball, and then they pass according to the above rules. Do not let them take the ball from another player – they must intercept a pass.</li> </ul>

## "PIVOT & PASS"



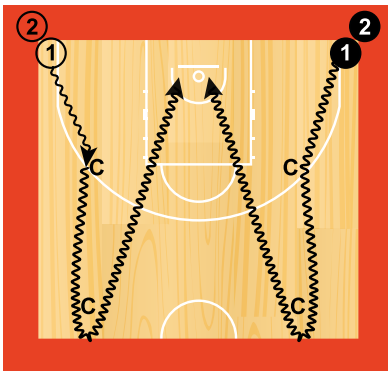
- Divide into groups of 5, with one ball each group;
- One player has the ball and one player is their teammate. The other 3 players are defenders;
- The defenders are trying to get the ball – two defenders guard the person that has the ball and the other tries to stop a pass being made;
- The player with the ball must pivot (moving the ball and taking a step) until they can pass to their teammate;
- After a minute or two, change who are the offensive players;
- Most importantly in this activity, players must not simply twist their upper body to avoid defenders getting the ball but must pivot.

# 3 RULES OF THE GAME

## 3.1 TEACHING THE RULES OF BASKETBALL

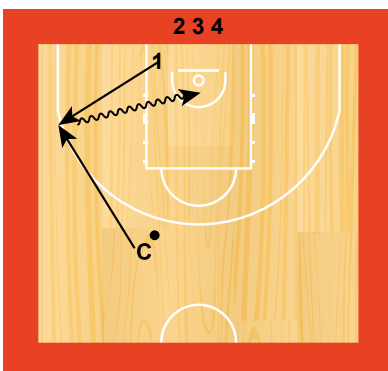
Below are some simple activities that are fun and help players to learn some of the rules of the game.

### "RULES RELAY"

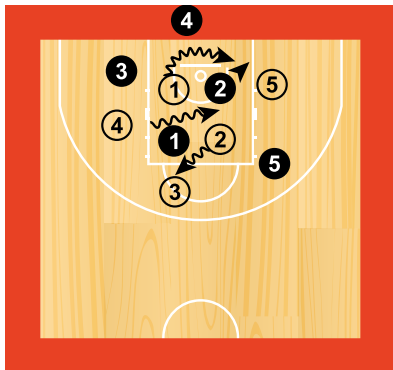


- Divide the team into two groups, who will race against each other;
- The first person in line for each team dribbles toward the coach. Before they can go past they must correctly answer a question about the rules;
- Once they correctly answer (and the coach can help them!), they dribble with the other hand to the next coach;
- After they have answered the last rules question correctly, they dribble to shoot from inside the keyway. They keep shooting until they score.
- The first team to have all players score wins!
- The next person in line starts once the person in front of them answers the first question correctly.

### "SAVE THE BALL"



- A player starts wherever they want in the keyway (and there can be players from different teams);
- The coach throws the ball so that it is going out of bounds – the players must try to save it. If they do, they dribble in to take a shot;
- Encourage players to jump out of bounds if necessary to save the ball, but rule strictly on whether they have kept the ball in play.

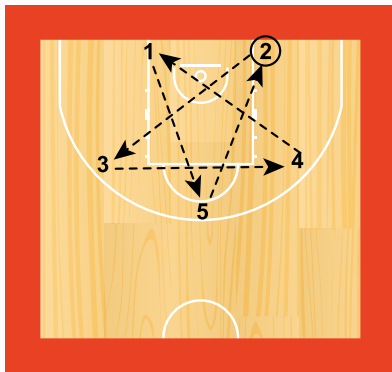
**"DRIBBLE CHAOS"**

- Divide players into 2 teams;
- 2 players from each team are in the keyway and have a ball. They dribble the ball and try to knock an opponent's ball out of the key;
- If a player has their ball knocked out of the key (or they commit a violation such as double dribble or stepping out of bounds) they step out of the key and another member of their team takes the ball and moves into the key;
- Players on the outside can also try to knock opponent's balls away, but they cannot step into the key (or step on the line). They can move around the key.

# 4 TEAM OFFENCE

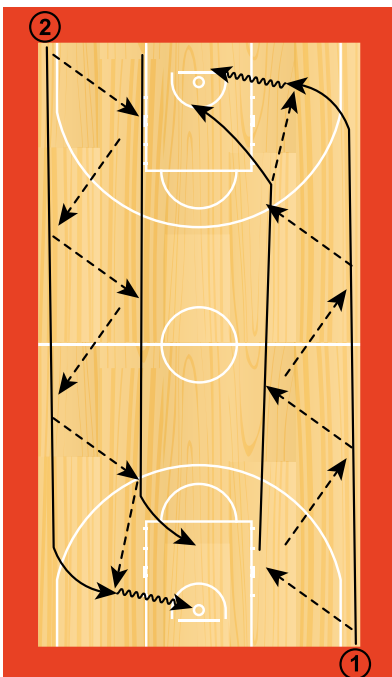
## 4.1 ACTIVITIES TO TEACH PASSING

### STAR PASSING



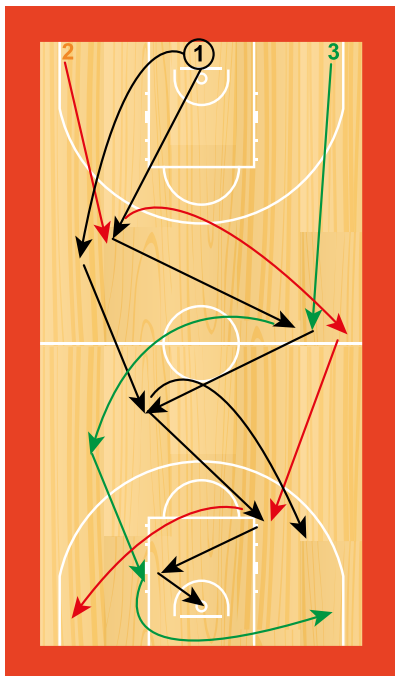
- Players are in groups of 5 and are in a “Star” formation. Groups can be anywhere on the court;
- On the Coach’s signal, they pass the ball in the “star” pattern shown and the team which makes the most passes in a set period wins.

