



1. Run on the spot as fast as you can (15s)
2. Bring your **knees up high** towards your chest
3. Swing your arms back and forth to 'pump'

JOGGING ON THE SPOT



1. Jump into a **star shape** with **wide** arms and legs
2. Then jump back in to stand with **straight** arms and legs (x10)

STAR JUMPS



- Put your arms out straight out to the side
- Start by making **small circles** with your arms, then slowly progress to larger circles (30s)

ARM CIRCLES



- Put your arms out wide
- Cross your arms **across your body** like a pair of scissors (x10)

ARM SCISSORS



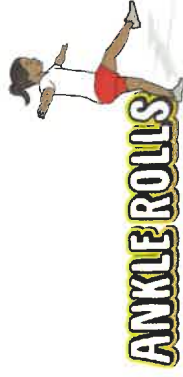
- Stand with 1 leg bent in front, and the other leg bent behind you (**lunge position**)
- Jump to **switch your feet** (x10)

JUMP LUNGES



- Standing straight with your feet together, push up onto your **tip-toes**, then back down (x10)
- Then **balance on 1 leg** and go onto your tip-toes and down (x5 each foot)

CALF RAISES



- **Balance** and put out **1 leg** in front
- Draw **large circles** with your ankle in the air
- **Switch feet** and do the same (5-10s each foot)

ANKLE ROLLS



- Then switch to touch the other foot with your other hand
- Step and **swing your leg** out in front of you to **touch your foot** with your **opposite hand** (x10)

STEP & SWING



- Bring your **knee up and out** to the side of you, then in front
- Switch legs and do the same (x15)
- Then, **change** – bring your your knee out in front, then to the side

OPEN & CLOSE THE GATES



- Stand with wide legs & arms
- Keeping your feet where they are, touch with **one hand to the opposite toe** (x15)

TOE TOUCHES



- Step and touch your **knee** to your **opposite elbow**
- Then **hop** and **switch feet** to do the same the other way round (x10)

(KNEE HOPS)

Shooting and Skill Development Drills

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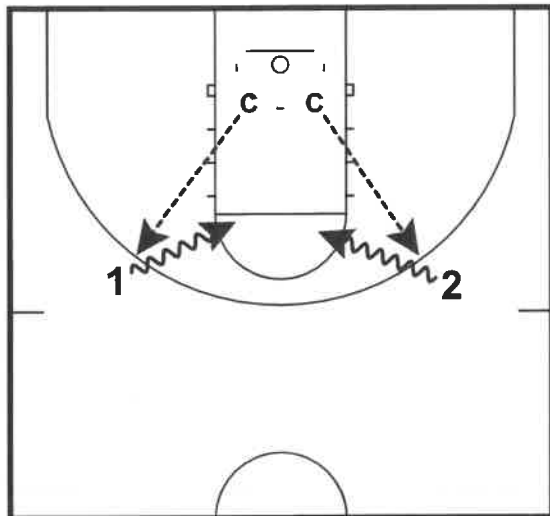
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Shooting and Skill Development Drills

Individual Drills

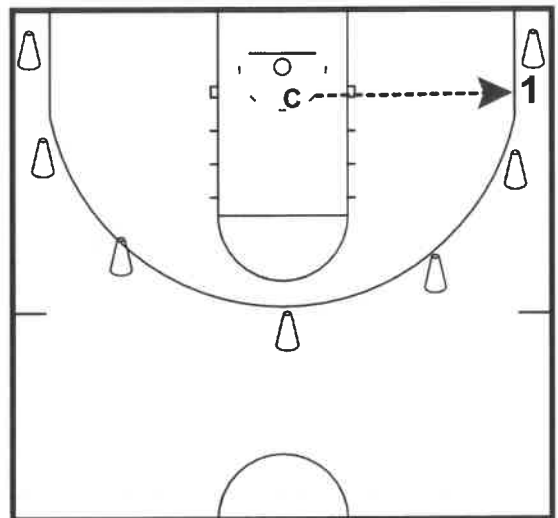
1:30 shooting 14 Makes
NBA Shooting



The coaches will rebound and pass back to the shooters. The shooters must shoot a pull up jumper You can do this with a partner or solo

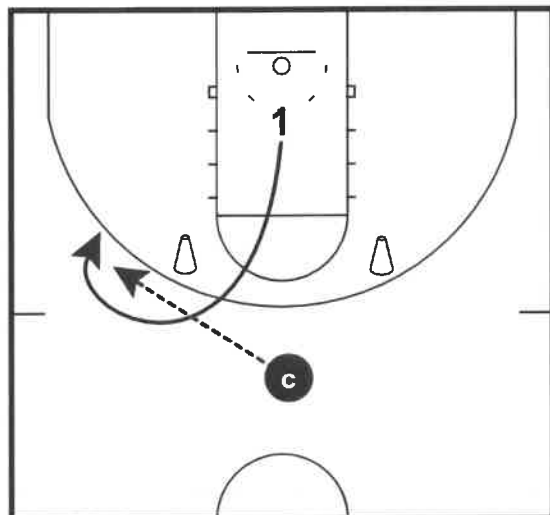
14 2s by 1:30

1:30 shooting 14 Makes
NBA Shooting



The shooter starts in the corner. The shooter must make two in a row to move to the next spot. The shooter shoots from 7 spots going for 14 makes in 1:30 minutes.

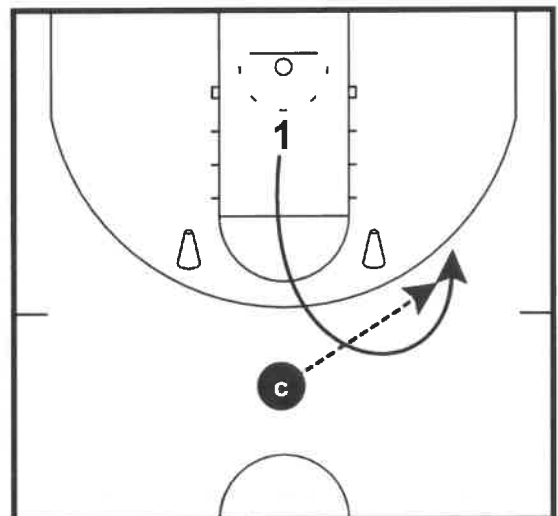
2 Cone Shooting



Start under goal
Sprint around cone for a 3 pt shot
Set of 10

Can do this solo or with a partner
Keep chart of all your makes

2 Cone Shooting



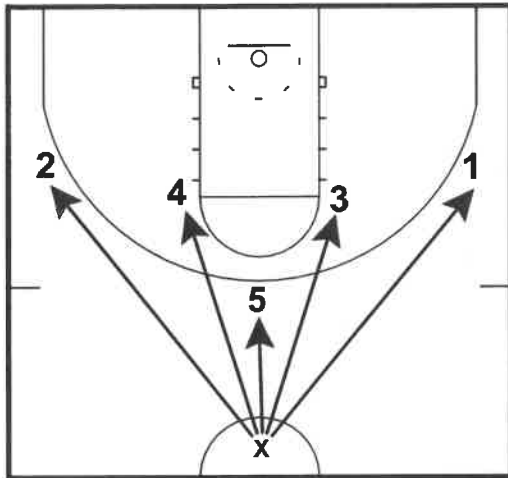
Player starts under goal and sprints around cone for 3 point shot
-10x

Credit : Kevin Stallings

Shooting and Skill Development Drills

Individual Drills

5 shot drill
Kevin Stallings



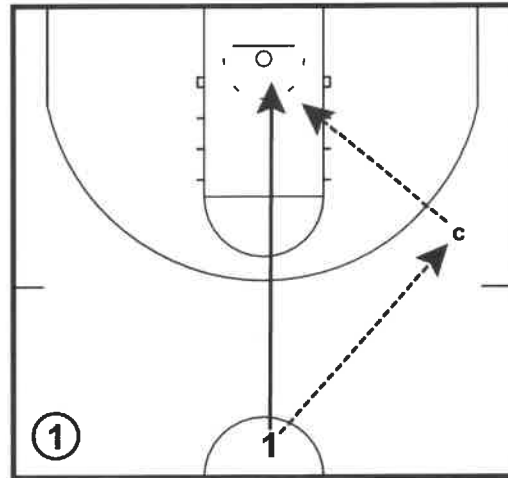
Player begins drill on home base (X). The shooter must return to home base after each shot.

He will take

5 shots in the following order:

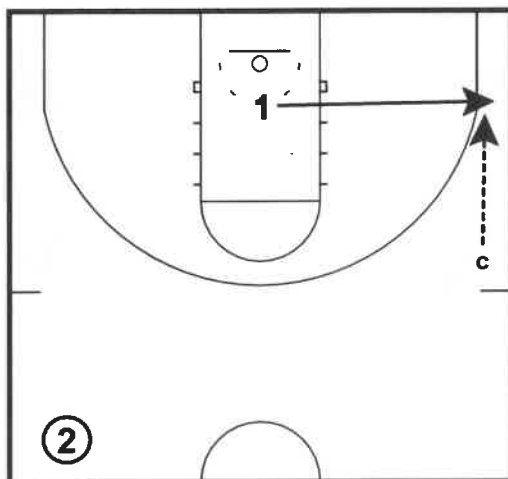
- right wing
- left wing
- right elbow
- left elbow
- 3 straight ahead
- 3 sets
- 15 total shots

5 spot shooting



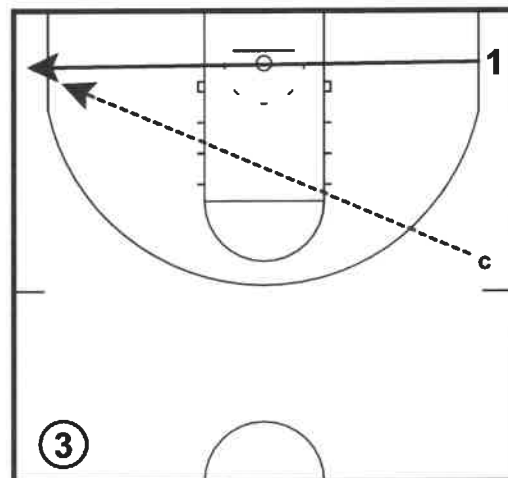
1 Shot is a layup

5 spot shooting



Cuts to the corner for a 3

5 spot shooting

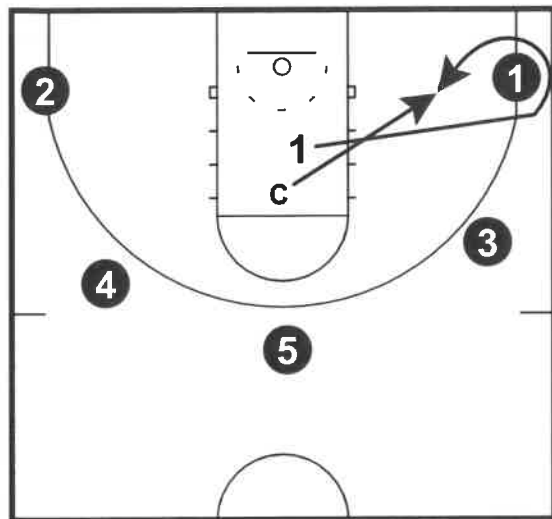


Sprint cross baseline

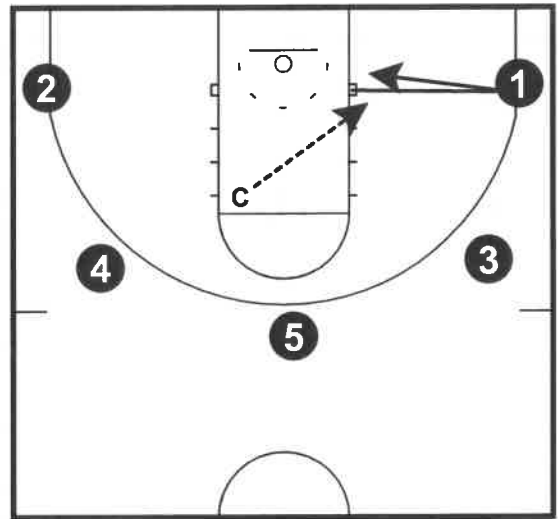
Shooting and Skill Development Drills

Individual Drills

Part 2 Shooting off the pass left turn



Part 3 Lay ups

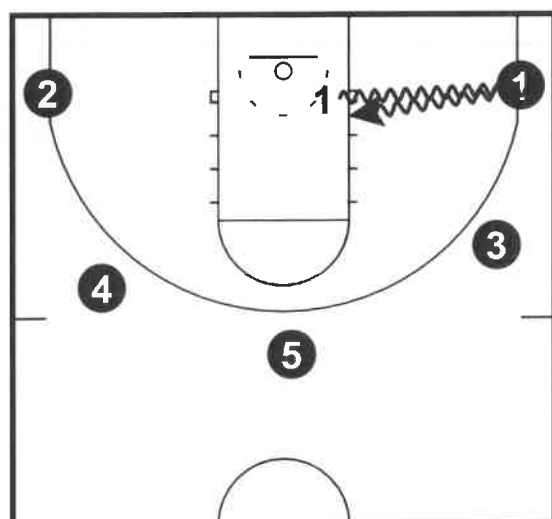


Sprint to the perimeter and then cut backdoor for lay up.

Variations:

1. 1 foot finishes
2. 2 feet finishes
3. Floaters
4. Weak hand finish

Part 4 Off Dribble

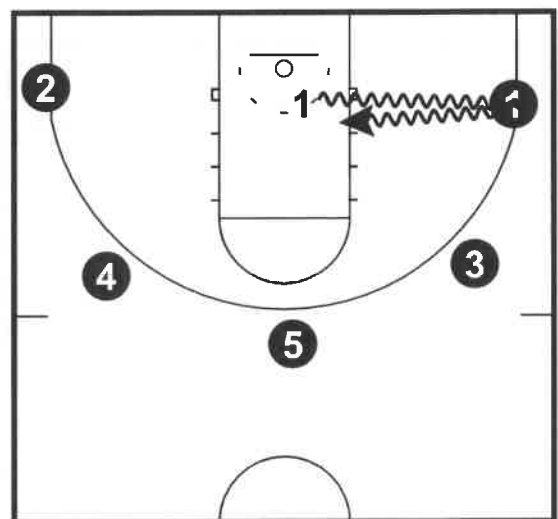


Start under the basket and dribble ball to spot one and dribble back to basket for finish at the rim. Continue to all 5 spots.

Variations:

1. Dribble with same hand the whole time through
2. Make behind the back dribble at the 5 spots

Part 5 Off Dribble

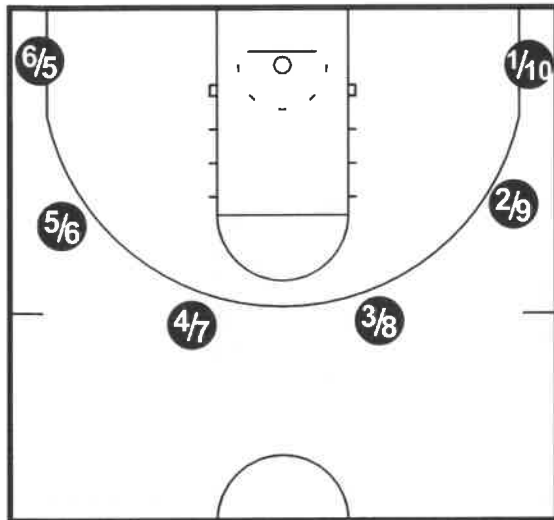


Part 5 Off dribble: Dribble out to the 5 spots and shoot the pull up jump shot. Keep the basketball in the same hand through out the drill

Shooting and Skill Development Drills

Individual Drills

10 spot shooting

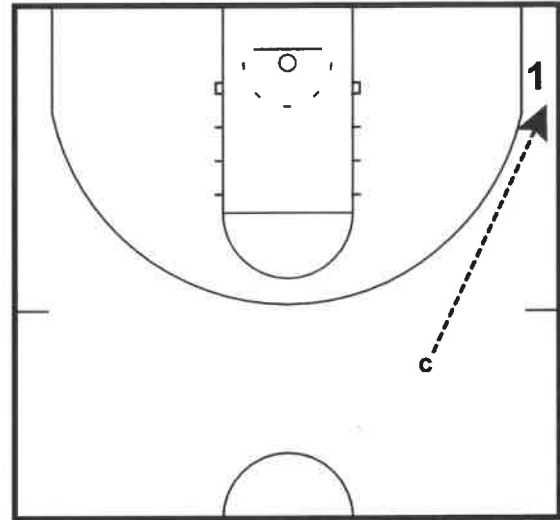


Shoot for a 1 min or until you make 10 makes

Can't miss 2 in a row or you go back

Can do Solo or with a partner

And 1 shooting
Mike Neighbors

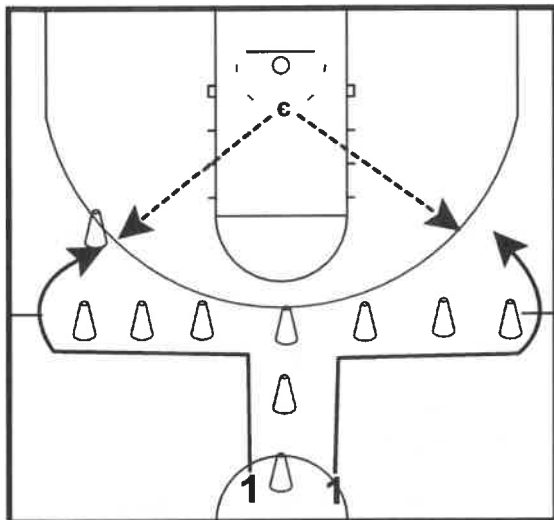


Put 1:00 on your clock. Begin the time when the first shot is made from the corner. On a make shooter moves to the wing until she/he makes a shot. To the top of key until a shot is made. Move to opposite wing after a make and then finish with a make in the corner opposite from where drill began. Stop the time on the last made shot to complete the first round.

Shooting and Skill Development Drills

Individual Drills

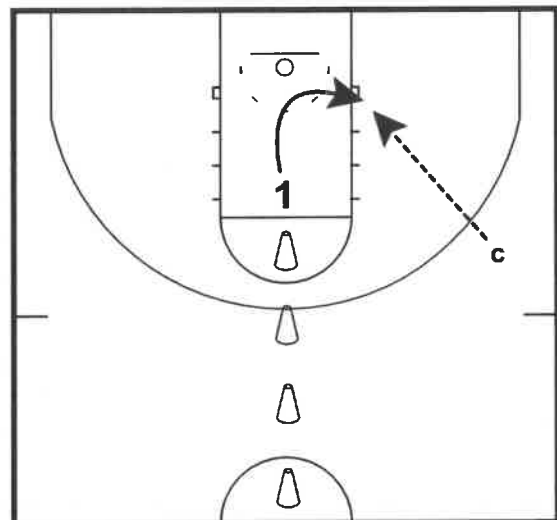
Balance Shot Drill
Kevin Stallings



Hurdle Jumps into Shot

A. Place hurdles or cones about 3 ft apart, jump forward and then laterally over hurdles into 3 pt shot, 5x each way

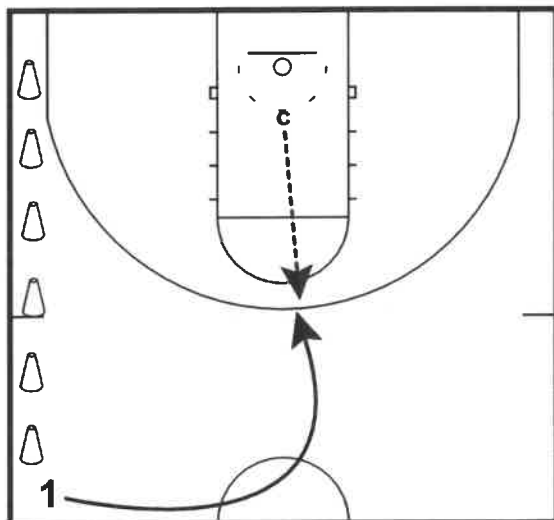
Balance Shot Drill
Kevin Stallings



18" Hurdle Jumps into Shot

B. Variation for Bigs -- Jump forward over hurdles, execute post move. 5x each side

Balance Shot Drill
Kevin Stallings

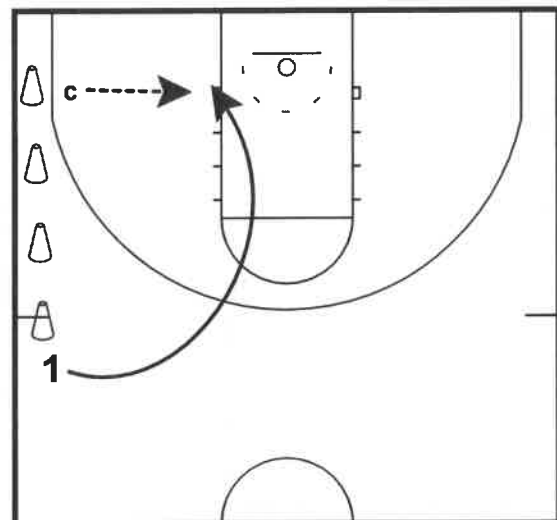


Low Hurdles

-Place hurdles or cones 3 feet apart.
-Quick feet over hurdles into 3pt shot.

A. Right Side 10x, Left Side 10x, Top 5x each way

Balance Shot Drill
Kevin Stallings



Low Hurdles - Variation for Bigs

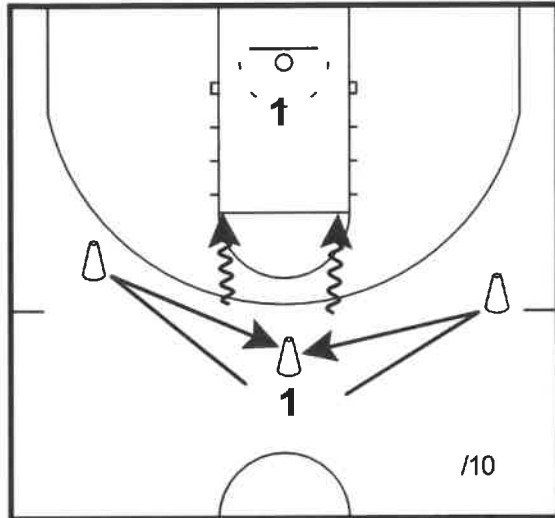
-Place hurdles or cones 3 feet apart.
-Quick feet over hurdles into post move.

B. Right Side 10x, Left Side 10x, Top 5x each way

Shooting and Skill Development Drills

Individual Drills

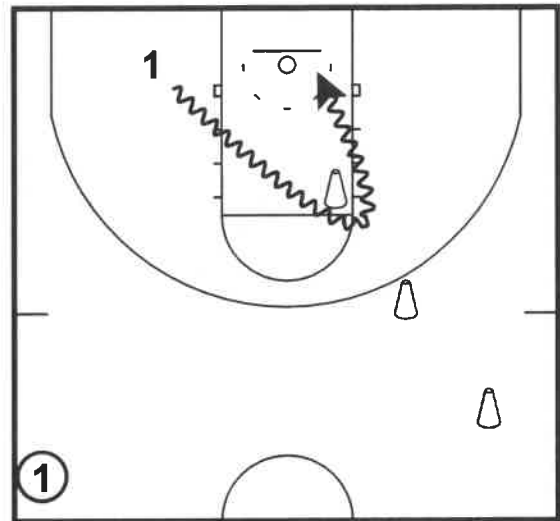
Catch and Shoot 3's



Rip move and 1 dribble pull up
Put down score for each day best out of ten shots

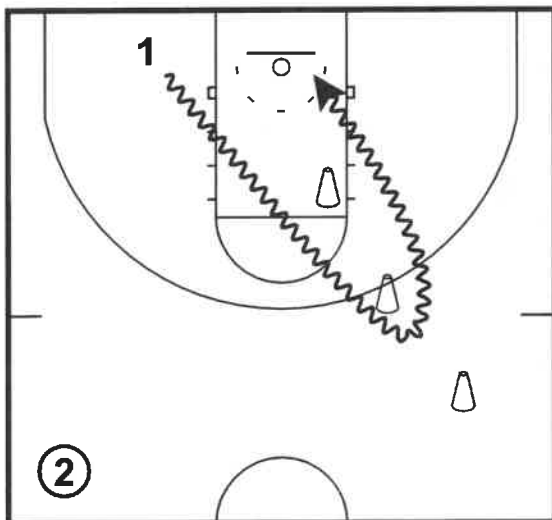
Chart up makes for each day and put final amount
Total amount out of 50

Circle shooting

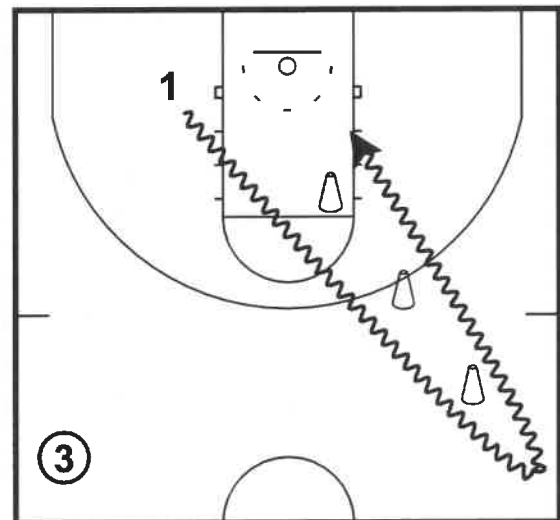


3 dribbles before turning the corner

Circle shooting



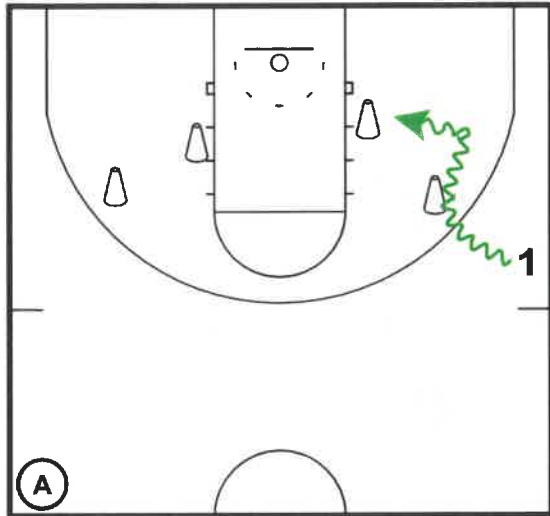
Circle shooting



Shooting and Skill Development Drills

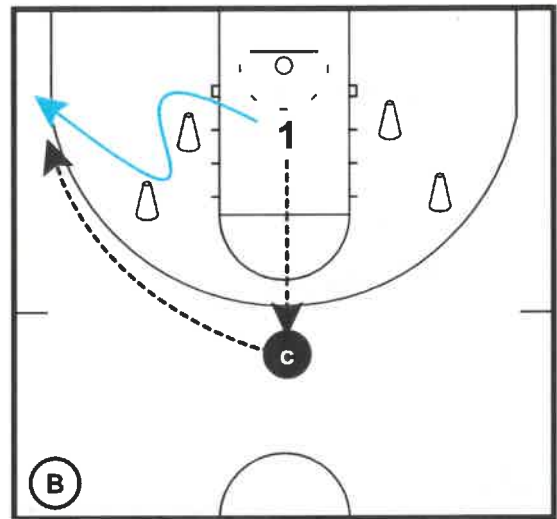
Individual Drills

Crossover/ Fade/ Drive Middle shooting series



Attack cone with crossover dribble towards baseline. Shoot one dribble pull up

Crossover/ Fade/ Drive Middle shooting series

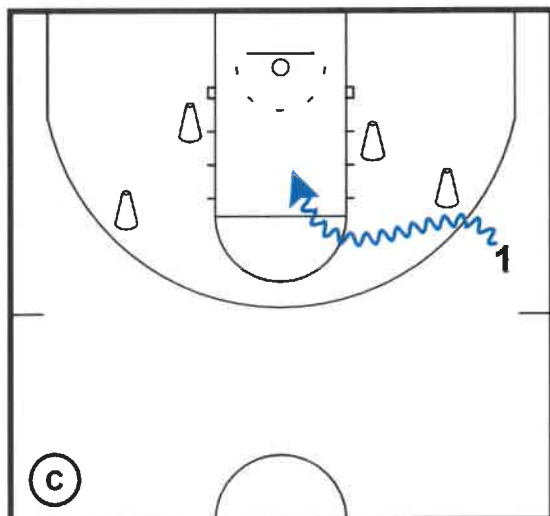


Working on the fade.

Come off down screen then fade into corner for 3

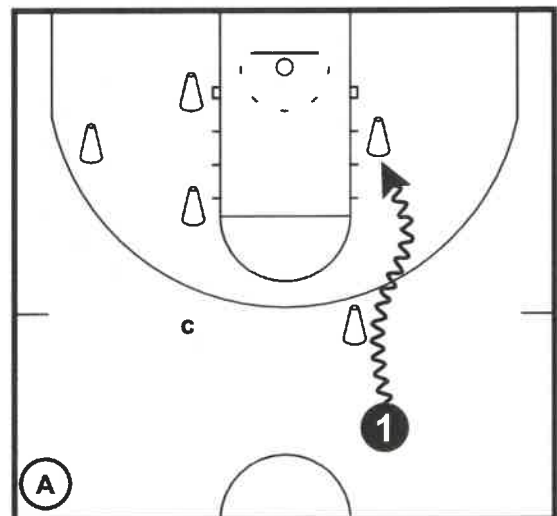
Have feet set and hands ready to shoot with smooth break down mechanics

Crossover/ Fade/ Drive Middle shooting series



Crossover into middle. Shoot jumper

Curl shooting

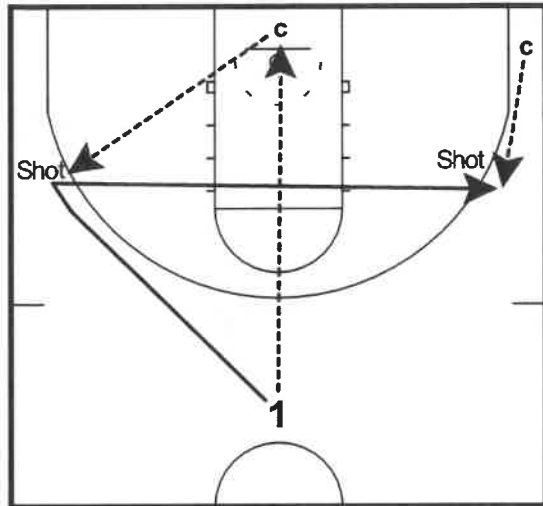


Hard dribble attack with hesitation move at the 1st cone then continues with one dribble pull up at the next cone

Shooting and Skill Development Drills

Individual Drills

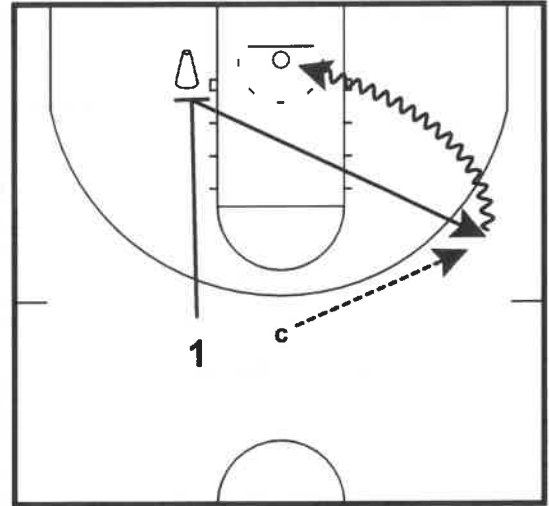
Double Shooting



Cont

10 foul shots after

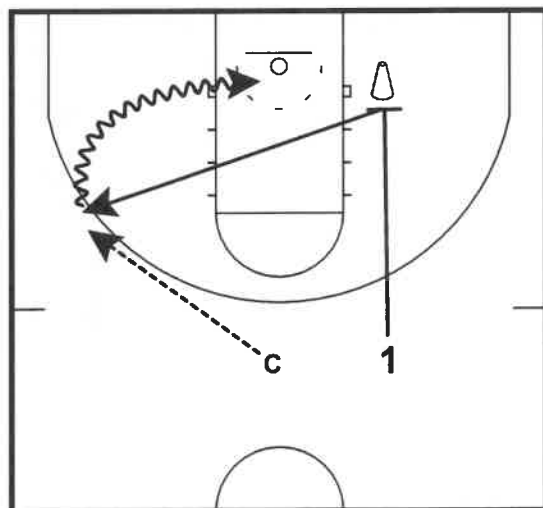
Down Screen to weak side attack



Moves to work on

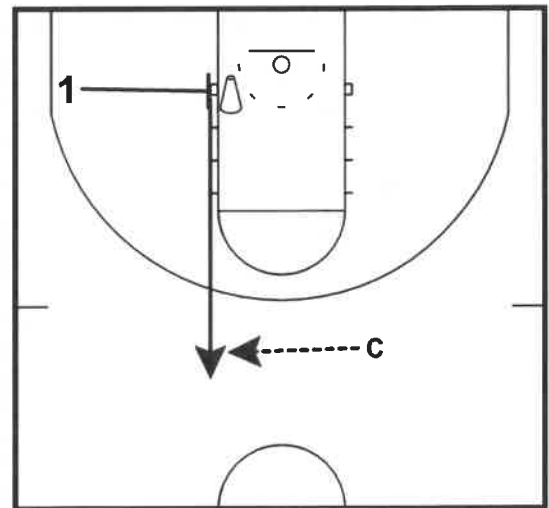
Attack Moves:
Rip and Go
Jab and Drive Middle
Shot Fake and Drive Baseline
Catch and Shoot

Down Screen to weak side attack



Same on left side

Down Screen to weak side attack



Cross Screen at block then come up to get pass from coach

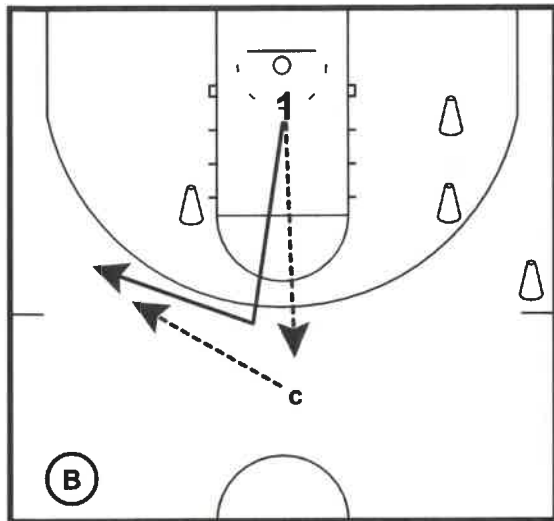
Moves to work on

Rip and go
Jab and attack middle drive
Shot fake
Baseline drive
catch and shoot

Shooting and Skill Development Drills

Individual Drills

Dribble Penetration/Flare Screen

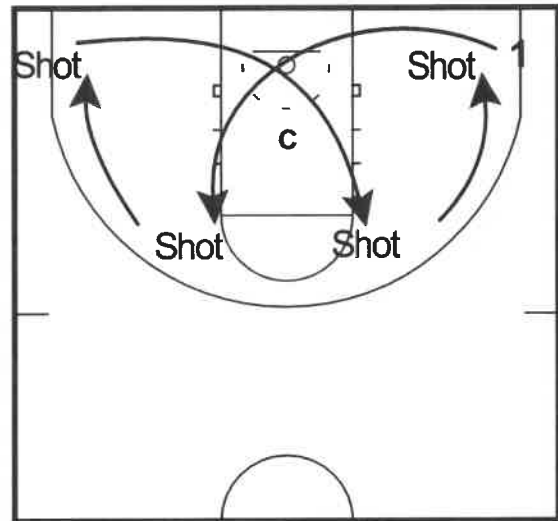


After shot, pass to coach at TOK run off flare screen for a 3

Also work on shot fake pulls
Attacking baseline drives
baseline floaters off the backboard running,
running jumpers

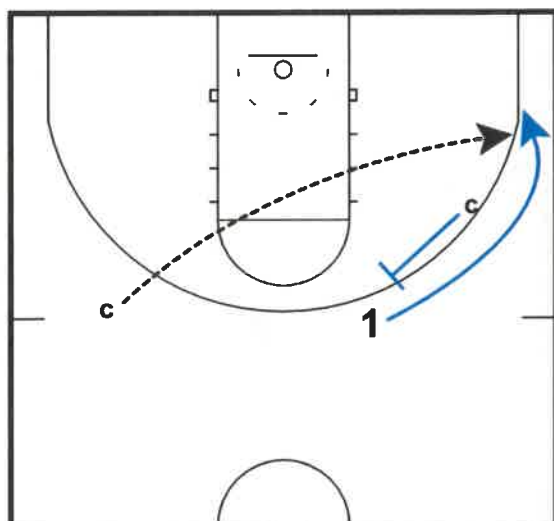
Also you can work on both sides

Elbow Corner Shot



Player starts in corner curls up to the elbow for a shot then goes down to short corner for a shot then comes around to other elbow for a shot then goes to right side corner for a shot