### “PAIRS LAY-UPS”



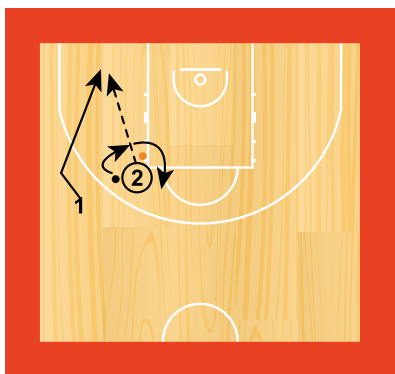
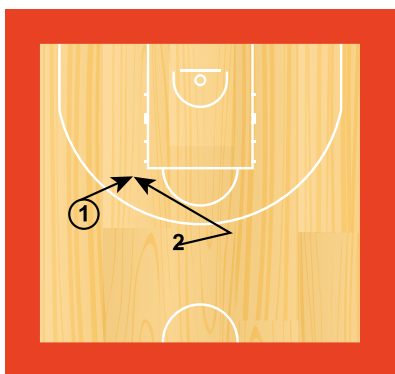
- In pairs, players pass the ball back and forth as they sprint the length of the court;
- The player on the outside (closest to the sideline) shoots a lay-up;
- Players swap positions as they run back to the other end;
- Encourage players to either stop or dribble the ball, if they can’t pass straight away (e.g. their team mate is behind them). Create “traffic” by having multiple groups at once;
- Count the number of baskets the team can make in 2 or 3 minutes;

### WEAVES



- 3 groups on the baseline with one ball;
- Middle line starts with the ball and passes to one of the outside players. They then sprint behind that person;
- As each player catches the ball they pass to a player on the opposite side of the court and then run behind that player – creating a weave pattern.
- The Weave can either finish with a shot or by players stepping off the court at the other end.
- Weaves can be done with 4 groups (the first pass is to the side that has two players and is to the closest player);
- Weaves can be done with 5 groups (the first pass can go to either side and then sprint past both players on the side). In weaves with 4 or 5 groups, the pass is always to the closest person.

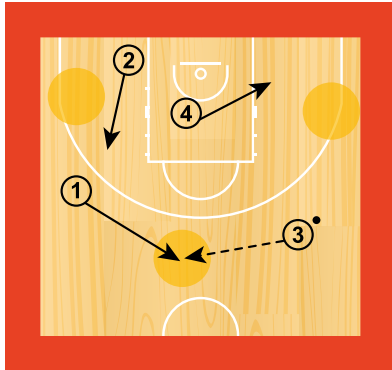
### PAIRS PASSING



- Players are in pairs, with one ball for each pair;
- The person without the ball takes one or two steps away from their partner and then cuts back toward them to receive a pass;
- As they catch the ball they must stop (coach designates whether to use jump stop or stride stop);
- They then pivot to face the basket and then pivot to face their team mate to make a pass to them.

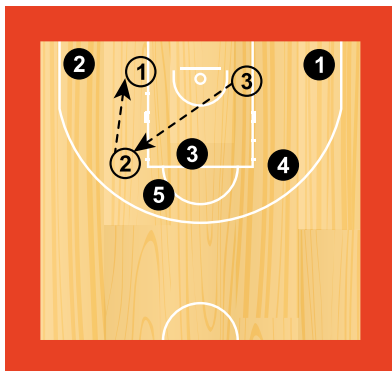


### MUNNSY HOOPS



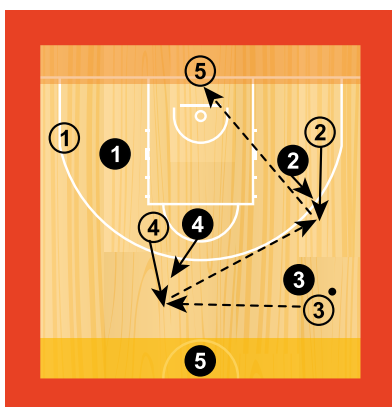
- This game is ideal for teams of 3-5. Place 3 hoops in the playing area (shown as shaded circles);
- Teams score by passing to a team mate who is standing in a hoop. However, a player can only stand in a hoop for a maximum of 2 seconds before they must step out. Any player can stand in a hoop;
- When a team scores, they keep the ball! The defence can only get the ball by intercepting a pass or steal it if from someone that is dribbling;
- Play the game for a set time or up to a set score.

### PASS TAG



- 3 players are the "taggers" and the other players move around a defined area (e.g. inside the 3pt line) and try to avoid being "tagged";
- The taggers pass the ball between themselves and attempt to touch opponents with the ball. The tagger must hold the ball in their hands – they do not throw it at their opponent;
- Continue the game for a set time and see how many "tags" the taggers can get.

### 5 POINTS PASSING



- Two teams with the same number of players. One player from each team stands in a defined "5 point" zone (shaded in red and yellow).
- The team with the ball passes between themselves, earning one point for every successful pass. A pass into the "5 point" zone, the team get 5 points!
- The opponents try to intercept passes. If they do, they place the ball on the ground, for the passing team to pick up. You can play for a set time and see how many points the team can score.

#### Variations

- Whenever a ball is intercepted, dropped or thrown away the passing team lose points
- If the defending team intercept the pass, they now become the passing team.

**"BOUNCE THE COIN"**

- Partners stand opposite each other, approximately 5 metres apart and with one ball. A coin (or top from a soft drink bottle) is placed half way between them. The partners pass the ball back forth, using a bounce pass (the ball bounces once on the way).
  - The partners try to hit the coin with the ball and move it closer to their partner.
-

## 4.2 ACTIVITIES TO TEACH CATCHING

### COMMON PROBLEMS WHEN CATCHING

There are several problems that are commonly observed, particularly when coaching young players:

1. Not having hands behind the ball.  
This is often characterized by the player moving their hands together as they attempt to catch in a clapping or snapping movement. This will often mean that the player's fingers are pointing towards the ball, which can result in a painful injury if the ball hits the fingers.
2. Not looking at the ball. Some players do not look at the ball (and even close their eyes), resulting in their hands not being in the correct position to catch. This is particularly so if the player has previously hurt their fingers when trying to catch.
3. Hands or fingers too close together. If a young player's hands are too close together, the ball will often bounce off their hands as they do not get sufficient grip on the ball.
4. Fingers pointing at the ball. This is most commonly seen when a player "claps" to get the attention of the passer, and then has their hands close together. Players should be encouraged to use their voice to get the passer's attention and to have their hands in a good catching position;
5. Catching one hand. Have players put both hands up to catch the ball.

### TEACHING CATCHING TECHNIQUE

Once the coach has explained the key points of catching, giving the players plenty of opportunities to catch may be all the "coaching" that is required. Remind them as necessary of the correct technique (e.g. "show your hands", "fingers up" etc.). This can be done mostly "on the run", without needing to stop activities.

However, with some players the coach may need to do more to teach catching technique:

- "Maravich Drills" – there are an almost infinite number of ball handling drills, often named after NBA great Pete Maravich. The importance is for players to get used to controlling the ball in their hands, which is particularly important for young players with small hands. Some examples are:
  - Ball wraps – pass the ball around the body (waist, neck or knees) from one hand to another. Go in both directions;
  - Air Dribble – hold the ball in one hand, toss it up and catch it in the same hand. Start with low throws and progress to high throws and both hands at the same time!;
  - Figure 8 – move the ball around one leg and then the other in a figure 8 pattern. Young players may start by rolling the ball in this pattern, progressing to passing it from hand to hand;
  - Hard Catch – holding the ball in two hands, the player throws it into the ground as hard as they can, immediately catching it in both hands;
  - Tug of War – one player holds the ball in both hands at chest height, facing their team mate. The team mate puts two hands on the ball and pulls it away. They then push the ball back into the player's hands. Do this five times and then swap roles;
  - Change the Ball – it is important with young players to use a ball that is an appropriate size for them. A size 5, or even size 3, ball can help a player to develop confidence.

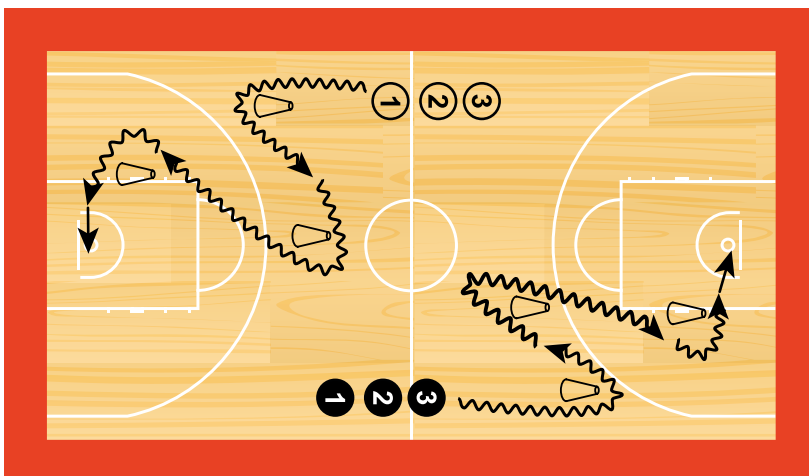
## 4.3 ACTIVITIES TO TEACH DRIBBLING

### ALTOGETHER TO THE BASKET

- Players are divided into two teams with each player having a ball;
- The players stand at the half-way line, with the teams "back to back";
- On the Coach's signal, the players dribble toward the basket that they are facing and take a shot. If they miss, they take another two shots;
- After making a shot (or taking 3 shots) players dribble back to half-way. The team that made the most shots wins.

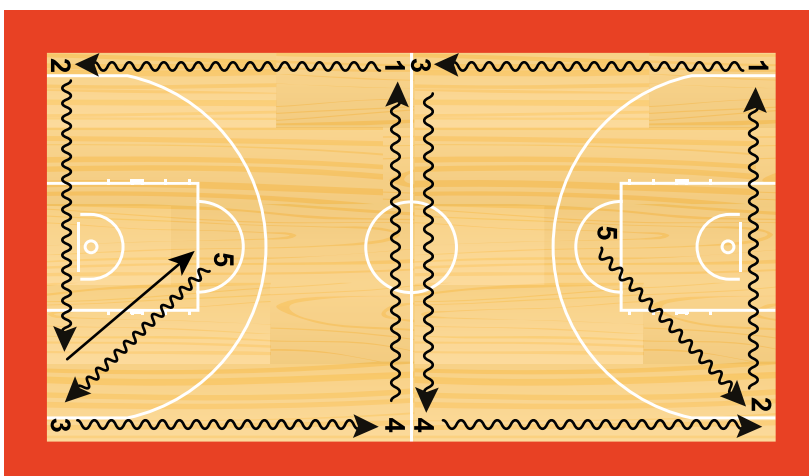
### DRIBBLE SLALOM RACE

Players are divided into two teams and start at half-way. They dribble around cones and then take a shot. Once they have shot, they return to the line and the next player dribbles. The team to make the most baskets wins.



### 4 CORNERS

- 4 players stand with a ball in each corner of the half court; One player is in the middle;
- When the Coach says "go", the players in the corner must sprint dribble to the next corner (the coach determines whether they move clockwise or counter-clockwise).'
- The Player in the middle tries to get to one corner, before another player does. If successful, they now occupy the corner and the other player moves to the middle.



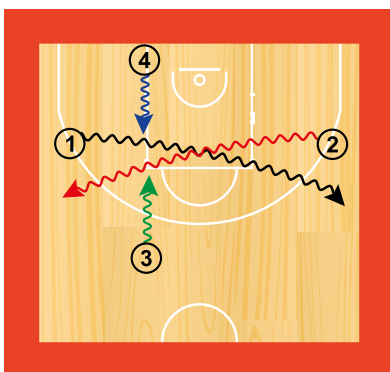
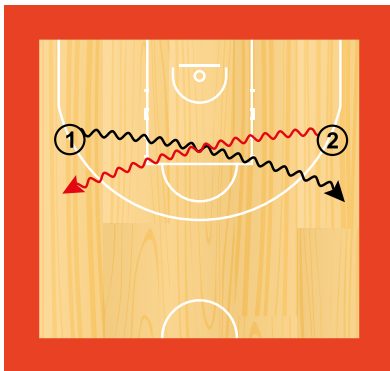
## DRIBBLE MIRROR

Partners each have a ball (or two balls) and face each other standing approximately 1 metre apart. One partner is the “leader” the other is the “mirror”. The leader does dribble moves and their partner “mirrors” them. For example, leader dribbles right hand, partner dribbles left hand. The activity can be done standing or on the move. Players look each other in the eye.