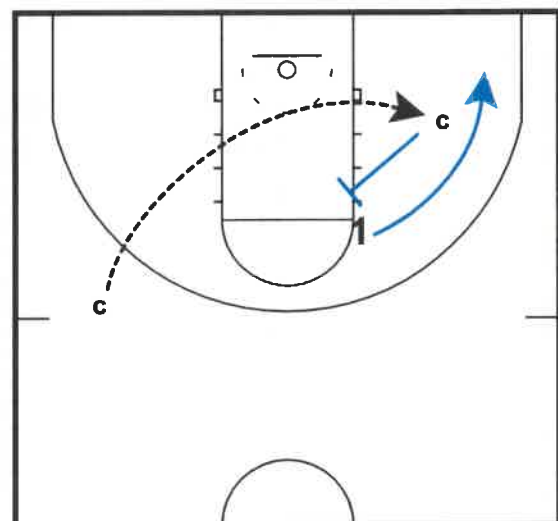
Fade Drill



Coach Sets flare screen for player 1
1 then flare down to corner for 3 pt shot

-5x each side
-10 shots total

Fade Drill



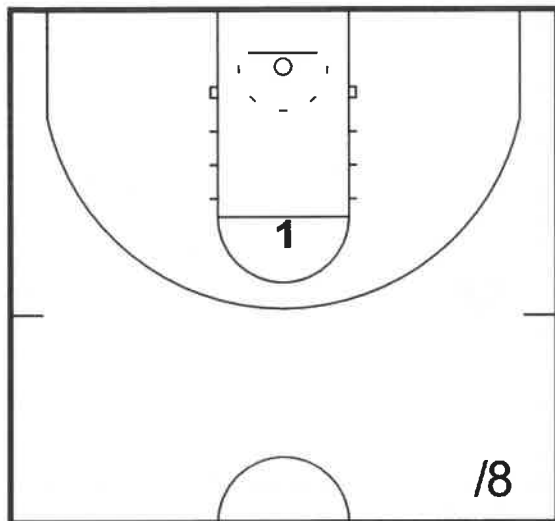
Mid Range

-5x each side
-10 shots total

Shooting and Skill Development Drills

Individual Drills

Game Situation Foul Shooting

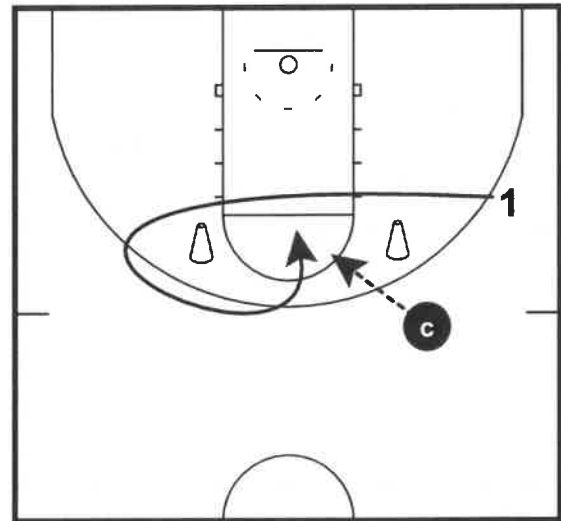


Working on game situational foul shooting

1. 3 shot foul
2. 2 shot foul
3. And 1
4. 1 and 1

If you make all shots that equals to 8 total

Mid Range (Guards) series
Kevin Stallings

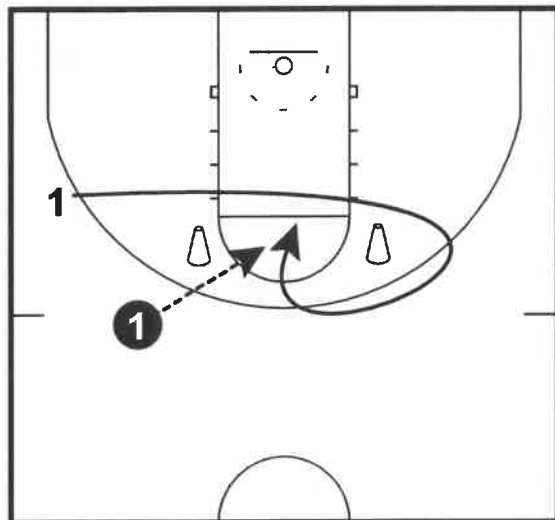


Slide below foul line then curls around cone for mid range shot

Set of 10

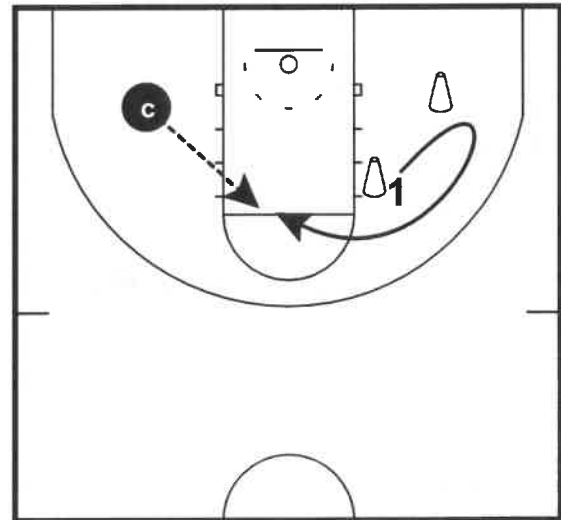
Credit Kevin Stallings

Mid Range (Guards) series
Kevin Stallings



Set of 10

Mid Range and 3's (Guards) #2
Kevin Stallings



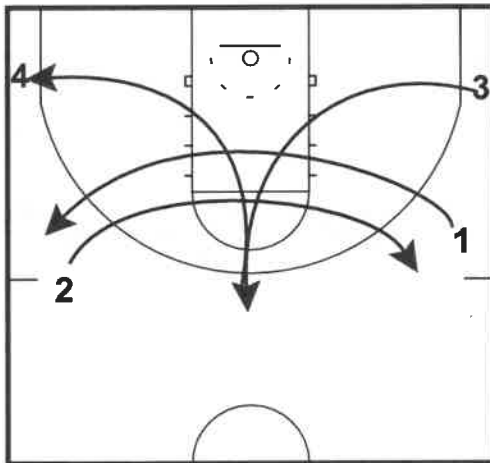
Cones are placed 12 feet apart. Player slides to cone and cuts off elbow cone for 2 point shot. Repeat drill on opposite side.
- 5 shots each direction
- 10 shots total

Credit Kevin Stallings

Shooting and Skill Development Drills

Individual Drills

Over Under 3 point shooting

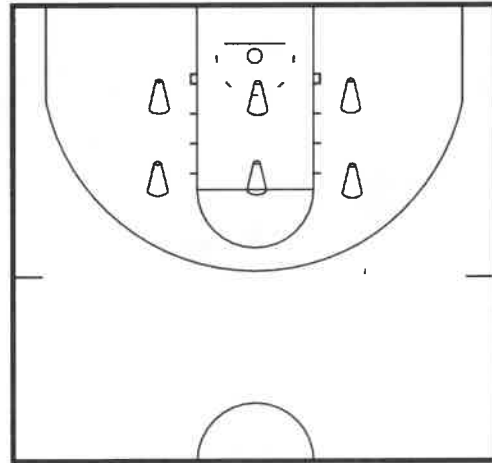


Start on the wing and work your way through. Make 5 by ending your last make at the 1st spot.

Once you made your last make go coast to coast and for power lay ups.

Keep your feet alive and active and lift into your shot VERY IMPORTANT

Perimeter Shooting
NBASHOOTING workout



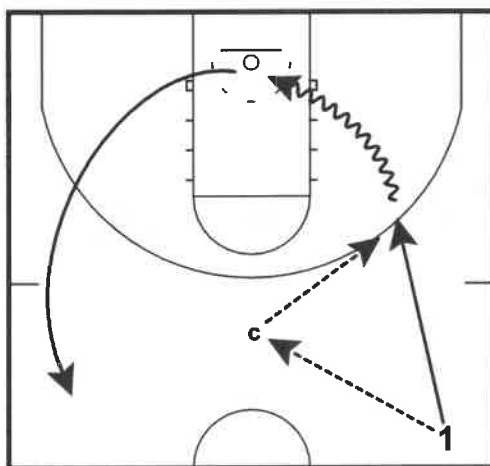
The player must shoot at least 25 shots at each spot. After shooting 150 total shots, the player must then

take at least one giant step back and repeat the drills using one dribble.

300 shots every other day equal 4500 shots per month.

Beginners start with 2250 shots per month.

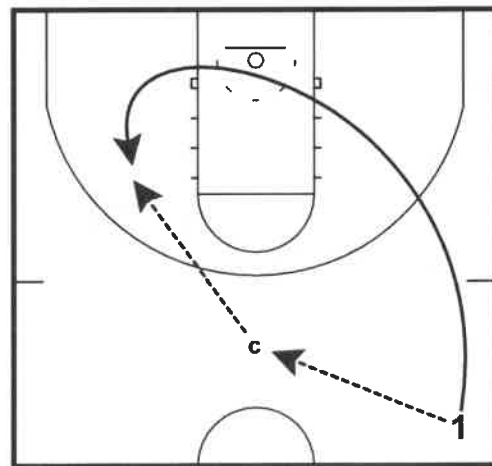
Pre Game Shooting



Types of finishes

Attack middle
Crossover
One dribble Pull up
3 point shot
Mid Range
Middle catch and shoot
Baseline pull up

Pre Game Shooting



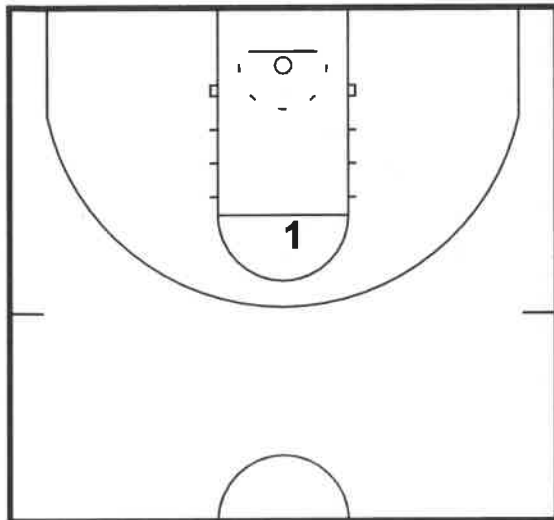
Types of finishes

Attack middle
Crossover
One dribble Pull up
3 point shot
Mid Range
Middle catch and shoot
Baseline pull up
Shot fake pull up
shot fake baseline lay up
Footwork-reverse lay up

Shooting and Skill Development Drills

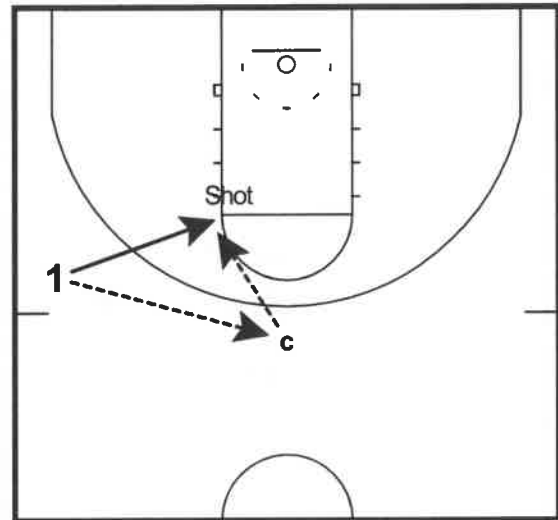
Individual Drills

Ray Allen Shooting



End with 1 and 1

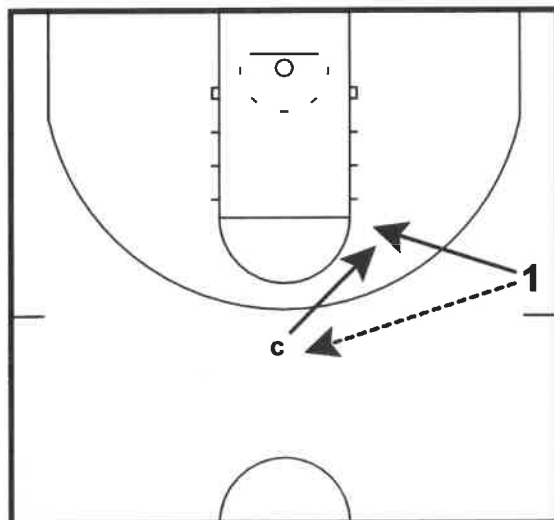
Elbow
Shooting on the move



Player passes to coach at top of key play then get pass back at the elbow for shot

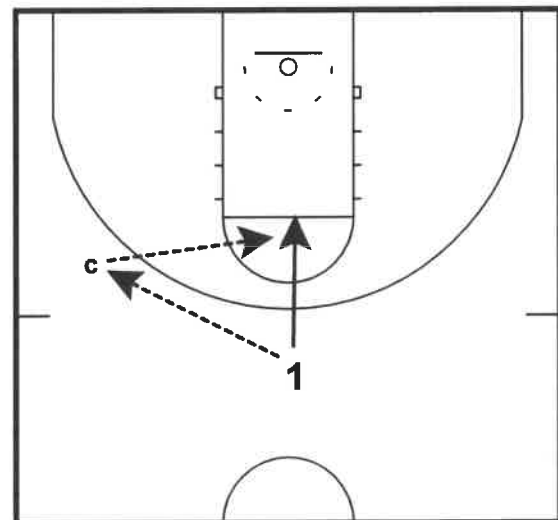
Set of 10

Elbow
Shooting on the move



Things to work on:
Catch and rip
Running floaters
Lay ups using opposite hand on the right side
straight line drives
Pro hops into a floater

Foul Line
Shooting on the move



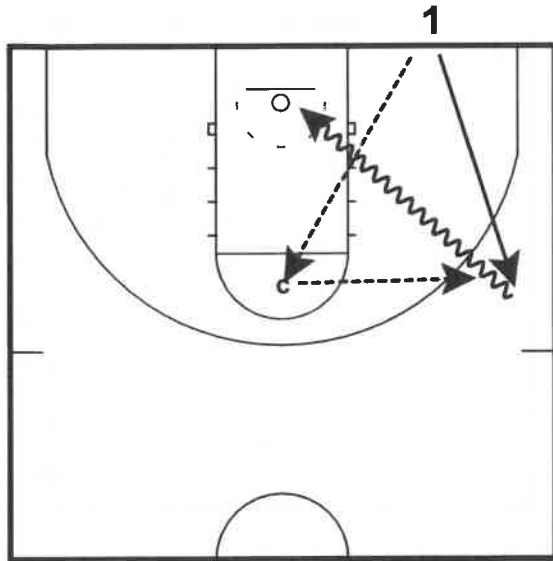
Foul line

10 makes

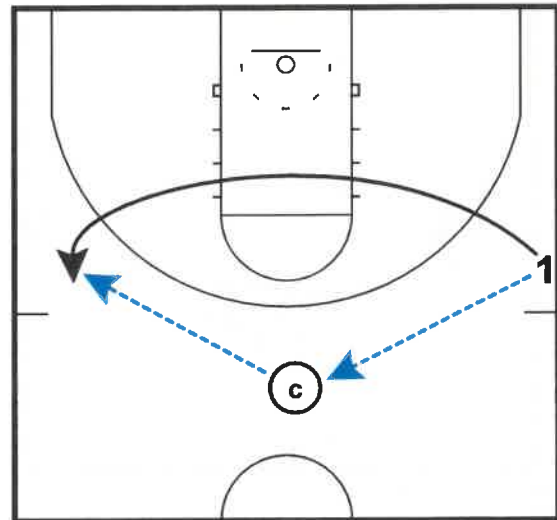
Shooting and Skill Development Drills

Individual Drills

Wing
Shooting on the move



Shooting on the run



Player 1 passes to c then Iverson cuts over the FT line to other side for shot.

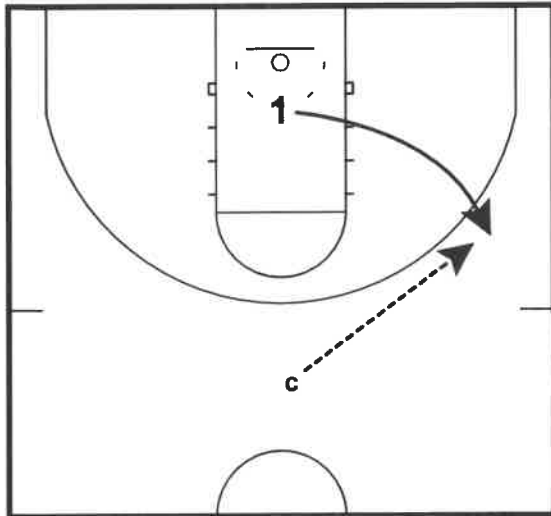
Have feet set and hands ready to shoot

Put a set time or amount of makes as your goal

Shooting and Skill Development Drills

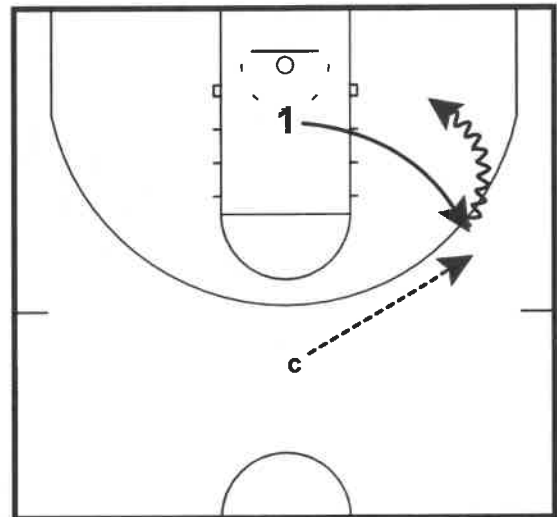
Individual Drills

Wing Jab Shooting series



Wing cut and Jab

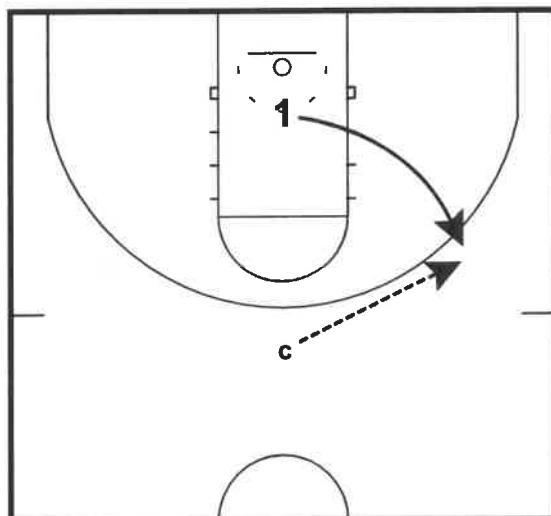
Wing Jab Shooting series



Wing cut and Jab
Shot fake and dribble pull up
Shot fake and attack the basketball

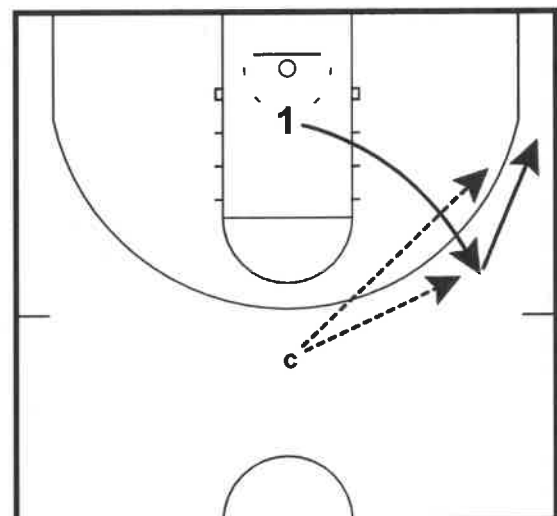
-5x each side
-10 total shots

Wing Jab Shooting series



Wing cut jab into a 3

Wing Jab Shooting series



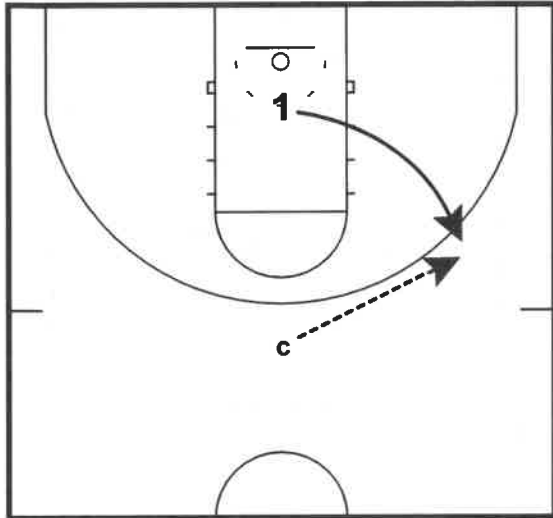
Wing cut jab to 3
Side dribble shoot

-5x each side
-10 total shots

Shooting and Skill Development Drills

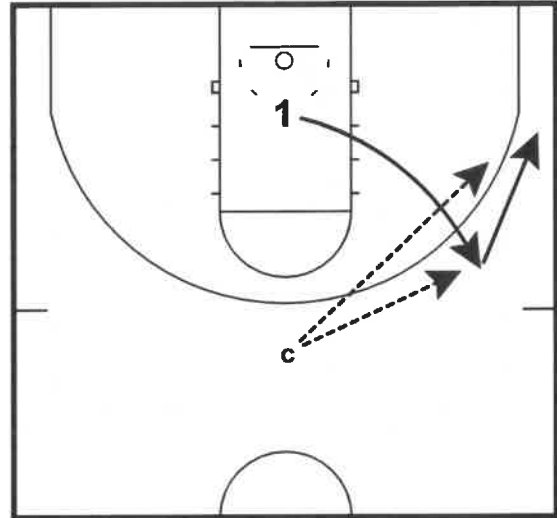
Individual Drills

Wing Jab Shooting series



Wing cut jab into a 3

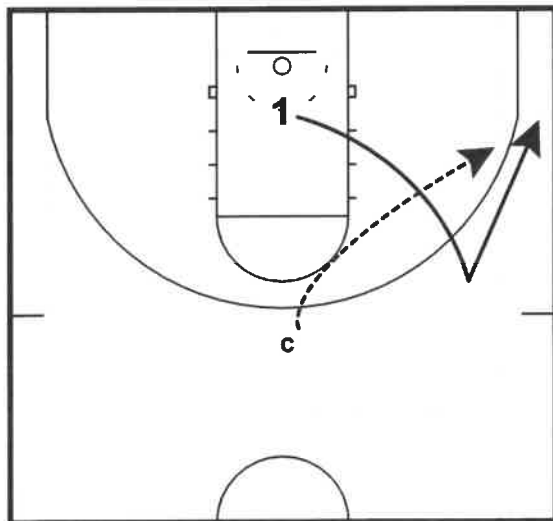
Wing Jab Shooting series



Wing cut jab to 3
Side dribble shoot

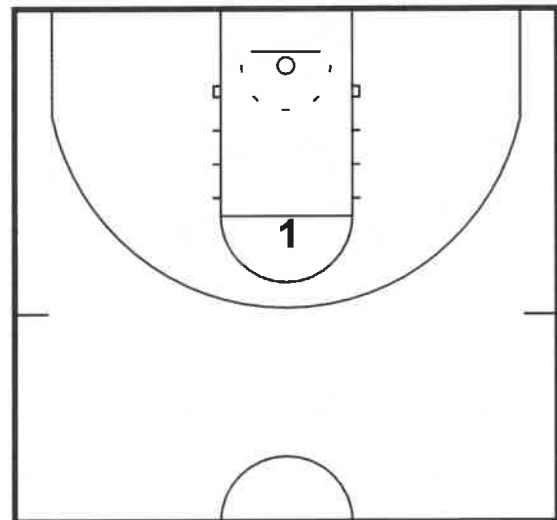
-5x each side
-10 total shots

Wing Jab Shooting series



Wing cut flare to corner

Wing Jab Shooting series



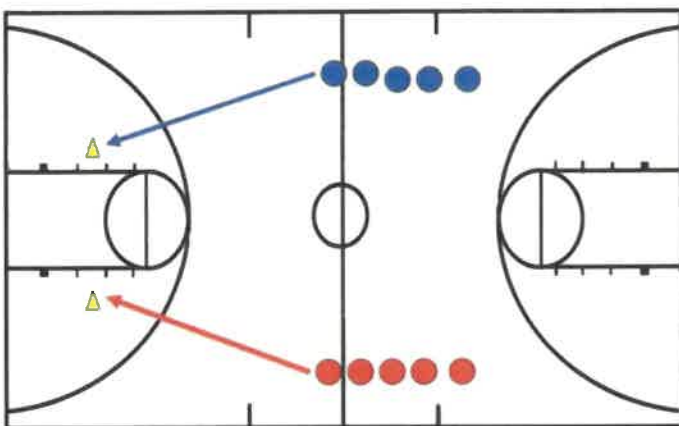
End all drills with a 1 and 1

-5x each side
-10 total shots

Shooting Drills

The best way to become a better shooter is practice, practice, practice. That, of course is assuming that a player has learned the proper shooting fundamentals. All the practicing in the world will not matter, if a player's technique is wrong. **(BEEF)** Before having your players do shooting drill after shooting drill, make sure they know how to shoot the basketball. Since you will have players of all different skills, have the players do the drills below and watch for players that need help on the fundamentals, spend time correcting these players so that they do not develop any bad shooting habits.

Half Court JumpShot Relay

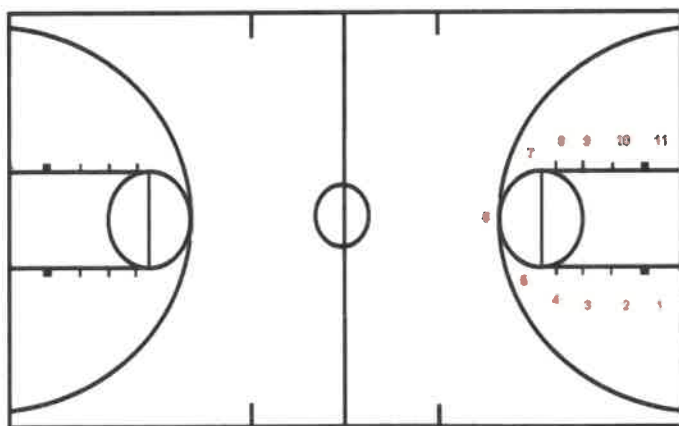


Dribble Down and Shoot Drill (Jump Shot)

For this drill, divide your team into 2 groups. Each group lines up in a straight line at half court and the first person in each group has a ball. At the coach's command, the first person in each group dribbles down court towards the basket stops at the cone and shoots a jump shot. After making the shot (or after 2 attempts at making a shot) the players rebound their basketball and dribble

back to half court, passing the ball to the next person in line. The next players in line then repeat the drill, until all have had a turn.

Around the World Shooting Drill



Around the World

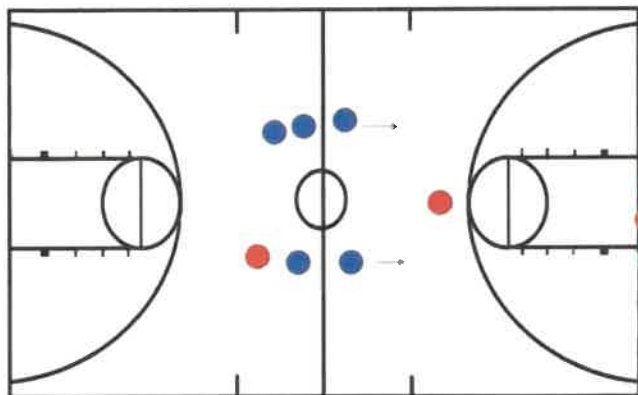
For this drill, each player must make a number of shots at various locations around the key (the skill level of your players will determine the distance the players are from the key). Players start from location #1 and when they make the shot go to location # 2.

Players continue around the key (or Around the World) until they finish at location #11.

PIG, HORSE, ELEPHANT (or any other animal)

For this drill, break your team into a number of groups (so that each group has its own basket). One player from the group starts the game. That player calls out a shot they will be attempting (i.e. foul shot). If that player makes the shot, all the other players in the group must attempt that same shot. If a player misses the shot, that player receives a letter (P if playing PIG, H if playing HORSE). A player is out of the game if they receive all the letters of the animal. If the player calling the shot misses the original shot, it becomes the next player in the group's turn to call out a shot.

2 on 1 Shooting Drill

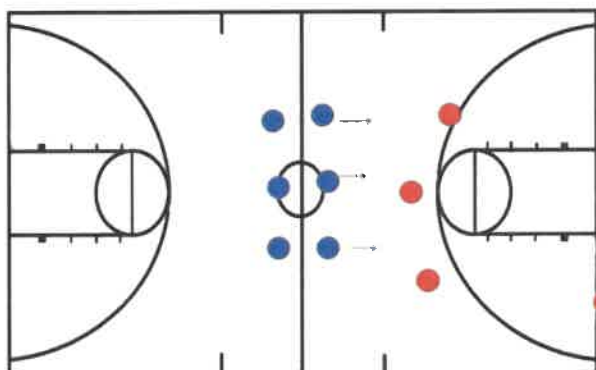


certain period of time (usually 20-30 seconds).

2 on 1 Shooting drill

This drill works on shooting as well as the player's ability to find the open man. For this drill, 2 players are on offense while 1 player is on defense. Starting at half court, the two offensive players must dribble the ball up the court, pass to the open player and shoot at the basket. The offense is awarded a point if they score. The defender is awarded a point if they steal the ball, get the rebound off a missed shot, or prevent the offense from scoring for a

3 on 3 Shooting Drill



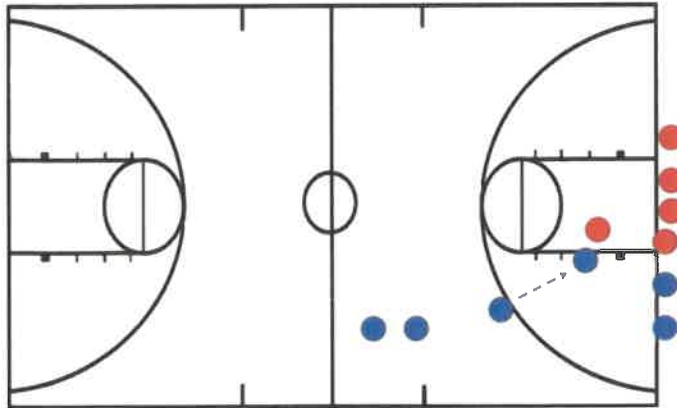
3 on 3 Shooting Drill

This is like a mini game. 3 players are on offense, 3 players are on defense. Starting at half court, the offensive players must dribble the ball up the court, pass to the open player and shoot at the basket. The offense is awarded a point if they score. The defense is awarded a point if they steal the ball, get the rebound off a missed shot, or prevent the offense from scoring for a certain period of time (usually 20-30 seconds).

10 Basket Team Shooting

Divide your team into as many groups as you have baskets. Each group will be assigned their own basket and each player will have their own basketball. At the coach's command, each team starts shooting at the basket from a designated distance (further outside the key for more advanced teams). The first team to make 10 baskets is the winner.

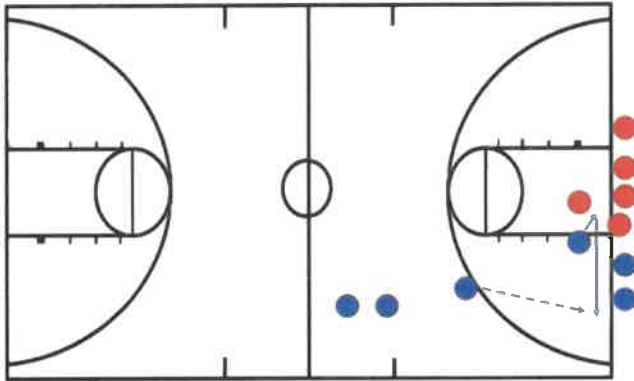
Low Post Shooting Drill



Low Post Shooting Drill

This drill will work a player's post-up skills as well as shooting from the low post. Two players are on offense (1 Post-up player and 1 Passer) and one player is on defense. The Post-up player must work on getting in the proper position so that they can receive a pass and are close enough to the basket to score from the low post. The Passer must use the appropriate pass (bounce pass, over head pass, etc.). The defender must try to prevent the pass and/or prevent the shot.

Baseline Shooting Drill



Base Line Shooting Drill

This is a good drill for your Forwards to practice. In this drill you have two players on offense (1 Post-up player and 1 Passer) and one player is on defense. The Post-up player starts by posting up, makes a fake move as if they are going across or inside the key, then quickly runs out to the baseline area to receive a pass. The Passer must use the appropriate pass (chest pass, bounce pass, over head pass, etc.). The defender must try to prevent the pass and/or prevent the shot.

Shooting Drills

Shooting is a key basketball skill that is learned through repetition of proper techniques. Not all players become great shooters, but with good technique and plenty of practice, any player can develop into a good shooter. When teaching shooting, it is important to be aware of individual differences among players. Not all players have the strength or coordination necessary to use the same technique, but two players can use slightly different styles and still adhere to the basic principles of shooting. Habits form early in young players – it is essential that proper technique is ingrained in athletes at an early age. The concept here is for young shooters to learn the basic shooting principles and positive action necessary to allow them to develop their shooting ability and become better shooters as they mature.

Shooting is a fine motor skill and players must practice a great deal to become good shooters. Fortunately, most players enjoy shooting and gladly practice it on their own. However, practicing can be much more productive if players incorporate the following basic principles:

- Aim at the hoop – have a “quiet eye” on the target.
- Select an appropriate angle of release where the elbow finishes at forehead level.
- Use all joints that can be used – knees, elbows, and wrist.
- Incorporate hip extension to add power.
- Start from a balanced position – triple threat position.
- Practice. Practice. Practice.
- Take psychological factors into account – concentration, shot selection, and confidence.

It is important for coaches to judge the following factors during the stages of an athlete’s shooting.

Shooting for K-2nd Grade

- Ready Position
- Hold ball with two hands—Make a “W” with hands
- Place ball at forehead with “Pizza Hand”
- Bend knees - “Sit in your invisible Chair”
- Shooting elbow connected to the knee
- “Push the ball up toward the sky and reach for the stars!”

Shooting for 3rd grade and older using the “B-E-E-F” acronym

Form shooting is done at a slow pace concentrating on achieving the perfect form. The movements are exaggerated for emphasis. You can also break it down further by concentrating on a specific body part i.e. wrist, foot, elbow. Following the “B-E-E-F” technique will help break down proper shooting form by emphasizing Balance, Eyes, Elbow, & Follow Through.

Introducing “B-E-E-F” techniques

- Balance - Player squares up to basket with toes pointed to hoop; feet shoulder width apart with knees flexed. (Note: When players are bending their knees, it is important to make sure their buttocks are down and back; bending knees with back straight and buttocks directly under torso is incorrect).
- Eyes – Eyes should be focused on target (basket); never leaving target during shot.
- Elbow/ Hand placement – Extend shooting hand directly in front of you and then bend it 90 degrees (making an “L”) upward at the elbow; cup your shooting hand so that the ball fits in

it with the guide hand guiding the ball in position. As the ball is raised up to the release point, guide hand fingers are pointed to the ceiling.

- Follow through – Release the ball off the fingers and push fingers through the ball while bringing the wrist through, to put some backspin on the ball. Follow through with the palm facing down; directing the ball into the basket. End with hand in the “cookie jar”.

Shooting Drills:

“Form Shooting” (2nd - 10th Grade) - Have players line up on a line on the court across from a partner. Each set of partners will have a ball. Using the BEEF concept, have players shoot the ball to each other focusing on balance, eyes on their target, elbow in and follow through. Have players focus on ending their shot with their elbow at eye level and extending their arm ending with a “floppy wrist” (hand in the cookie jar). This drill can be done individually on a wall or basket. Video available [here](#).

“Wall Shooting” (All Grades) – Have players line their forearms on wall so biceps are parallel with floor. Make sure toes are pointed straight at wall and all technical points are followed very closely. Player then steps back from wall, keeping arm at 90 degrees angle. Player then places ball on shooting hand and using the entire body, shoots ball up against wall, finishing on toes and holding follow through. Important that players do not shoot the ball too high on the wall as this will lead to incorrect form.

“Bank Shot Shooting” (K - 2nd Grade) - Line kids up at the block of the lane line. Have each player shoot a shot from the block focusing on using the glass and the box on the shot. Have kids shoot for the upper corner of the box.

“Frog Shooting” (K - 2nd Grade) - In the early stages of teaching shooting progression, it is important to teach young players emphasis on the use of the legs. Perform a squat while picking up the ball from the ground. Place ten fingers on the ball gripping the ball only using the pads of the fingers. Raise the ball to the forehead at the same time pushing with your legs. The player should be able to look under the ball to see the target at release. This is to teach the proper activation of the shooting muscles. (Note: this should happen in a continuous motion. The children may sight the target by looking over the ball, but at the release you should encourage them to be looking under the ball. Power comes from the legs, finesse from the upper body.)

“Circuit Drill” (3rd – 10th Grade) - Players must shoot 10 shots, one from each of the numbered areas, in sequence. The player with highest percentage wins. Shots 2 and 10 are lay ups. The player must rebound own shots.

“Tom’s Drill” (3rd – 10th Grade) - The shooter starts out at either corner of the free throw lane, takes a shot and either slides from corner to corner, or from the corner to the outside. Rebounders can practice boxing out under the hoop. The rebounder who gets the ball will pass the ball the next shooting spot.

“Competitive Shooting” (2nd – 10th Grade) - Split the players in half forming two teams. Choose a spot on the court to shoot from. Have shooters take a shot, get the rebound, then pass to the outlet. Shooters only get one shot. The first team to 10 wins.

“Jumpers” (2nd – 10th Grade) - This drill is like the Competitive Shooting Drill, but a defender is added. The defender (X) waves a hand in the face of the shooters, but do not block the shot. The defender gets the rebound, passes to the outlet and goes to the back of the line. The shooter then goes on defense.

“Fake’em Out of Their Shoes” (2nd – 10th Grade) - Each player faces chairs representing the defense. With a strong fake one way, a player rolls around the opposite side, dribbles up to the next chair, stops abruptly, gives a head fake and shoots. After rebounding the ball, each player goes to a different line.

“Cone Drill” (2nd – 10th Grade) - Have players dribble up to the cone and shoot a jump shot. This forces them to go straight up. Make sure they are landing with feet shoulder width apart, providing a more solid base. This will also help when they start rebounding.

Teaching the Lay-Up

The lay-up is a shot that is taken close to the basket. Lay-ups should be worked on from both the right- and left-hand sides. The lay-up is taken on the move, usually off the dribble or a pass. The name is derived from the action of shooting – that is, laying the ball off the backboard.

Power Lay-Up

The first specific layup that should be taught is the 2-foot lay-up. At the younger ages, teach players how to perform a “power lay-up” or a lay-up off of a jump stop. When teaching the power, emphasize the following:

- Dribble toward the hoop under control
- Take an angle to use the back board
- Come to a controlled jump stop
- Aim for the upper right corner of box
- Keep eye on the hoop

1 Foot Lay-Up

The 1 foot lay-up is a more complicated skill. When teaching the one foot lay-up, emphasize the following:

- By using the right hand on the right side and the left hand on the left side, players can use their body to protect the ball from the defender.
- To attain maximum height on the jump, players should jump off the foot on the side opposite the shooting hand.
- Players should convert forward movement into upward momentum by leaning back slightly dropping the hips, and shortening the last two or three strides.
- To set up the take off foot, players usually take stutter steps during the last few dribbles or just before receiving a pass.
- Players should concentrate on learning to pick up the ball with both hands. dropping the hips, and shortening the last two or three strides.

It is recommended that you use the following teaching progression to teach the lay-up off the dribble:

- Wall shooting
- The One-Step Lay-up
- The Two-Step Lay-up
- The Three-Step Lay-up
- The One Dribble Lay-up
- The Complete Lay-up off the dribble

Wall Shooting

Players should have a basic level of proficiency with the one-handed set shot before starting to learn the one foot lay-up – especially when learning with their weak hand. Players can develop proficiency with the weak hand by shooting one-handed set shots against a wall.

The One-Step Lay-Up Drill

The player starts from just in front of the basket in the following stance:

- The feet are parallel and shoulder width apart.
- The knees are bent.
- The player is holding the ball; the shooting hand is behind the ball, and the offhand is on the side of the ball.
- The player concentrates on a point on the backboard.
- The player then takes a step with the inside foot (for example, the left foot on the right side) and shoots a lay-up.

Emphasize the following points:

- Step with the correct foot.
- Simultaneously jump and drive the opposite knee upward.
- Shoot with the correct hand using the correct arm motion.

The Two-Step Lay-Up Drill

To shoot a two-step lay-up, players back up one full step from the starting position for the one-step lay-up and assume the triple threat position. They then take two steps and jump off the correct foot for shooting a lay-up. Emphasize the teaching points for the one-step lay-up and the following:

- To prepare for the jump, make the second step shorter than the first.
- Keep the ball in front – do not move it from side to side.

The Three-Step Lay-Up Drill

To shoot three-step lay-up, players position themselves three running steps from the basket (choosing a reference mark on the floor often ensures consistency). They then assume the starting position for the two-step lay-up and shoot a layup using three steps and no dribble. Shooting in this way is actually traveling, but it helps develop a running rhythm.