Some things that can be done, while standing still are:

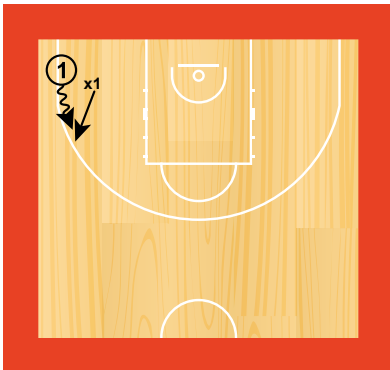
- Crossover (changing hands) – in front and behind back;
- Dribble right hand around right leg (and left hand around left leg);
- High-Low: two dribbles at waist height and then two dribbles at ankle height.
- “V dribble” (one hand dribbling the ball in a v shape) – in front and at the side;
- Figure 8 – dribbling around one leg and then the other;
- Up and down (2 balls) – dribble one ball and toss the other ball.

## “DRIBBLE CHICKEN”



- Divide team into pairs, with each player having a ball;
- Partners stand facing each other and dribbling with the same hand (i.e. either both left or both right);
- Coach varies distance between partners;
- Players dribble directly at each other and then to avoid colliding perform a dribble move and dribble past;
- Coach designates the dribble move (e.g. crossover, fake crossover, hesitation, behind the back, between the legs etc.);
- Create “traffic” by having groups going in various directions. Players should avoid running into other groups by stopping and then starting again (keeping dribble alive) as necessary.

### GUARD THE CORNER

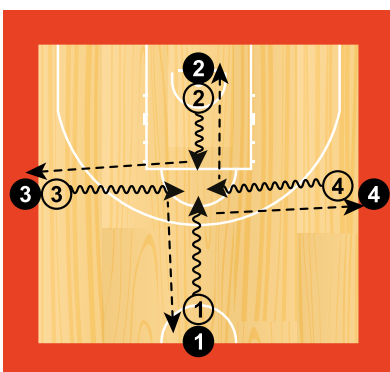


- Players are in pairs, with one ball. They move to the various positions on court where there is a corner marked;
- The player with the ball stands in the corner, and must try to dribble out;
- The defender stands in front of them and tries to move and stay in front of them;
- The dribbler must make sure they do not step out of bounds (on the line is out of bounds) and only has 2 or 3 dribbles.

### “EXPLOSION”

- Players stand along the baseline, each with a ball. They start dribbling whilst standing still;
- On the coach’s signal, the players must “explode” taking 3 dribbles forward, and then turning sideways (face the sideline but looking straight ahead) to “retreat dribble” (dribbling the ball near the back foot) to the baseline. They then “open up” while dribbling, so that they are facing the free throw line again;
- Coach focuses on their footwork – make sure they are not taking a step backward (or up and down) before moving forward. They must push the ball forward and take a step immediately;
- Coach can designate which foot they must step forward with;
- Have a partner stand in front of the player to give them feedback on whether they used correct footwork. The dribbler moves past the partner’s hip;
- Can also have partner stand in front and then step to one side – the dribbler must then dribble past the partner, on the opposite side to where they stepped.

### DRIBBLE, PIVOT & PASS



- Players divided into four groups, with each group having one ball;
- Player dribbles into the middle of the court and come to a jump stop;
- Players’ pivot to face the group on their right. Coach designates whether a forward pivot or reverse pivot and can also change direction (e.g. face group on the left);
- Player passes to the group they are facing and join that group.

**DRIBBLE TAG**

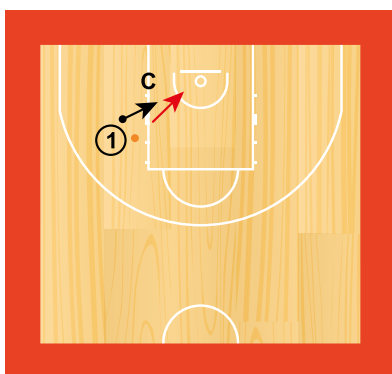
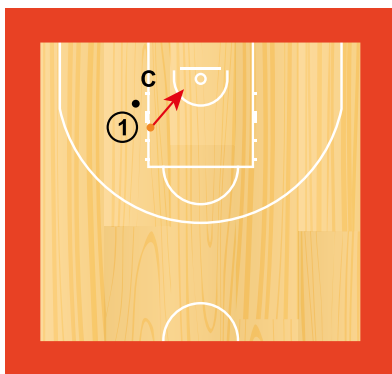
- Players each have the ball and dribble in a restricted area (e.g. half court or within the 3 point line);
- Players knock the balls away from other players, whilst keeping control of their own ball;
- If a player has their ball knocked out of the area, steps out of bounds or picks the ball up, they are "out" and must stand on the outside of the area. While standing they must keep dribbling, and can also knock the ball away from players inside the area.
- Reduce the size of area as the number of players reduce until there is only one left!

## 4.4 TEACHING LAY-UP FOOTWORK

### JUMP STOP LAY-UP

- First, teach players to simply stop, get balanced and then shoot. They should be able to use either a jump stop (both feet together) or stride stop (one foot and then the other).