The One-Dribble Lay-Up Drill

This part of the teaching progression is identical to the three-step lay-up except that the player adds a dribble that coincides with the first step. The key points of this sequence are as follows:

- Dribble the ball with the outside hand (i.e. the left hand when doing a left-handed lay-up).
- The ball and the first step should hit the floor at the same time.
- Pick up the ball by letting it bounce up into the dribbling hand. Trap the ball with the off hand, thus forming a good shooting grip with the hands.

The Complete Lay-Up off the Dribble Drill

To perform the lay-up off the dribble, players need to be able to take stutter steps – to make it possible to arrive on the correct foot for shooting. Concentrate on jumping off the correct foot using the following progression:

- Dribble on the spot; then shoot a one-dribble lay-up.

- Start at about half-court, and dribble toward the basket at half to three-quarter speed to shoot a lay-up.

Lay-Up Drills:

“Two Line Lay-Ups” (3rd—10th Grade)— Players form two lines, one on each side of the basket at about the 3pt line. Start with the balls on the right-hand side, have the players dribble in for lay-ups. As the lay-up is shot, a player from the other line rebounds and passes the ball to the next person in the lay-up line. Players then switch lines. Perform lay-ups from both sides.

“Ball Toss Lay-Ups” (3rd—10th Grade) – Have players toss the balls to themselves, catch with a jump stop. The player then pivots, still in a triple-threat stance facing the basket, and dribbles in for a lay-up.

“Moves on the Move” (2nd - 10th Grade) – Start players at half court with balls. A pylon will be set up at the 3pt line of each side. Player dribbles towards pylon and executes the instructed cross over move and goes in for lay-up. Player then executes the same move on the other pylon going back the other way. As players improve, encourage them to go faster and harder.

“Under Pressure” (4th - 10th Grade) - Place players in line at wing with ball. Coach will be near the low block as a mock defender with his or her hands up. On coach’s signal, the player will attack the basket off the dribble and attempt a lay-up under pressure.

Defensive Drills

Successful defense in basketball depends on player's learning and executing a set of fundamental skills to defensive play. Any kid can be a good defensive player and can contribute to the team.

Defense is a mentality and a choice. There is technique involved, but more importantly than learning technique is learning to consistently work hard and give maximum effort. It is important for the coach to make an extra effort to encourage and reinforce the development of defensive skills.

Defensive Ready Position

The previously mentioned "Ready Position" is basically the defensive ready position. It is a balanced stance that allows the player to initiate movement in all directions. Assuming this position enables a player to maintain a position between the offensive player and the basket and react to the offensive players movement.

When in a **Defensive Ready Position** emphasize the following:

- Feet shoulder width apart
- Weight distributed evenly
- Bend ankles, knees and hips
- Head up, back straight
- Arms wide and big (comfortable)
- Balanced

Defensive Slides

The defensive slide enables players to move laterally while maintaining the ready position. Players should maintain this stance unless they have been beaten, in which case they turn and run to cut offensive player off and then reassume the defensive stance.

When teaching the **Defensive Slide** emphasize the following:

- Point toe in the right direction of the slide
- Push off the back leg and reach with the front leg while propelling the body with a strong lateral push.
- Make sure the feet don't come together or cross – maintain a wide base
- Don't bob the head... the head should stay level
- If the offensive player changes direction, the defensive player must perform a drop step in which the trail leg is dropped back to a 45 degree angle, while the lead foot is used to push off into the new direction

Defending the Player with/without the Ball

When guarding the dribbler, the following points should be followed:

- Get low and ready to move in any direction
- Stay at least one arm's length away from your player
- Keep eyes on the mid-section of player
- Stay between the ball and the basket
- Once the offensive player has started to dribble, drop-step and perform defensive slides to maintain proper defensive positioning
- Pressure the dribbler to reverse direction or pick up his/her dribble

- If beaten, turn and sprint to regain position between the dribbler and the defensive basket

When guarding a player without the ball, the defender must do the following:

- Be between their man and the ball
- Be in the Ready Position
- Point to the ball and to their man
- Be below the ball so that they can see the ball and their man

Defensive concepts:

Players are often over taught the details of team defense to the point that they forget the basic concepts. Some of the basic concepts we want to teach the players on the ball defense:

- To “mirror” the offensive players movements.
- To turn the ball handler in a new direction.
- To channel the ball handler in one direction.

Defensive Footwork Drills:

“Foot Fire” (K-2nd Grade): Spread players around the floor in a ready, defensive position. On your command, yell “Heat em up”. This signals to your players to start pumping their feet like pistons of an engine. When you say right your players will turn to the “right”; when you say “left” they will turn to the left. You can make this a game by mixing up your cadence, and the players who turn the wrong way will be “out”. Add variations to this drill by having the players slide to the specific direction you point to. Introduce the defensive drop-step and slide by pointing to the back corners of the gym (diagonal).

“Military Drill” (All Grades): On your command of “stance!”, everybody slaps the floor and yells “stance”. This is a good time to walk around to kids and give them a light nudge to make sure they are balanced. On next command, yell “choppers”. On this command, players are to run on the spot (foot fire) while remaining in their stance. Coaches can then instruct players to perform the required movement based on the hand signals: If coach points left, kids’ defensive slide 3 times to the left (maintaining foot fire motion). If coach points right, kids’ defensive slide 3 times to the right (maintaining foot fire motion). If coach points up, kids jump up with a hand in the air and yell “shot” – this simulates a shot challenge. If coach points down, kids jump on floor and back to their feet. This drill encourages kids to become familiar with the concept of a defensive ready position, defensive slides, hard work and gets them to be vocal.

“Lane Slides” (All Grades): Players line up on one side of the key and perform lateral slides – slides from one side of the key to the other. Players may make this drill competitive by recording the number of slides in a specific period. Make sure they keep the correct form. Chest up, butt down, short choppy steps.

“Partner Zig-Zag Drill” (3rd—10th Grade): Players form pairs: one offensive and one defensive player. The offensive player dribbles the length of the court in a zigzag pattern while the defensive player uses drop steps and defensive slides. Defensive players should stay one arm’s length away from the ball-handler. When reaching the baseline, reverse roles and continue the drill. As players become better at this drill, they can increase the speed and intensity at which it is performed.

Team Defense (3rd - 10th Grade)

Team defense means that everybody on the floor is working together to prevent the other team from advancing the ball to an advantageous position (on the floor) and denying them an opportunity for a good shot. It is not the player who is guarding the basketball that is responsible for stopping that player from scoring – it is all five defenders on the court. These defenders work as a cohesive unit, providing support for teammates wherever needed. Nowhere else in the game of basketball is communication as important as on the defensive end. When teaching the concept of team defense to younger players, the most important concept they need to grasp is that of **seeing the ball**, regardless of its position on the floor. For example, if a player's man is on the side of the floor opposite to the ball, they must be able to not only see their man, but the ball as well. So that if their teammate gets beat off the dribble, the off-ball defender can be there to help. Therefore, the **"help side defender"**, as they are called, must be in a **Man-You-Ball relationship**, meaning that the defender is between the man they are guarding and the ball. They can see both. He is in a position called a **Pistol Stance**, in which he has both fingers pointing: one at their check and one at the ball. If a player is in this stance, they will be aware of where the ball is and where their person is. To see both the ball and defender's check, that defender must be below the **line of the ball**.

The line of the ball is as follows:

- If player 2 has the ball, player 1's defender is a step back of the line of the ball.
- In being a step back of the line of the ball, 1's defender is able to see what 2 is doing.
- If 2 happens to drive the ball to the basket, 1's defender may provide help to stop the dribble.

"Defend the House" (K - 2nd Grade): Split kids into two teams: one offense and the other defense. The offensive team will start at half-court, while the defensive team will begin at the baseline. Both groups will have colored wrist bands on. Set offensive "spots" (i.e., cones, etc.) around the three-point line for the offensive players to run to. On coach's command, "Defend the House!", the offensive players will run to their "Spots", while the defense will run out to defend the offensive player with their same colored wristband. When all players have "closed" out on their man, the coach will pass the ball into the offense and they will play out one possession. You can also modify this drill to run in a full court setting. Both teams will be on the same baseline. When the coach yells "Defend the House", the defensive team will run down to the opposite key, while the offense is running to their "spots" simultaneously. Once the defense has matched up the coach will pass the ball in and players will play out the possession

"Man to Man Defensive Mirror Drill" (2nd- 10th Grade) - Pair off players with one on offense and one on defense. The offensive player has the ball and tries to dribble to the baseline. For the defender, the object of this drill is to prevent the offensive player from reaching the baseline. Make sure the defender is in the proper defensive stance sliding the feet as well as trying to make the dribbler go to his/her weaker side.

"Box-Out Drill" (3rd-10th Grade) - A coach shoots and players pivot with the shot, trying to box-out the opposing player behind them as they rebound the ball. If the offensive team gets the rebound, the player immediately puts the shot back up. If the defensive team gets the rebound, they immediately pass it to the outlet. This may also be used as a fast break drill if there is access to a full court.

"Steal the Bacon" (K-10th Grade) - A coach starts with the ball under the hoop while players form two lines on either side. The coach can throw the ball, roll it, bounce it, etc., and the first two players in line scramble to get the ball and score. The player who fails to get the ball in on defense, and the two teammates play until a basket is made.

BUBBLE BREAKERS

STUDENT TARGETS

- ✓ **Skill:** I will dribble a basketball continuously with 1 hand.
- ✓ **Cognitive:** I will tell a friend what continuous means.
- ✓ **Fitness:** I will actively participate in physical education.
- ✓ **Personal & Social Responsibility:** I will follow all directions and use equipment appropriately.

TEACHING CUES

- ✓ Drop Straight Down, Catch with Hands
- ✓ Dribble with Finger Pads, Waist High

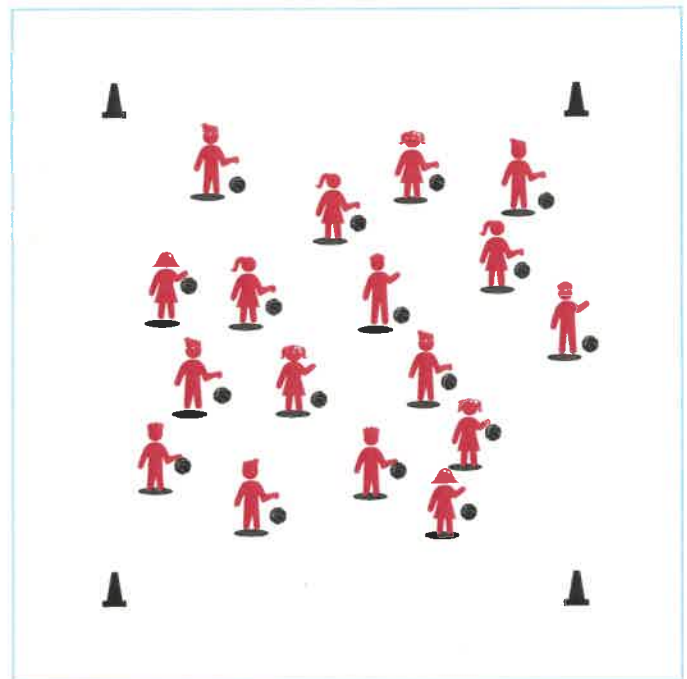
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 4 large cones
- 1 basketball per student
- 1 poly spot per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Scatter poly spots throughout the area.
3. Each student to a poly spot with a ball.



Activity Procedures:

1. It's time to be a Bubble Breaker! When I say, "GO!" you'll start by breaking your bubble (the poly spot).
2. Bounce your basketball on your poly spot 3 times, making a good catch after every bounce.
3. After you break your own bubble, move to a different bubble and break it using 3 good bounces. Break as many bubbles as you can before you hear the stop signal.

Grade Level Progression:

K: Dribble the ball with one hand on a spot, attempting the second dribble (contact). Repeat until 3 dribbles are made on each spot.

1st: Carry the ball to a spot; dribble continuously 3 times on the spot to break the bubble, and then move to a new spot.

2nd: Dribble continuously from spot to spot. Dribble 3 times on each spot to break the bubble.

DRIBBLE FITNESS

STUDENT TARGETS

- ✓ **Skill:** I will make at least 2 dribbles in a row.
- ✓ **Cognitive:** I will describe what happens to my heart when I exercise.
- ✓ **Fitness:** I will actively participate in order to make my heart beat faster.
- ✓ **Personal & Social Responsibility:** I will practice dribbling skills without any reminders from the teacher.

TEACHING CUES

- ✓ Dribble with Finger Pads
- ✓ Waist High

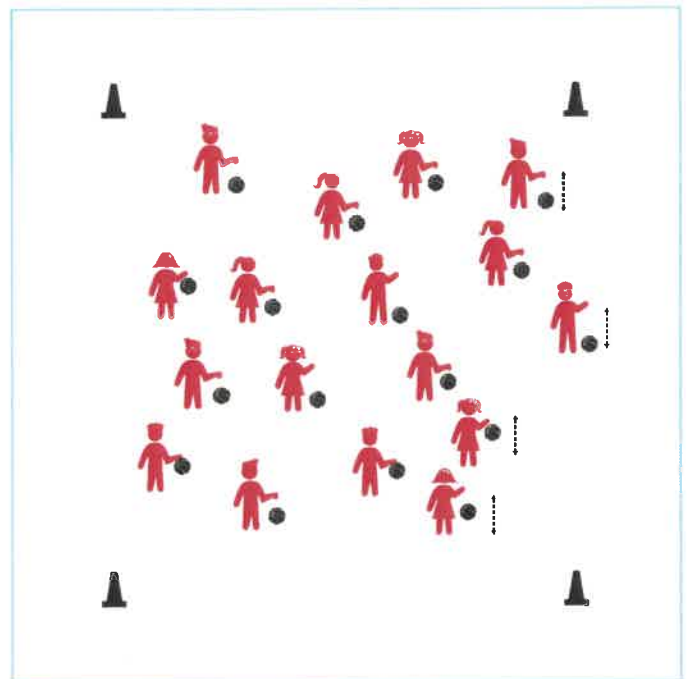
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 basketball per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Students scattered throughout area in self-space with a ball.



Activity Procedures:

1. Great basketball players have great fitness levels. Let's work on our dribbling skills and fitness.
2. When I say, "GO!" count how many times you can dribble the ball.
3. When you make a mistake, complete 1 mini-jump for each dribble that you made (e.g., 4 dribbles in a row = 4 mini-jumps).
4. Do mini-jumps by holding the ball in both hands over your head and then making quick 1-inch jumps off of 2 feet.

Grade Level Progression:

K: Students begin by counting how many times in a row they can drop and successfully catch balls.

1st: Students count consecutive dribbles in self-space using the dominant hand.

2nd: Students count consecutive dribbles as they walk in general space.

7 DRIBBLES

STUDENT TARGETS

- ✓ **Skill:** I will move safely through general space.
- ✓ **Cognitive:** I will discuss the differences between self-space and general space.
- ✓ **Fitness:** I will actively engage in class in order to improve my dribbling and movement skills.
- ✓ **Personal & Social Responsibility:** I will listen to and follow teacher feedback in order to improve my dribbling skills.

TEACHING CUES

- ✓ Dribble with Finger Pads, Waist High
- ✓ Eyes Alert, Make Quick Looks

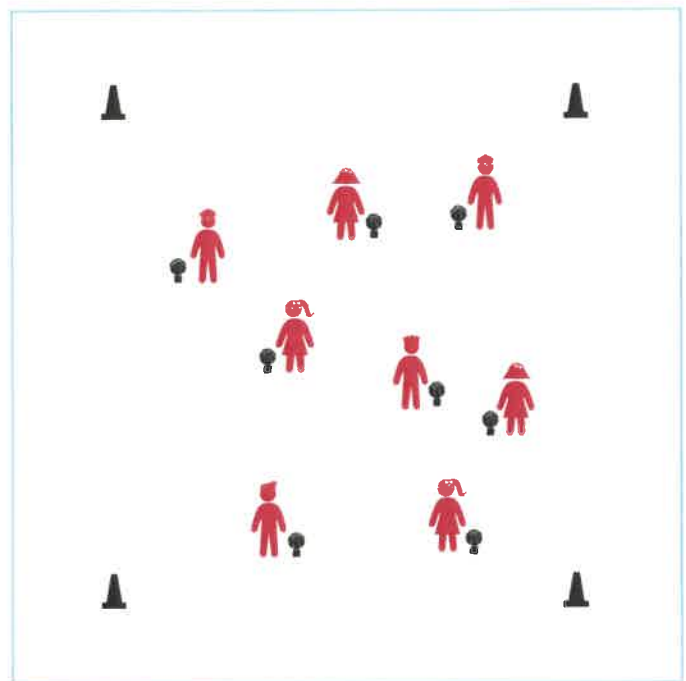
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 basketball per student
- ✓ 1 bean bag per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Scatter bean bags throughout the activity area.
3. Balance a basketball on top of each bean bag.
4. Each student standing next to a bean bag and ball.



Activity Procedures:

1. It's time to play 7 Dribbles. Each basketball is perfectly balanced on a bean bag. When I say, "GO!" pick up the ball next to you and dribble it 7 times.
2. After 7 dribbles, balance the ball back on the bean bag and then move to a new ball to make 7 more dribbles. Continue until you hear the stop signal.

Grade Level Progression:

K: Dribbles do not have to be consecutive. Students can bounce and catch if dribbling is too difficult.

1st: Dribbles consecutively with dominant hand.

2nd: Alternate dominant and non-dominant hands with each new basketball.

BOUNCE AND CATCH

STUDENT TARGETS

- ✔ **Skill:** I will catch a basketball in my hands.
- ✔ **Cognitive:** I will be able to tell a friend the cues for catching (eyes on the ball, fingers apart, catch with hands)
- ✔ **Fitness:** I will actively engage in class in order to collect as many activity minutes as I can.
- ✔ **Personal & Social Responsibility:** I will follow all of today's activity instructions.

TEACHING CUES

- ✔ Eyes on the Ball, Fingers Apart, Catch with Hands
- ✔ Show Hands, Eye Contact

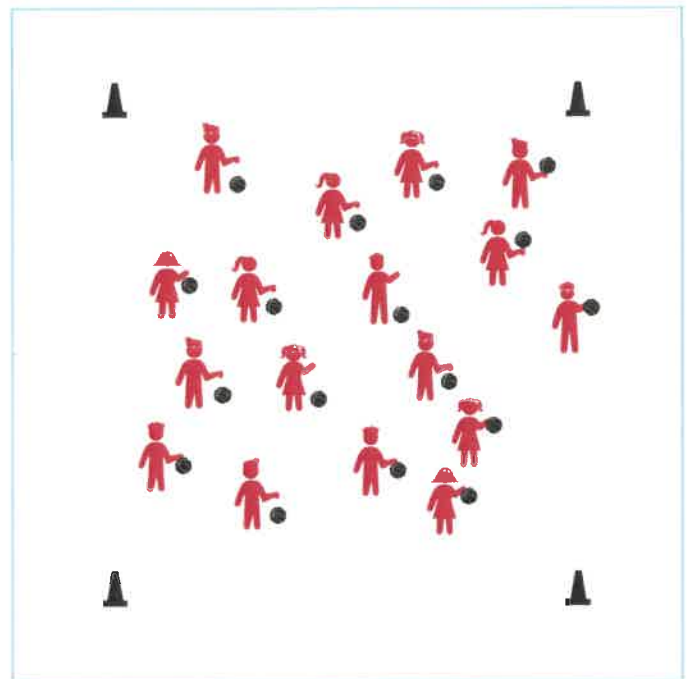
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large cones
- ✔ 1 basketball per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Students scattered throughout area in self-space with a ball.