### MOVING LAY-UP



- When progressing to moving lay-ups, emphasize correct footwork and the ability to shoot with either hand. Spend a short amount of time on technique, and then give players plenty of chance to practice;
- Player starts at the low "block" position facing the basket, the coach stands under the backboard, facing the player.
- The player takes one step and jumps to "high 5" the coach (they clap hands). Step with the foot furthest from the baseline (i.e. right foot when on the left-hand side) and the player "high 5's" with the hand closest to the baseline and they lift that knee;
- After a few tries, the player has a ball, stands in the block, takes one step, jumps and shoots.
- Next, the players start one step from the block. They take one step (landing in the block), a second step and then jump to "high 5" the coach's hand. The first step is with the foot closest to baseline, the second step is the same as in the first stage above! After a few tries, give them a ball and let them shoot!
- The key point is landing the foot in the "block" and then one step and shoot! The foot that lands in the block is the one closest to the baseline, and the player shoots with the hand of the same side (i.e. left foot in the block, left hand shot);
- The player picks up the ball just before the foot lands in the block (i.e. when their feet are still in the air). Practice this with the coach standing at the block holding the ball and players run toward the basket – grab the ball, land their foot in the block, step and shoot;
- To continue with the teaching sequence, the players now dribble. Have them start one step away from the block, dribbling the ball, whilst standing still. When the coach says go, the player takes two steps to the basket – the first step landing in the block.
- Next, players start two steps from the block, standing still and dribbling. Take first step while dribbling, a second step, which lands in the block. They pick the ball up take one more step and shoot;
- Finally, start at the three-point line, dribble towards the basket, focusing on landing with one foot in the block (baseline foot) as they catch the ball then take a final step, jump and shoot!



## 4.5 ACTIVITIES TO TEACH SHOOTING

### CROCODILE

Players shoot from a designated spot. If they make the shot, they rejoin the line. If they miss the shot they stand on the baseline, where they can be eaten by a “crocodile”.

If a player makes a shot, they rescue one person from the baseline (if anybody is there). If all players end up on the baseline, the crocodile wins! The game can also be played as one team against the other, with the winning team being the first to a certain score (a team automatically loses if all its players end up on the baseline).

### “21”

Divide players into two teams – keep the teams small so that players get lots of shots! Each team has two balls and shoot from a designated spot (e.g. “block” or “elbow”). Players get 2 points if they can make the shot from the designated spot.

Players rebound their shot. If they catch it before it bounces on the floor, they take a second shot, which is worth one point. The next player in line shoots when the player in front has taken their first shot. First team to score 21 points wins (with young players change this to 11 points).

### “AROUND THE WORLD”

Choose 6-10 shooting positions, that are within the range of your players.

Players start at the first spot and shoot in turn. If the player makes the basket they move to the next position. If they miss the next player in line shoots. The player who first manages to make one from each spot is the winner.

Players that miss three shots from a position still move on to the next position. Give every player a ball to reduce waiting time.

### “COMPETITION SHOTS”

Three competitive games. Divide the group into two even teams to play against each other with these games:

1. Players face the basket with the ball on ground. On the coach’s signal, they pick up the ball and shoot. Keep shooting until first player scores or limit them to 3 shots each (and if no one scores it is a draw);
2. Players face the basket, holding a ball behind them. At the coach’s signal, they bounce the ball from behind to their front (between legs), grab it and shoot. Keep shooting until first player scores or limit them to 3 shots each (and if no one scores it is a draw);
3. Two players hold a ball, near the basket. When coach calls “Go”, they both try to get possession and whoever gets possession shoots. The player that loses possession does not guard the shot.

### DRIBBLING AND SHOOTING RELAY RACE

Players are divided into groups of 3 players. Each group has one ball. The first player of each team begins to dribble, towards the basket stops and shoots. If they score a basket they dribble back to the line and pass from where they can make the distance. If they miss their initial shot, they may have another two tries to make a basket.

The team that manages to score the highest number of baskets in a set period wins.

## 4.6 ACTIVITIES TO TEACH TEAM OFFENCE

### PUZZLE GAME

The Puzzle Game is a simple passing activity that can be used to help players to learn the importance of moving rather than standing still. It demonstrates how moving can be effective even if the player does not receive the ball because moving creates a space that another teammate moves into.

With 5 players, set up six cones. Each player stands behind one cone. The rules of the game are:

- The ball can only be passed to a person standing at a cone;
- Only one person at each cone;
- A player cannot move past a cone where someone is standing to get to the vacant cone;
- Players cannot stand at a cone for more than 2 passes;
- A player cannot start to move and then return to their initial cone;
- In the first two diagrams, the players are moving according to the rules however Player 1 has not been able to move and cannot unless the other players leave a cone vacant.

1 or 2 defenders can also be added to try and intercept passes. This may help players develop the ability to “fake a pass, to make a pass”.

The game should only be played for short amounts of time and can be done with less players (and therefore less cones).

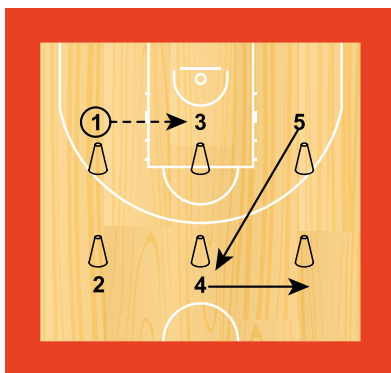


Diagram 1.

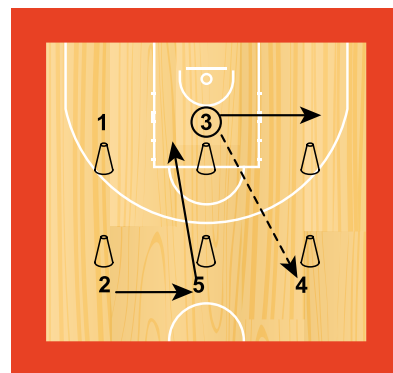


Diagram 2.

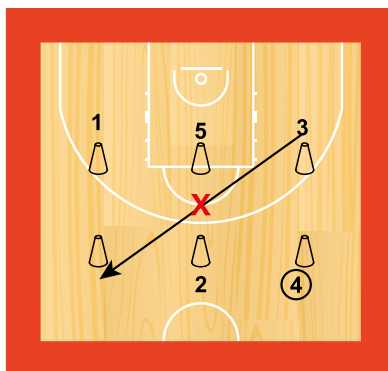


Diagram 3.