Activity Procedures:

1. It's time to Bounce and Catch with an added challenge!
2. When I say, "GO!" everyone will begin bouncing and catching their basketballs. While you're practicing, I'll be going around to each student and challenging you to catch a ball that I bounce to you.
3. Keep practicing until you hear the stop signal.

Grade Level Progression:

K: Prompt students to get their hands ready for the ball in order to catch a soft bounce pass.

1st: Prompt students to "show hands," working to catch the ball with hands, rather than trapping it against their body.

2nd: Choose a skilled and responsible student to help you make well-thrown bounce passes to fellow students. Prompt those students practicing Bounce and Catch on their own to try and add a clap (or several claps) before each catch.

DRIVER'S TEST

STUDENT TARGETS

- ✔ **Skill:** I will dribble the ball with 1 hand while walking in general space.
- ✔ **Cognitive:** I will be able to show the teacher which hand I prefer to use when I dribble.
- ✔ **Fitness:** I will actively participate in today's activity in order to improve and help my partner improve dribbling skills.
- ✔ **Personal & Social Responsibility:** I will share equipment and space with my partner.

TEACHING CUES

- ✔ Dribble with Finger Pads, Waist High
- ✔ Eyes Alert, Make Quick Looks

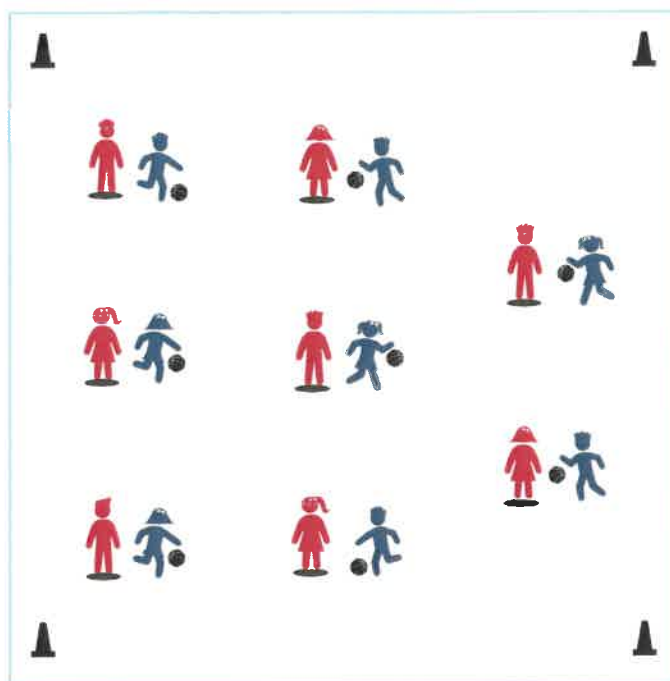
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large cones
- ✔ 1 basketball per 2 students
- ✔ 1 poly spot per 2 students

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Scatter poly spots throughout the area.
3. Pair students, scattered throughout the area.
4. One student on a spot and the other with a ball.



Activity Procedures:

1. You've done a great job practicing and improving your dribbling skills. Now it's time for a Driver's Test!
2. The partner with the ball is the driver. The partner on the spot is the driving instructor. When I say, "GO!" the drivers are going to dribble throughout the activity area, working hard not to cause a crash.
3. Driving instructors will watch their drivers. On the stop signal, give the driver a thumbs up grade if the driver follows the cues we've learned in class. (See grade level progressions for specific criterion.)
4. After all drivers have received their grades, switch roles and begin on the start signal.

Grade Level Progression:

K: Drivers dribble in self-space (at their spots) with 1 hand and make more than 1 consecutive dribble.

1st: Drivers dribble continuously in self-space using finger pads.

2nd: Drivers dribble continuously while walking in general space, using finger pads with each dribble waist high.

WALK THE DOG

STUDENT TARGETS

- ✓ **Skill:** I will roll the ball on the floor using different speeds and pathways.
- ✓ **Cognitive:** I will describe and demonstrate a zigzag pathway.
- ✓ **Fitness:** I will actively engage in class in order to collect as many activity minutes as I can.
- ✓ **Personal & Social Responsibility:** I will keep working on improving my skills, even when the activity is difficult.

TEACHING CUES

- ✓ Finger Pad Touches, Slow and Controlled

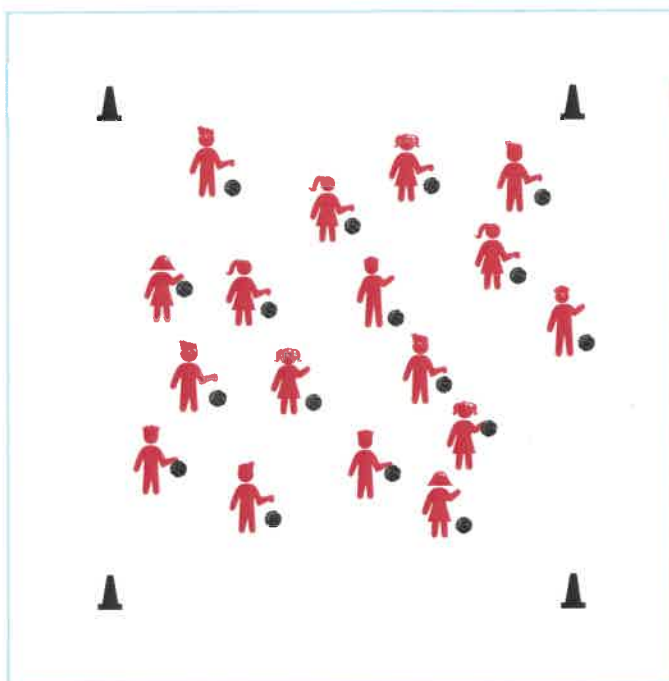
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 basketball per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Students scattered throughout area in self-space with a ball.



Activity Procedures:

1. It's time to work on controlling the ball with our finger pads by playing a game called Walk the Dog.
2. Your basketball is a dog and it's time to take it out for a walk. Start with your feet shoulder-width apart and the ball on the floor in front of your feet. Using only your finger pads, slowly roll the ball back and forth from left to right, one hand to the other. Can you roll the ball making different shapes? Using different pathways?

Grade Level Progression:

- K:** Work on rolling the ball in front of the body, improving the transition from hand to hand.
- 1st:** Begin rolling the ball around the legs, making different patterns (e.g., circles, figure-8s, zigzags).
- 2nd:** Slowly roll the ball throughout the activity area, eyes alert and making quick looks for other walkers.

WALL PASSING

STUDENT TARGETS

- ✓ **Skill:** I will pass the ball to the wall target using a force that is safe for everyone.
- ✓ **Cognitive:** I will describe a strong pass and a light pass during class discussion.
- ✓ **Fitness:** I will actively engage in class in order to collect as many activity minutes as I can.
- ✓ **Personal & Social Responsibility:** I will follow teacher directions for safe participation and proper use of equipment.

TEACHING CUES

- ✓ Thumbs Behind Ball, Fingers Spread, Step to Target, Push with 2 Hands
- ✓ Eyes on the Ball, Fingers Apart, Catch with Hands

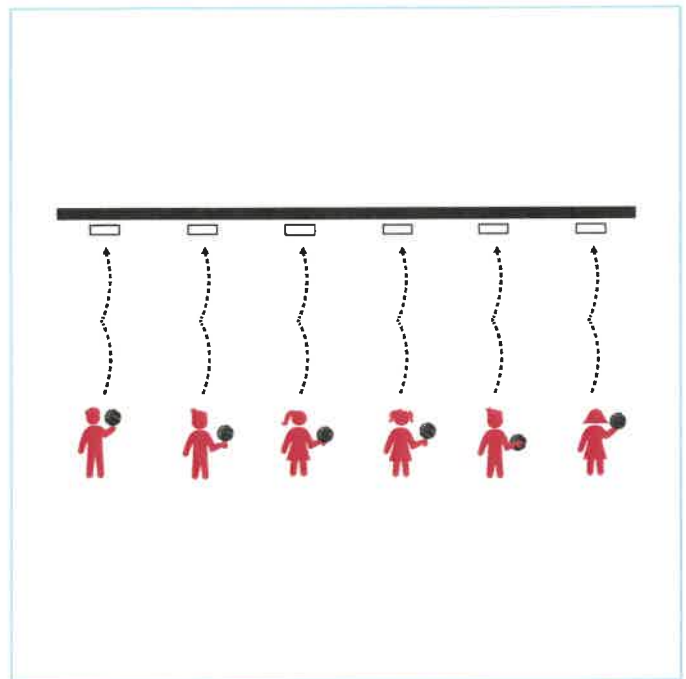
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 basketball per student
- ✓ 1 target card per student

Set-Up:

1. Tape target cards to the wall at the same height as the students' shoulders.
2. Each student with a ball, standing approximately 5 feet away from a target.



Activity Procedures:

1. It's time to work on our passing and catching with a Wall Passing game. When I say, "GO!" you're going to pass the ball and hit the target. The ball is going to bounce back quickly, so be ready.
2. Let the ball bounce 1 time on the floor and then catch it with your hands.
3. In order to stay safe, make sure you're far enough away from the wall so that the ball can bounce in between you and the target. Keep practicing until you hear the stop signal.

Grade Level Progression:

K: Keep passes soft by having students use a two-handed underhand toss. Focus on controlling the force of each toss and catching after 1 or 2 bounces.

1st: Introduce chest-passing cues, keeping the focus on controlling force and maintaining a safe distance from the wall. Every ball should bounce on the floor before it's caught.

2nd: Reinforce chest-passing cues and catch with the hands.

PASS TO THE TARGET



BALANCE BALL

STUDENT TARGETS

- ✓ **Skill:** I will continuously dribble the basketball.
- ✓ **Cognitive:** I will discuss the things that made this activity challenging.
- ✓ **Fitness:** I will actively engage in class in order to improve my dribbling skills.
- ✓ **Personal & Social Responsibility:** I will work through this activity's challenges in order to improve my skills.

TEACHING CUES

- ✓ Body is Steady, Dribble with a Push from Arm and Fingers

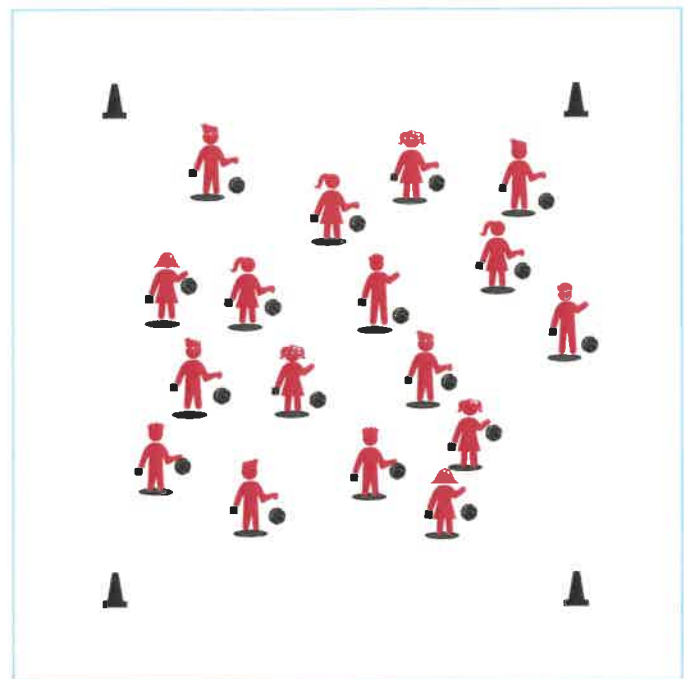
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 basketball per student
- ✓ 1 poly spot per student
- ✓ 1 bean bag per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Scatter poly spots throughout the area.
3. Each student to a poly spot with a ball and a bean bag.



Activity Procedures:

1. Are you up for a Balance Ball challenge? We're going to practice dribbling with one hand while we balance a bean bag on top of the other hand.
2. Put the bean bag on your hand. When I say, "GO!" begin dribbling and continue until you hear the stop signal.

Grade Level Progression:

K: Scaffold this activity by introducing the bean bag task without any attempt at dribbling. Prompt students to move in different ways while balancing the bean bag. With advanced K students, you may be able to introduce a dribble.

1st: Prompt students to dribble continuously in self-space while balancing the bean bag.

2nd: Prompt students to alternate dominant/non-dominant hands. Challenge students to dribble continuously while walking in general space.

STATION DAY

STUDENT TARGETS

- ✔ **Skill:** I will perform skill assessments to the best of my ability, following as many skills cues as I can.
- ✔ **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged with my team.
- ✔ **Fitness:** I will find my pulse/heart rate after each station in order to see if it is beating faster than when I'm sitting or resting.
- ✔ **Personal & Social Responsibility:** I will follow the rules and parameters of the Station Day learning environment.

TEACHING CUES

- ✔ Start Activity with Music
- ✔ When Music Stops: Clean the Area and Rotate

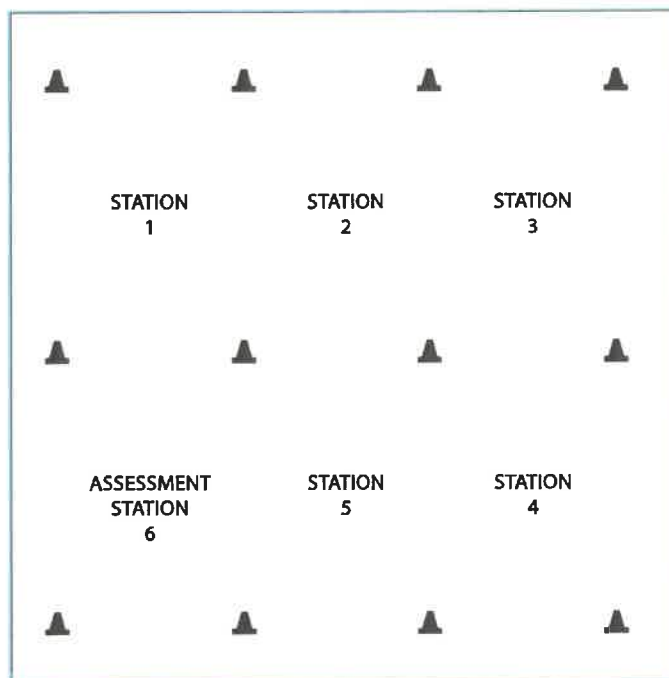
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 24 low profile cones
- ✔ Station music and music player
- ✔ See station cards for equipment needs

Set-Up:

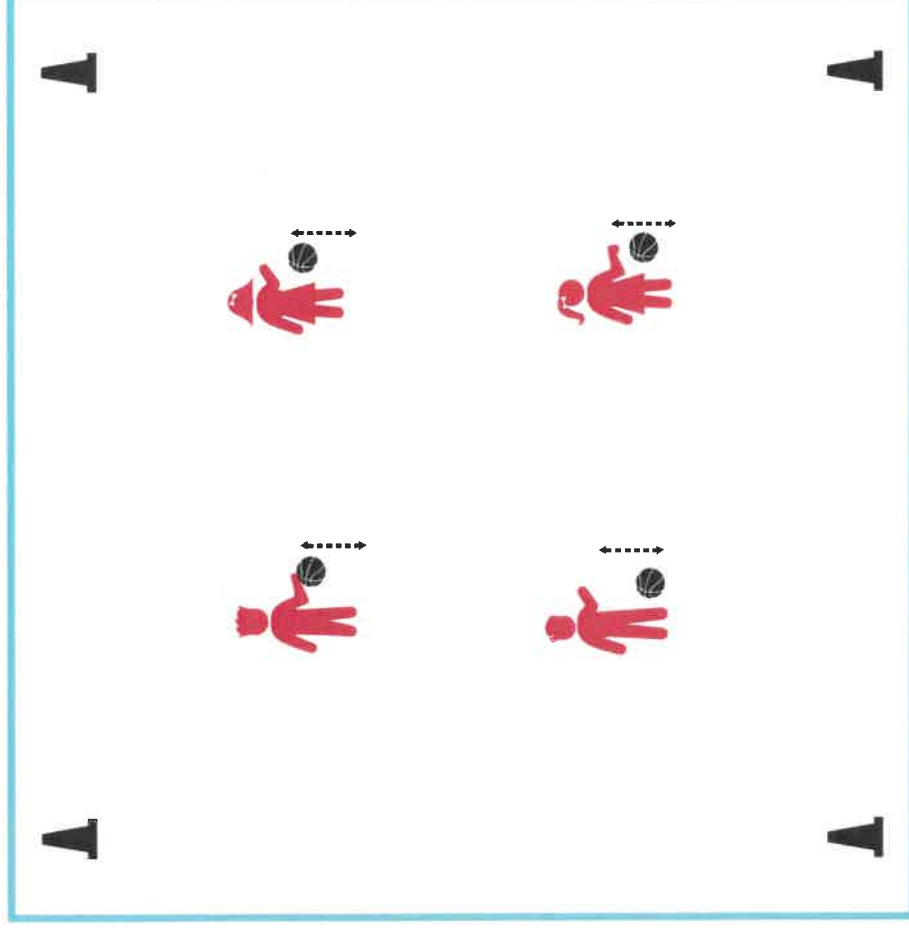
1. Using low profile cones, create 6-10 grids (depending on size of class and activity area).
2. Set station cards up on tall cones in each grid.
3. Set up each station according to its station card.
4. Designate one station as an assessment station.
5. Create groups of 2-4 students, each group at a different station.



Activity Procedures:

1. Today is a Station Day. We'll complete each station for 2 (or 3) minutes. One station is an assessment station where you'll be given feedback based on your skill performance.
2. *Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station.*
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
4. While we're learning this station format, I'll pause the music for a longer period of time so that every team is able to clean up their area and rotate.

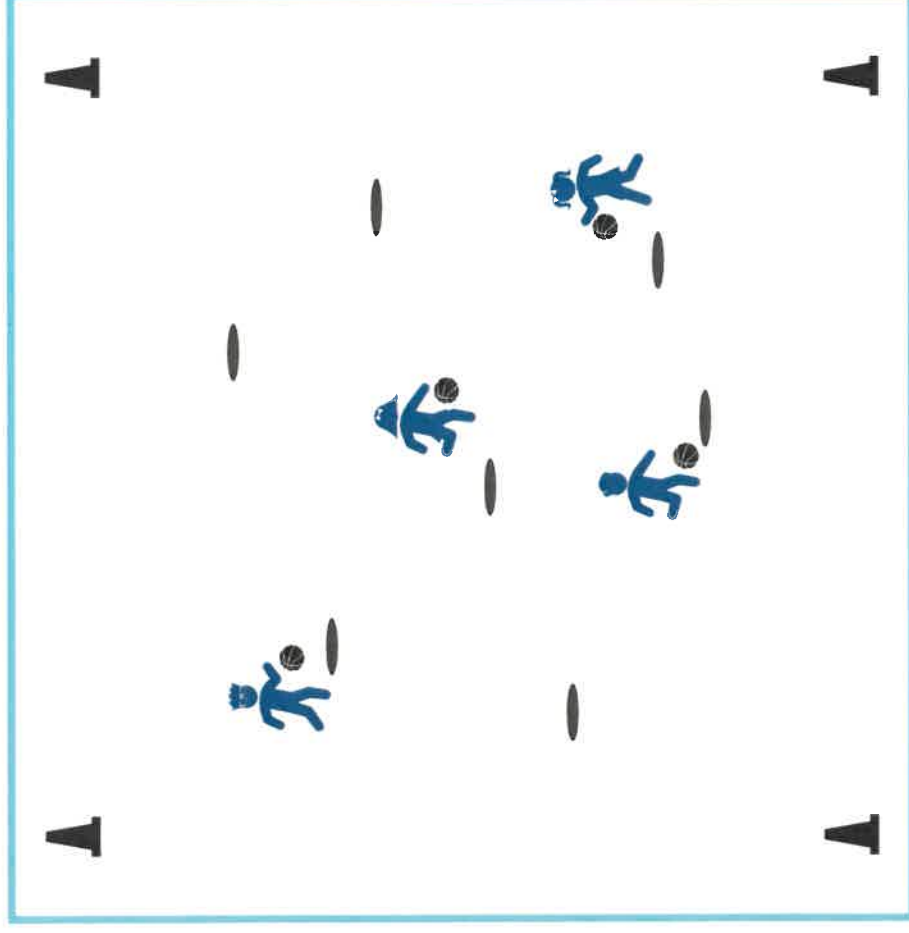
WORLD RECORD



How many times in a row can you dribble?