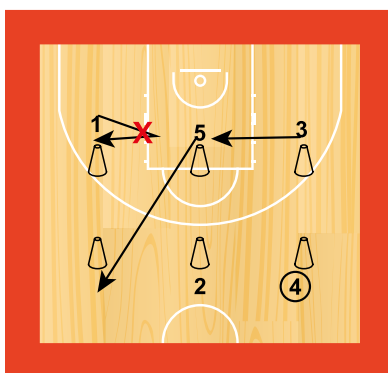
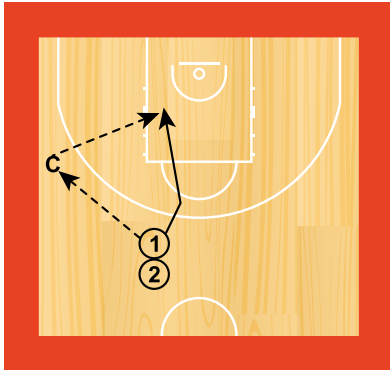


Diagram 4.

**“PASS AND CUT” SHOOTING**

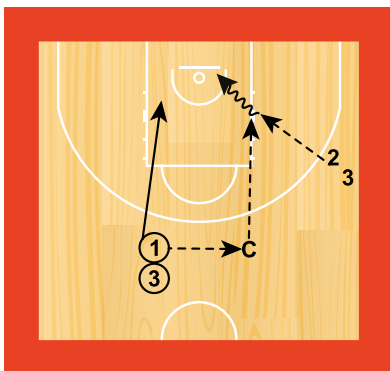


Player has the ball at the top of the court and passes to the coach. They then cut toward the basket and receive a pass back from the coach and shoot.

The player should wait until the coach has caught the pass before moving to the basket.

If the coach throws a bounce pass it is easier for players to catch the ball and shoot a lay-up on the move. Alternatively, the players may come to a stop and then shoot.

**“BACK CUT” SHOOTING**



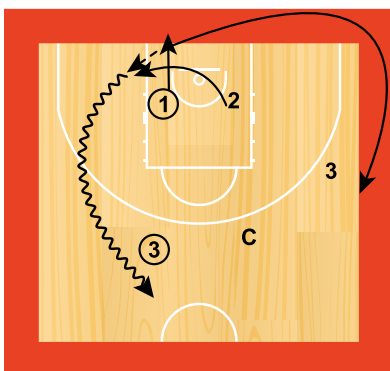
Player 1 passes to the coach and moves toward the basket – again, have them wait until the coach catches the ball before moving.

Once the coach has the ball, Player 2 moves toward the basket and receives a pass from the Coach. Player 2 then shoots.

Player 1 rebounds the shot and steps out of bounds (whether it went in or not). Player 2 runs to the opposite side of the court to receive a pass from Player 1.

Both players then move back to the opposite line.

As a variation, Player 2 can initially cut toward the basket and then return to the perimeter. Similarly, Player 1 cuts back to the perimeter. The coach then passes to one of them and the other cuts toward the basket to receive a pass.



Whoever does not shoot rebounds the shot. The two players then swap lines.

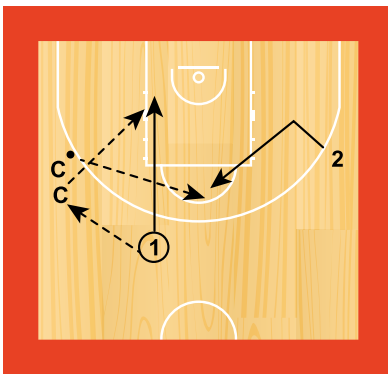
### “PASSING GAME”

Players are divided into two or three players of equal numbers. Each team has one ball.

The teams move around in a designated area (e.g. half court) passing the ball to one another. They cannot move with the ball and the aim is to have the most number of consecutive passes. If a pass is dropped (or hits a person from another team) then the count resets to zero. Players cannot pass to the person that passed to them.

Have the teams compete against each other in the same area, which creates “traffic” and players need to be aware of all players on the court. Can also allow the teams to attempt to knock another team’s ball to the ground.

### “PASS, CUT & REPLACE” SHOOTING

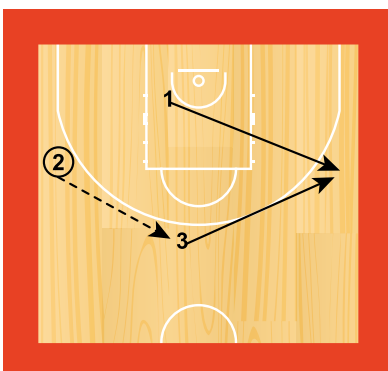
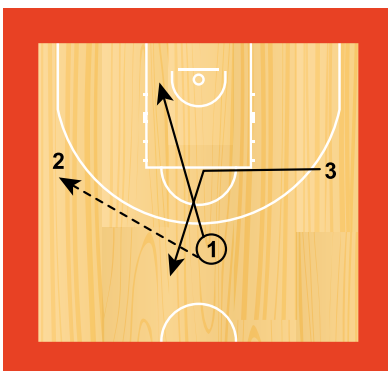


Player 1 passes to a coach and moves toward the basket (once the coach has caught the ball). The coach passes back to them and they shoot a lay-up.

Once Player 1 has moved past the foul line, Player 2 moves toward the foul line. They receive a pass from the second coach and shoot from where they caught the ball.

If players move to early, the coach should not pass the ball to them.

### FULL COURT PASS, CUT & REPLACE



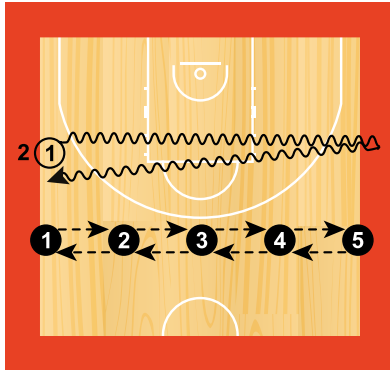
“Pass, Cut & Replace” is the foundation of a coordinated team offence. It can be done with three players (as shown) but can also be done with four or five players.

When one person moves toward the basket, the player in the position next to them moves to “replace them”. The person that moved to the basket, then moves to the “vacant” space on the perimeter.

Have players start at one end of the court and then run to the other end of the court, by passing the ball (not dribbling). Have them “pass, cut and replace” until the ball has moved from one side, to the other and back to the first side. Then they come back to the first end and are defended.

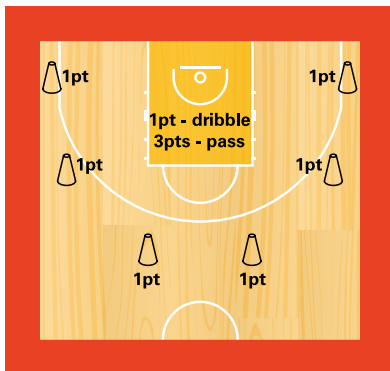
Once the defenders have the ball, they run to the other end and the activity continues.

### “PASS-DRIBBLE” RACE



This is a race between two groups. One group dribbles the ball across the court. The other passes the ball across the court and back (keep the distance between passes short).

### “PASSING FOR POINTS”



Six cones are spread around the court. A team of 3 – 5 players must pass the ball between themselves, according to the following rules:

- The ball can only be passed to someone who is at a cone, or in the keyway;
- Each pass to a person standing at a cone is worth 1 point. A pass to someone in the keyway is worth 3 points;
- Players may take up to 3 dribbles. If they dribble into the key it is worth 1 point and they must pass the ball and then move back to the perimeter.

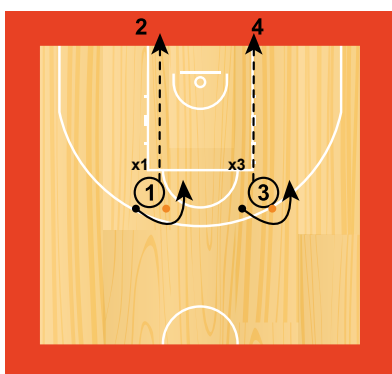
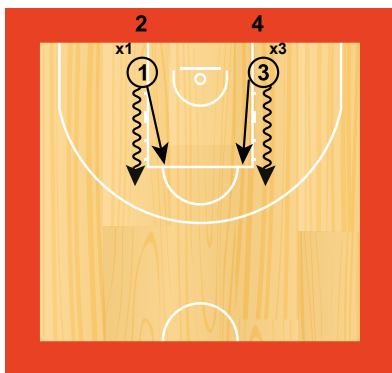
The game can be played with two teams at either end of the court, racing toward a score. The more exciting way to play the game is to play the game with defence!

# 5 TEAM DEFENCE

## 5.1 ACTIVITIES TO TEACH TEAM DEFENCE

Many of the activities in this booklet have defence or can have defenders added to them. In this section, we list some more contested activities that are an opportunity for the team to practice both offence and defence.

### “DEFEND DRIBBLE, PIVOT & PASS”



Players are in groups of at least 4 and 5 is the optimal number. Two groups are shown here, but the activity can be done with any number of groups.

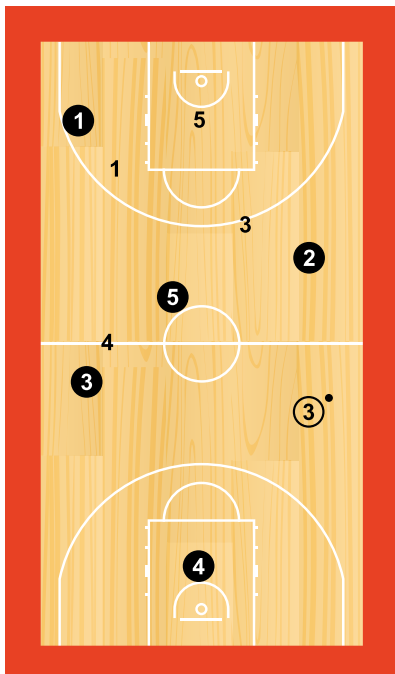
The first player dribbles to the free throw line and jump stops. It is important to jump stop, because they can then choose which foot to pivot on.

The second person in line sprints after them to defend them. The person with the ball must turn to face the baseline and pass to the next person. The defender makes the pass as hard as possible.

Before pivoting, the player should put their “chin to shoulder” to see where the defender is. Wherever the defender is, the player should move in the opposite direction.

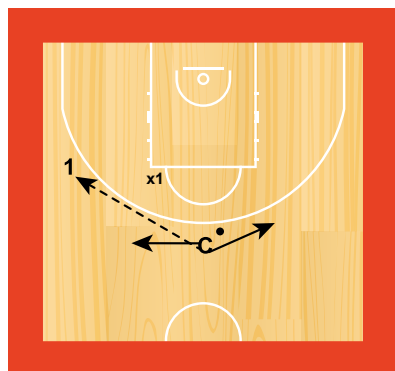
Encourage players to use “pass fakes” to try to get the defender to move.

### "TALLYBALL TOUCHDOWN"



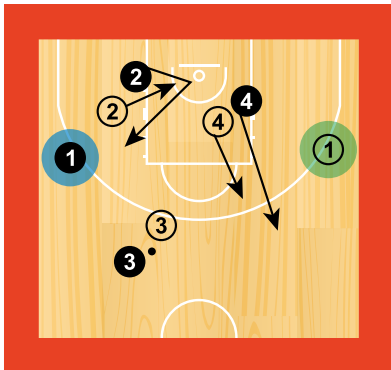
- Two teams aim is to complete a minimum number of passes (e.g. six consecutive passes) and then pass the ball to a team mate in the keyway.
- One point is scored when the player in the keyway receives the ball after the minimum number of passes. After a point is scored the opposing team has possession from the keyway.
- A new count starts each time there is a fumble, or interception. No dribbling, no travelling, no fouling. If violation occurs, possession is taken from the side line.

### "5 PASS GO"



- The coach starts with the ball and offensive players start on the perimeter (you can have up to 3);
- Defender stays between their opponent and the coach. The coach passes to an offensive player who can elect to attempt to score or can pass back to the Coach.
- The Coach can move around, so that the defender's position will vary.
- The offensive team has 5 opportunities to "Go". If they score, they return to offence. If they don't score, or don't "go" within the five passes, offence and defence swap.

**“HOOP BALL”**



- This is a game for two small teams. Shown is 4 players on each team, but you could play with 3-7 players per team. The size of the area should be adjusted depending on numbers.
- Place two hoops at opposite ends of the court (shown as shaded blue and green circles). A player from each team stands in the hoop.
- Players may dribble or pass the ball. Teams score by passing the ball to their teammate standing in the hoop.
- When a team scores, their opponent starts with the ball at half-way. If an opponent steals the ball, they can immediately try to score.
- The game can be played for a specific time or up to a set score. Most importantly, don't leave the same player in the hoop all the time.