BUBBLE BREAKERS

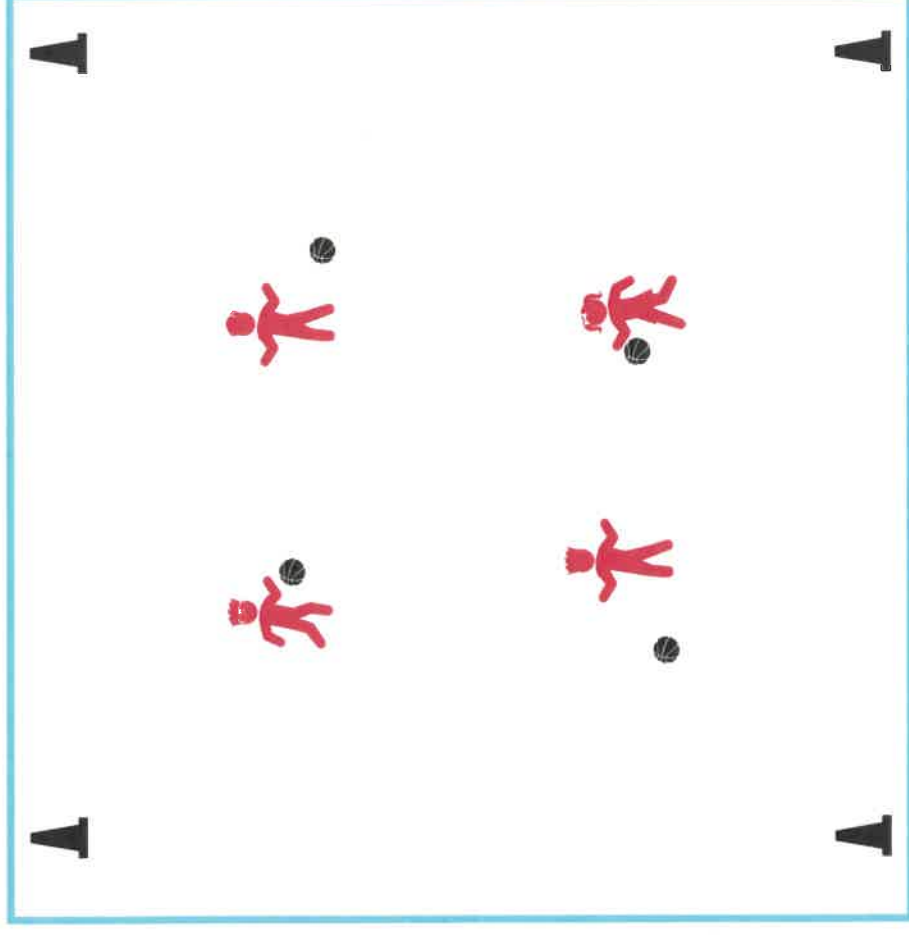


How many bubbles can you break before it's time to move to the next station?

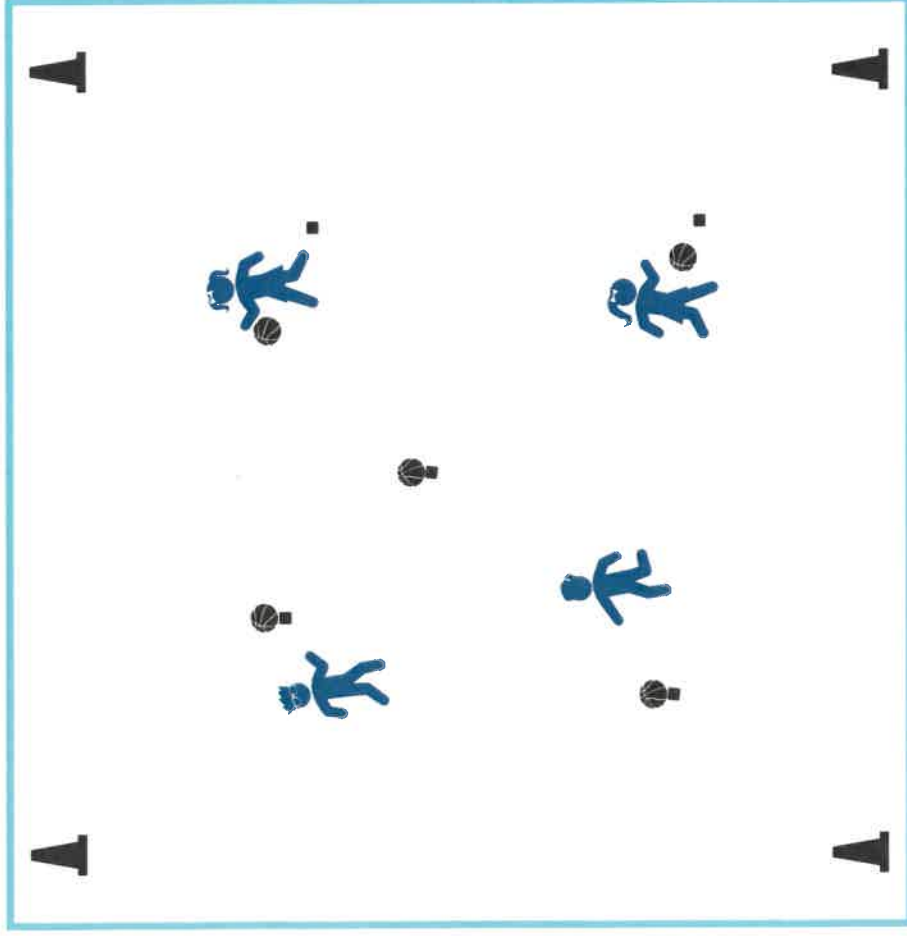


DRIBBLE FITNESS

- 1.** Count how many times you can dribble in a row.
- 2.** Then, perform that many mini-jumps.
- 3.** See how many mini-jumps you can make before it's time to rotate to the next station.



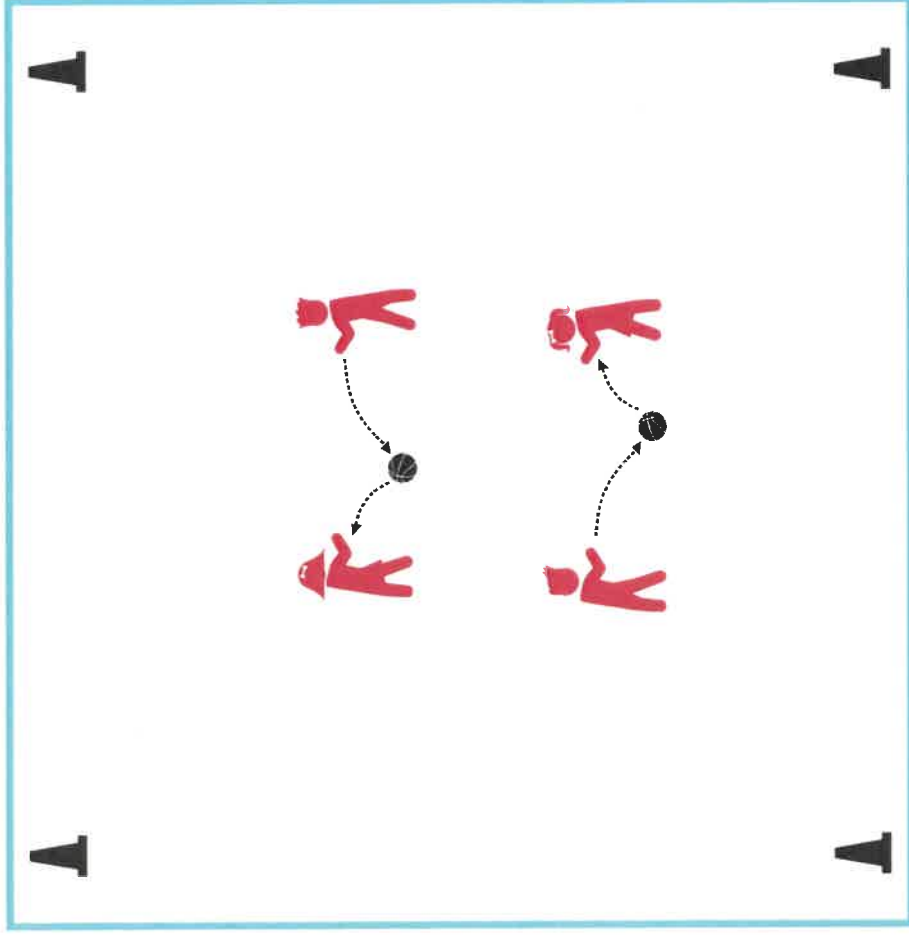
7 DRIBBLES



- 1.** Pick up a ball from a bean bag and dribble it 7 times.
- 2.** Put it back down on the bean bag and then move to a new ball to try again.
- 3.** How many dribbles can you make before it's time to rotate to the next station?



PARTNER BOUNCE AND CATCH



- 1.** Find a partner.
- 2.** Carefully bounce a ball back and forth, trying to catch it on 1 bounce.
- 3.** If you need more practice, bounce the ball to yourself and catch it, then take turns with your partner.



SELF-ASSESSMENT

NAME: _____ **GRADE:** _____ **CLASS:** _____

Draw faces in the circles to show how you feel about your Ball Handling & Dribbling Skills. If this is your pre-assessment, draw another face in the "goal" column to show how you think you could feel about your skills after some practice and hard work.

Look at these faces to help you decide what to draw.







This is new. I wish I could do better, and so I will keep trying my best to improve.



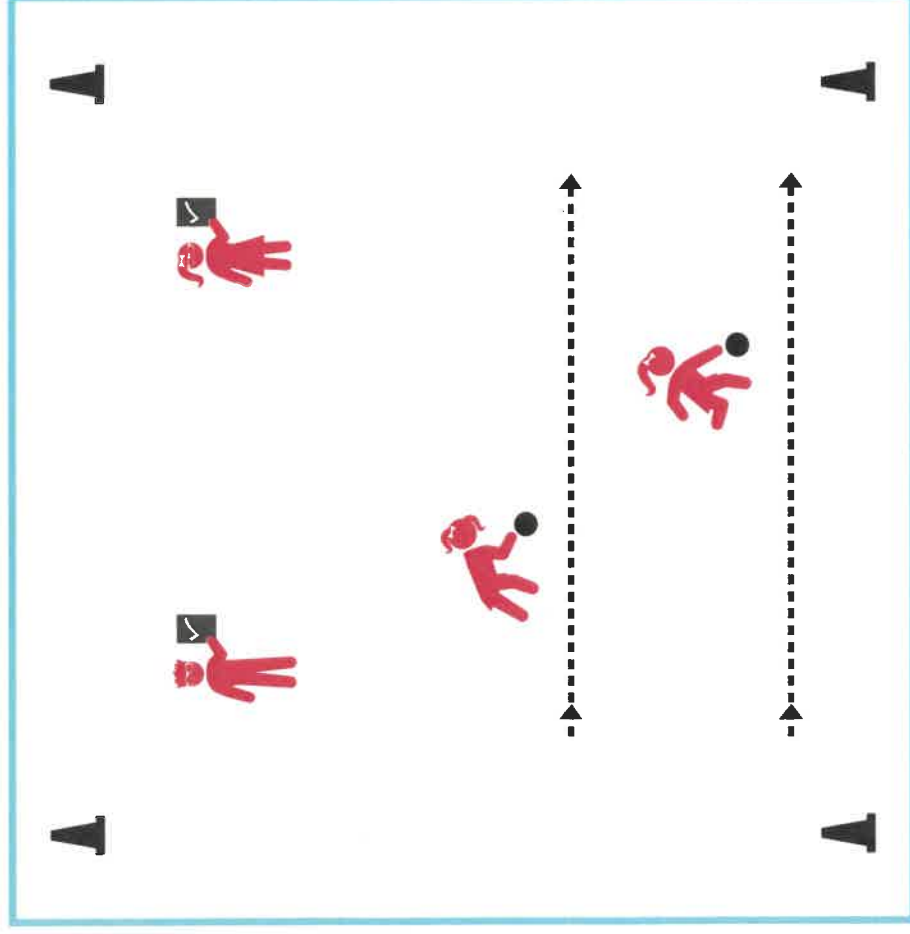
I'm getting better. Practice is helping and I will keep trying my best to improve.



I can do this well. Practice worked and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Dribbling			
Catching			
Passing			

SELF-ASSESSMENT



1. Complete the Assessment for Hand Skills.
2. When you're finished, get a ball and play "Walk the dog."





GAMES FOR LEARNING **BASKETBALL SKILLS**

INTERMEDIATE (3-5)

A PUBLIC SERVICE OF



DRIBBLE TRIATHLON

STUDENT TARGETS

- ✓ **Skill:** I will dribble the basketball using the skills cues learned in class.
- ✓ **Cognitive:** I will discuss the reasons why warming-up is important to activity performance.
- ✓ **Fitness:** I will complete the dribble triathlon in order to warm up my body and prepare for today's lesson.
- ✓ **Personal & Social Responsibility:** I will work independently without the need for teacher reminders.

TEACHING CUES

- ✓ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

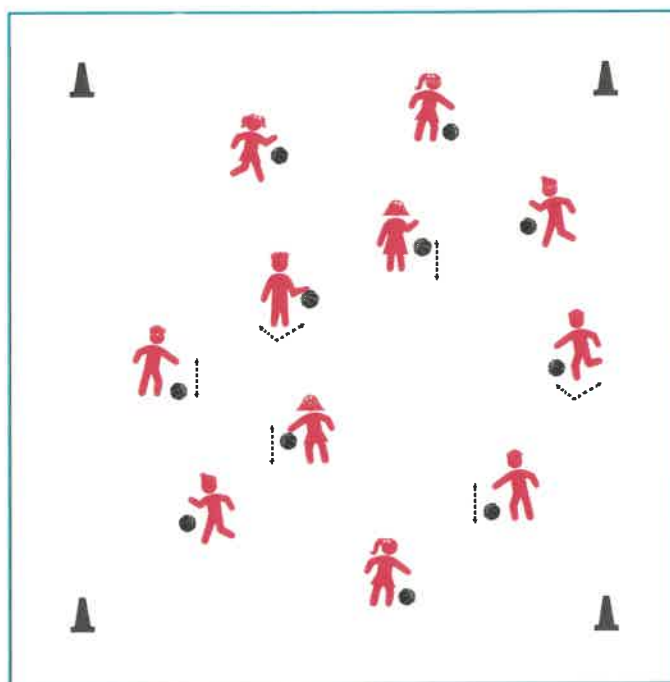
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 basketball per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Students scattered throughout area in self-space with a ball.



Activity Procedures:

1. We're going to start working on our dribbling skills with an instant activity called Dribble Triathlon.
2. As soon as you come into the activity area, get a basketball and complete the following events: 33 right hand dribbles, 33 left hand dribbles, 33 crossover dribbles.
3. If you make an error while you're dribbling, start from where you left off.
4. When you're finished, do arm curls using your basketball as a weight.

Grade Level Progression:

- 3rd: The instructional focus is on deliberate practice, reciting skill cues when appropriate.
 4th: Focus on skill refinement and control. Students demonstrate cues with few reminders.
 5th: Add a walk or jog to the routine with students dribbling in general space.

HAND SKILLS

STUDENT TARGETS

- ✓ **Skill:** I will dribble with both my right and left hands, using the skill cues we learned in class.
- ✓ **Cognitive:** I will discuss some of the challenges I faced when dribbling with my non-dominant hand.
- ✓ **Fitness:** I will actively engage in physical education class without teacher prompting.
- ✓ **Personal & Social Responsibility:** I will work through challenges in order to improve my skill.

TEACHING CUES

- ✓ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

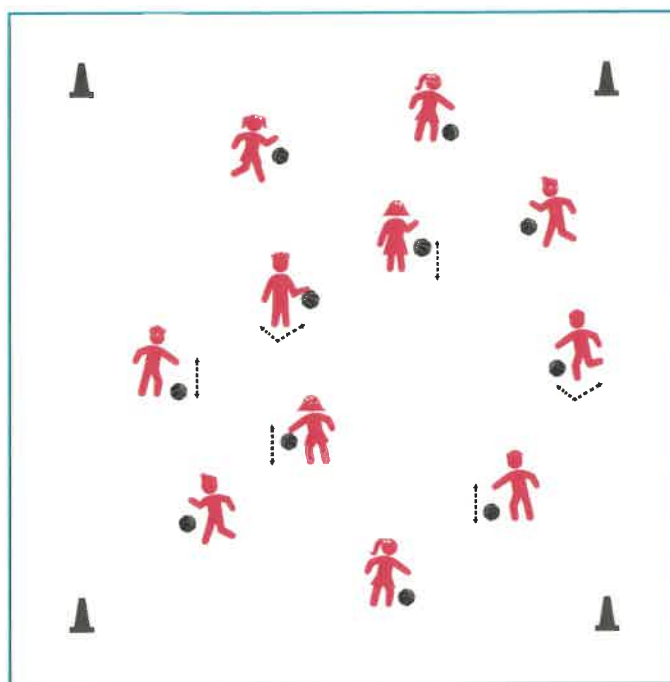
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 basketball per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Students scattered throughout area in self-space with a ball.



Activity Procedures:

1. We're going to work on our ball handling skills with a series of dribbling exercises. I'll demonstrate the exercise and then you'll practice it. When you hear the stop signal, place the basketball between your feet and watch me for the next demonstration.
2. Dribbling Exercises:
 - 3-high dribbles, 3-low dribbles, switch hands and repeat
 - Continuous crossovers
 - Dribble right hand – travel and touch 2 walls, dribble left hand – travel and touch 2 walls
 - Sit and dribble right hand, sit and dribble left hand
 - For more ideas check out USA Basketball - <http://www.usab.com/youth/development/player.aspx>

Grade Level Progression:

- 3rd: Students complete each challenge with both right and left hands.
- 4th: Students complete each challenge with a signal for changing speeds.
- 5th: Students create skill drills and challenge classmates to match their performances.

DRIVER'S TEST

STUDENT TARGETS

- ✓ **Skill:** I will switch my dribbling hand when I hear the signal.
- ✓ **Cognitive:** I will give my partner performance feedback based on the cues for dribbling.
- ✓ **Fitness:** I will actively engage in physical education without teacher prompting.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my partner by watching her/his performance, praising good effort, and providing feedback for improvement.