**“NO GRAB” DEFENCE**

Teams of up to 5 players each play in a half court. The coach can designate how a team scores point, including any one of the following (or combination of them):

- Pass to someone in the keyway;
- A successful shot;
- A shot taken from inside the keyway;
- Each player on the team has caught a pass, without the defence touching the ball (or the ball hitting the floor);
- A certain number of consecutive passes (e.g. 10) without being touched by a defender or touching the floor.

However the scoring is done, the defensive team cannot steal the ball from someone who is dribbling or who has the ball. If someone is dribbling, the defence simply try to get in front of them and make them change direction or stop. If the person with the ball is not dribbling, the defender tries to make it hard for them to pass.

The defence may intercept a pass.



## 5.2 ACTIVITIES TO TEACH "GAME COACHING"

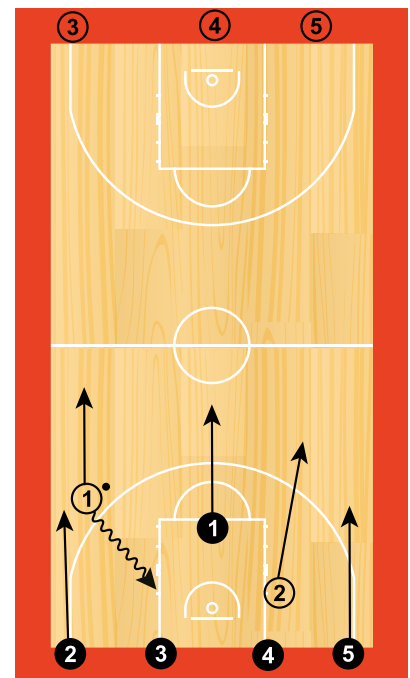
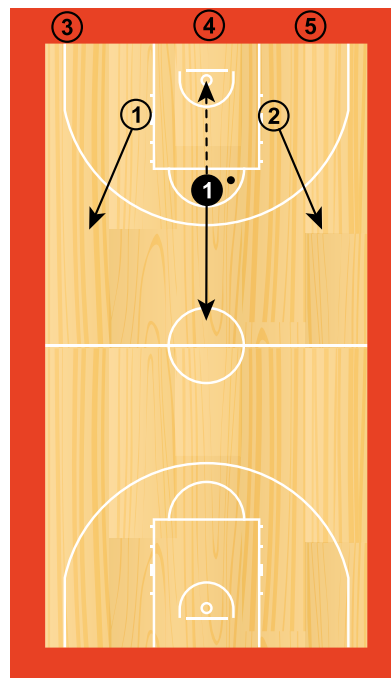
Coaching a game is quite different to a practice session because the coach has much less control over what is happening. The coach makes substitutions and can give feedback to players that are currently off court or during a time out or break between quarters.

The coach should practice giving feedback quickly. More importantly though, the players need to be allowed to practice playing in a game like situation where they must "find solutions" and remember the important principles of play.

Below are two activities, that can be used at practice to practice a "game like" situation. It can be good to have a referee attend practice and officiate the game. This can help the players and coach to learn the rules.

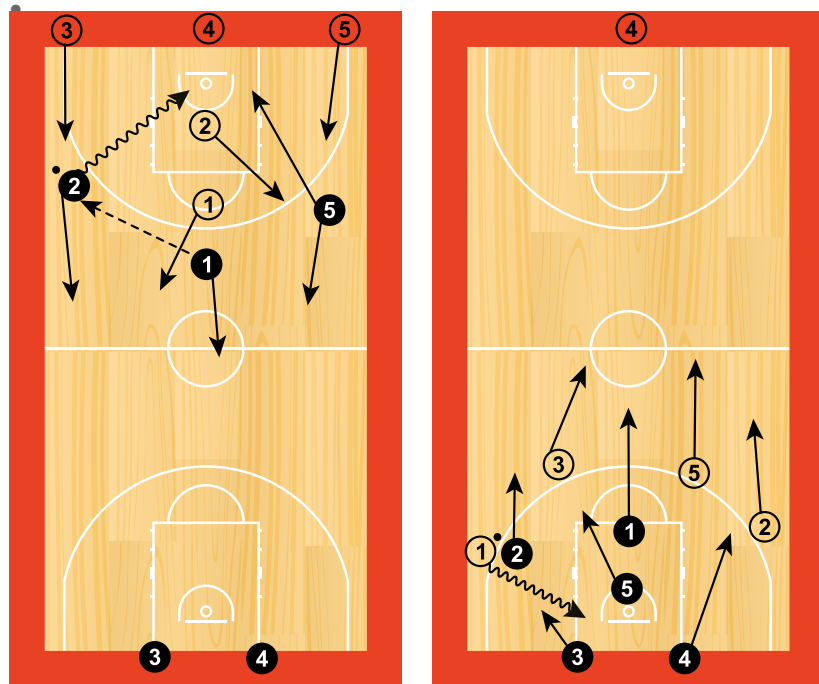
### "WAKE FOREST"

- 1 player from black takes a foul shot and 2 players from white line up to rebound. Once white get the ball they attack the other end. The foul shot is worth 1 point;
- White has the advantage and try to score. Once they score, or black gets the ball, 2 more black players step in;
- Black now has 3 players against 2. Once they score, or white gets the ball, 2 more white players step in;
- White now has the advantage (4 players against 3). Once they score, or black gets the ball, the last two black players step in;



- Once Black score (against 4 white defenders) or white get the ball, the last white player steps in;
- The teams now play 5 against 5, with white on offence. The activity stops when white score or black get the ball;
- The activity starts again, but this time white takes the initial free throw.

The activity can be played for a set period or until a certain score.



### SCRIMMAGE ACTIVITY

The activity is played in two halves. In the first half one team (e.g. white) is on offence in the half court. When "white" score (or black get the ball), black go to the other team undefended and keep shooting until they score. The ball comes back for contested half court. At half time, black is likely to be ahead! Teams are reversed in the second half, and white will get to score every time they get the ball.

Coach can vary how teams score in contested – e.g. getting the ball into the key, shot hitting the ring etc.