TEACHING CUES

- ✓ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

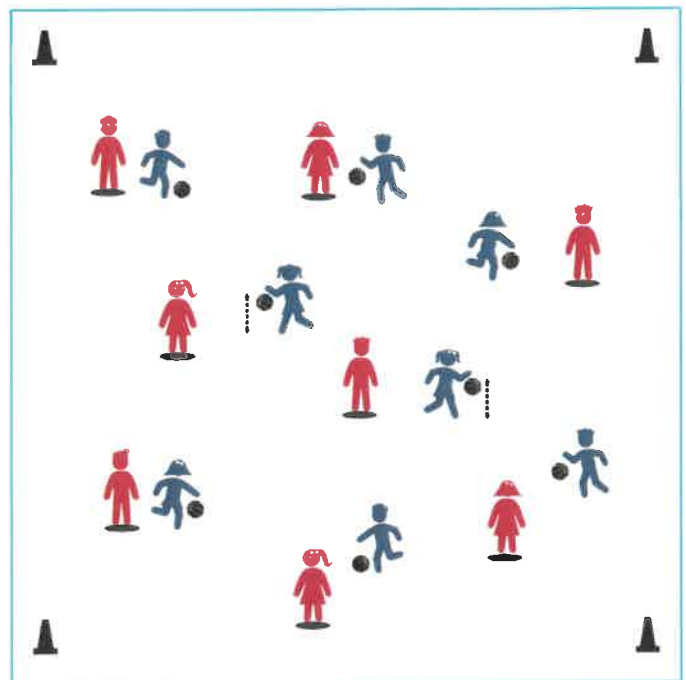
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 basketball per 2 students
- ✓ 1 poly spot per 2 students

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Scatter poly spots throughout the area.
3. Pair students, scattered throughout the area.
4. One student on a spot and the other with a ball.



Activity Procedures:

1. You've done a great job practicing and improving your dribbling skills. Now it's time for a Driver's Test!
2. The partner with the ball is the driver. The partner on the spot is the driving instructor. When I say, "GO!" the drivers are going to dribble throughout the activity area, working hard not to cause a crash.
3. Listen for the traffic signal (whistle). When you hear it, crossover and dribble with your opposite hand.
4. Driving instructors will watch their drivers. On the stop signal, give the driver a thumbs up grade if the driver followed the cues we've learned in class. (See grade level progressions for specific criterion.)
5. After all drivers have received their grades, switch roles and begin on the start signal.

Grade Level Progression:

- 3rd: Students work at a slow to moderate pace with 2-4 signals for changing dribbling hands.
- 4th: Students work at a moderate pace with several signals for changing dribbling hands.
- 5th: Add a second signal for changing speed. Alternate between changes in speed and changes of dribbling hands.

NUCKLE COLLECTORS

STUDENT TARGETS

- ✓ **Skill:** I will keep control of my body and basketball in order to safely give my classmates knuckle bumps while dribbling.
- ✓ **Cognitive:** I will discuss the relationship between open space and dribbling.
- ✓ **Fitness:** I will actively engage in physical education without teacher prompting.
- ✓ **Personal & Social Responsibility:** I will follow all rules to ensure safe participation.

TEACHING CUES

- ✓ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

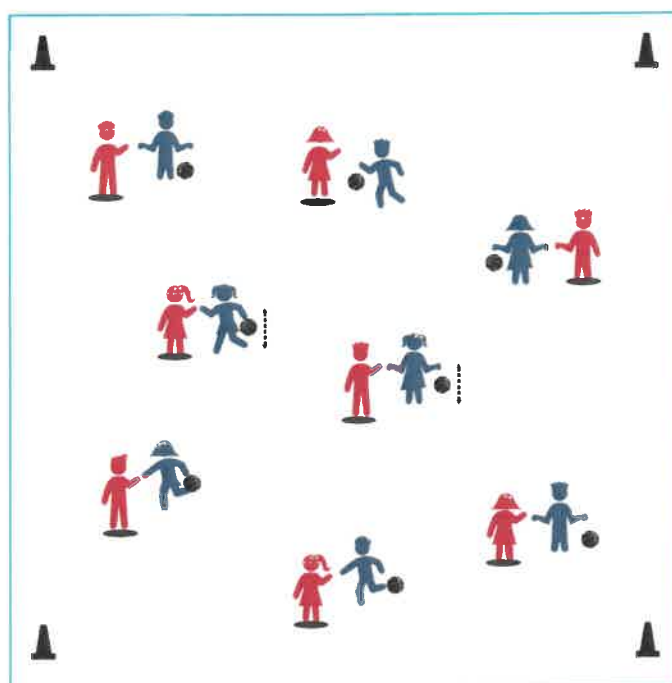
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 14 large cones
- ✓ 1 basketball per 2 students
- ✓ 1 poly spot per 2 students

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Scatter poly spots throughout the area.
3. Pair students, scattered throughout the area.
4. One student on a spot and the other with a ball.



Activity Procedures:

1. Now that you've taken your driver's test, it's time for a speed challenge.
2. When I say, "GO!" players with a ball will dribble from spot to spot, collecting knuckle-bumps from the other players who are standing on spots. You must continue your dribble while you collect knuckles. Freeze when you hear the stop signal.
3. You'll have 2 minutes to collect as many knuckles as you can and then we'll switch. How many total knuckles can you and your partner collect before the stop signal?

Grade Level Progression:

- 3rd: Play the activity as it is written above.
- 4th: Introduce a signal for changing dribbling hands and/or speed.
- 5th: Choose 1 or 2 students to act as defenders, working to force dribbling errors by adding defensive pressure.

DRIBBLE TAG

STUDENT TARGETS

- ✓ **Skill:** I will move into open space and away from potential taggers while keeping control of my dribble.
- ✓ **Cognitive:** I will discuss offensive and defensive strategies for Dribble Tag.
- ✓ **Fitness:** I will work to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will follow the rules and etiquette of Dribble Tag so that everyone is safe and has fun.

TEACHING CUES

- ✓ Soft Knees, Finger Pads, Top of the Ball, Eye Over the Ball and Alert

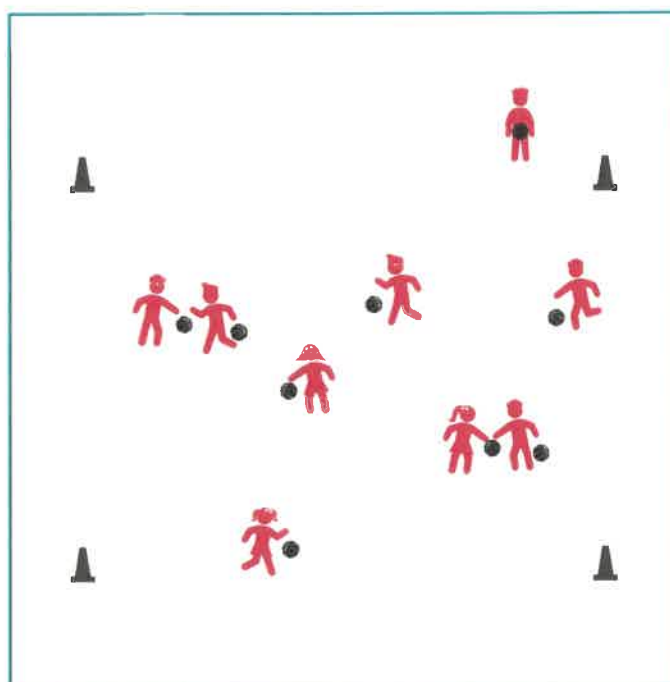
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 basketball per student

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Students scattered throughout area in self-space with a ball.



Activity Procedures:

1. It's time to dribble in traffic and under pressure with a game of Dribble Tag.
2. Everyone is "it." The object is to dribble around the activity area without losing control of your ball. At the same time, you'll try to knock other players' basketballs away from them and out of bounds.
3. There are three ways to get tagged: 1) your ball is knocked out of bounds; 2) you dribble out of bounds; 3) you touch or bump another player.
4. If you're tagged, take your ball out of bounds on the perimeter and complete 3 right-hand dribbles, 3 left-hand dribbles, and 3 crossovers. Then re-enter the game.

Grade Level Progression:

- 3rd: Play the activity as it is written above.
- 4th: Introduce a signal for changing dribbling hands.
- 5th: Introduce a signal for changing speeds.

PASSING TRIATHLON

STUDENT TARGETS

- ✓ **Skill:** I will show hands in order to give my partner a passing target.
- ✓ **Cognitive:** I will give all of the cues for passing and catching during group discussion.
- ✓ **Fitness:** I will warm up my muscles by completing the passing triathlon.
- ✓ **Personal & Social Responsibility:** I will demonstrate personal responsibility by cooperating with my partner.

TEACHING CUES

- ✓ **Passing:** Thumbs Behind Ball, Fingers Apart on Sides, Step to Target, Push with Both Hands
- ✓ **Catching:** Show Hands with Thumbs Together, Watch ball into Hands, Catch with Soft Hands

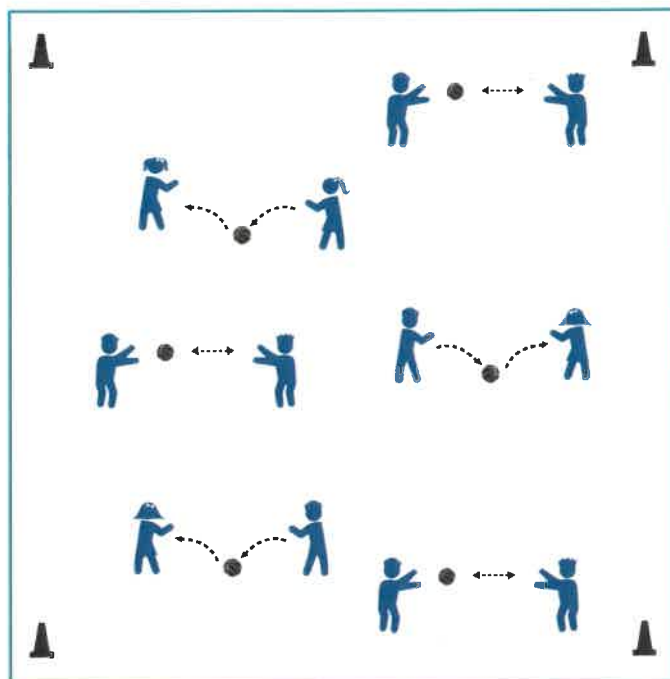
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 large cones
- ✓ 1 basketball per 2 students

Set-Up:

1. Create boundaries for a large activity area with cones.
2. Pair students, scattered throughout the area with a ball.



Activity Procedures:

1. We're going to work on our passing skills with an instant activity called Passing Triathlon.
2. As soon as you come into the activity area, get a partner and 1 basketball. Complete the following events: 10 chest passes, 10 bounce passes, 20 alternating bounce/chest passes (i.e., partner 1 – bounce pass, partner 2 – bounce pass, partner 1 – chest pass, partner 2 – chest pass, etc.).
3. If you make an error and drop a pass, restart from where you left off.
4. When you're finished, put the ball on the floor and both partners hold plank position until the stop signal.

Grade Level Progression:

- 3rd: Play the activity as it is written above.
- 4th: Continuous play. When finished, students take a step back and start again.
- 5th: Students shuffle in a circle, facing each other, passing as they move.

SHOOT, DRIBBLE, PASS, DRIBBLE

STUDENT TARGETS

- ✓ **Skill:** I will use the cues for shooting in order to give my shots a high rainbow arc.
- ✓ **Cognitive:** I will remember and recite the cues for shooting.
- ✓ **Fitness:** I will actively engage in physical education without teacher prompting.
- ✓ **Personal & Social Responsibility:** I will demonstrate cooperation by following the rules and procedures of the activity.

TEACHING CUES

- ✓ Square Up to Target, Ball in Pizza Platter Position, Bend Knees, Extend Up, Snap Wrist, Wave-Goodbye Follow Through

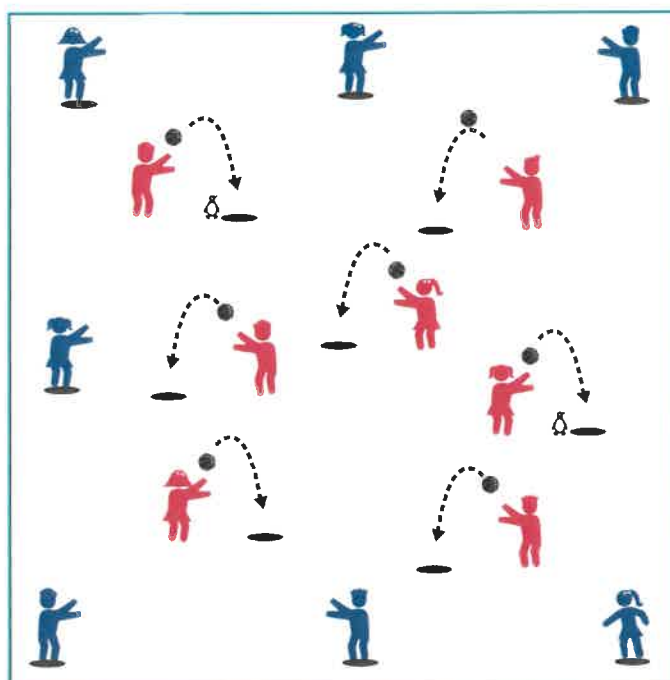
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 spot per student
- ✓ 1 basketball per 2 students
- ✓ 2 rubber penguins

Set-Up:

1. Place half of the spots on the perimeter of the activity area. Scatter half of the spots inside the activity area.
2. Set rubber penguins up in front of 2 spots as "challenge defenders."
3. Pair students, one student at an inside spot with a basketball, the other at a perimeter spot.



Activity Procedures:

1. It's time for a speed challenge that will test all of your basketball skills. You and your partner will try to score as many baskets as you can in 2 minutes.
2. When I say, "GO!" players next to the inside spots will use proper shooting form and shoot to the spot in front of them. After shooting, dribble to your partner on the perimeter and make an accurate bounce pass and switch positions. While waiting, perimeter players mirror the actions of offensive players.
3. As soon as the pass is made, dribble to a new inside spot for another shot. Continue until you hear the stop signal.
4. Rubber penguins are set up at a couple of spots as challenge defenders. Be sure to shoot over the top of the defender!

Grade Level Progression:

- 3rd: Play the activity as it is written above.
- 4th: Add obstacles like cones to general space for students to dribble around.
- 5th: Add students as passive "defenders" 1 pace in front of each spot. Offensive players must shoot up and over the defenders' heads.

3 V 3 BOUNCE BALL

STUDENT TARGETS

- ✓ **Skill:** I will move into open space in order to get open for a pass from my teammate.
- ✓ **Cognitive:** I will discuss which game strategies worked and which did not work.
- ✓ **Fitness:** I will increase my heart rate by actively engaging in 3 v 3 Bounce Ball.
- ✓ **Personal & Social Responsibility:** I will follow all rules and etiquette of recreational basketball without teacher prompting.

TEACHING CUES

- ✓ Ball Fake to Freeze Defense
- ✓ V-Cut to Get Open

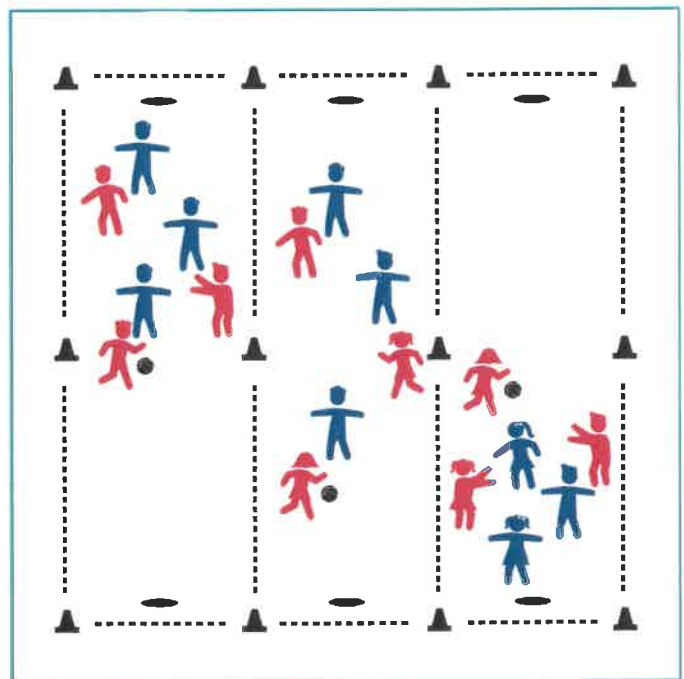
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 basketball per 6 students
- ✓ 1 colored wristband per student, enough colors for several teams of 3.
- ✓ 1 poly spot per 3 students
- ✓ Cones to create grids with large activity areas

Set-Up:

1. Create 1 large grid per 6 students with 1 poly spot positioned at each end of the grid to act as baskets.
2. Group students into teams of 3, each team with its own color and each student with a wristband.
3. Teams play Rock, Paper, Scissors to see who starts with the ball.



Activity Procedures:

1. It's time to have some fun with our basketball skills and play 3 v 3 Bounce Ball.
2. Each team will try to score a point by bouncing the ball on their team's spot. Points are also scored by making complete passes to each member of your team in a single possession.
3. Defense must play 3 full arm-lengths away from offensive players and can only intercept passes. They cannot touch offensive players. If a foul is made, the offense scores a point.
4. When a team successfully bounces the ball on their spot, change possession with play going in the other direction.

Grade Level Progression:

- 3rd: Third graders may require a slower-paced game. Play 3 offense v 2 defense with one team remaining offense for 2 minutes before switching roles. How many points can each offense score in 2 minutes?
- 4th & 5th: Play the activity as it is written above.

STATION DAY

STUDENT TARGETS

- ✓ **Skill:** I will perform skill assessments to the best of my ability, following as many skills cues as I can.
- ✓ **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged with my team.
- ✓ **Fitness:** I will find my pulse/heart rate after each station in order to see if it is beating faster than when I'm sitting or resting.
- ✓ **Personal & Social Responsibility:** I will follow the rules and parameters of the Station Day learning environment.

TEACHING CUES

- ✓ Start Activity with Music
- ✓ When Music Stops: Clean the Area and Rotate

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 24 low profile cones
- ✓ Station music and music player
- ✓ See station cards for equipment needs

Set-Up:

1. Using low profile cones, create 6-10 grids (depending on size of class and activity area).
2. Set station cards up on tall cones in each grid.
3. Set up each station according to its station card.
4. Designate one station as an assessment station.
5. Create groups of 2-4 students, with each group at a different station.

Activity Procedure:

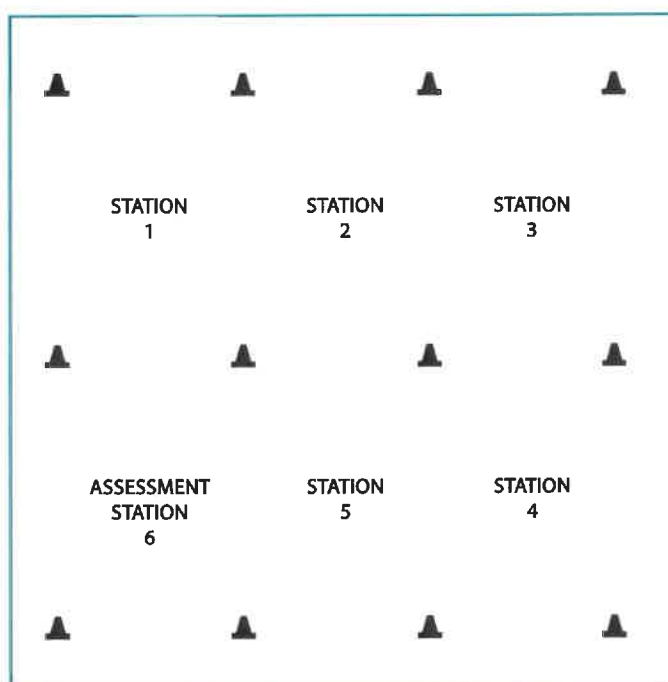
1. Today is a Station Day. We'll complete each station for 2 (or 3) minutes. One station is an assessment station where you'll be given feedback based on your skill performance.
2. *Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station.*
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
4. While we're learning this station format, I'll pause the music for a longer period of time so that every team is able to clean up their area and rotate.

Challenge Progressions:

Challenge older students (stronger readers) to complete the task written on each card without an explanation or demonstration.

Modifications:

Some students may need step-by-step assistance during cleaning-up and rotation. Pause the music and don't restart until every group has safely transitioned.



SHARK ATTACK

EQUIPMENT

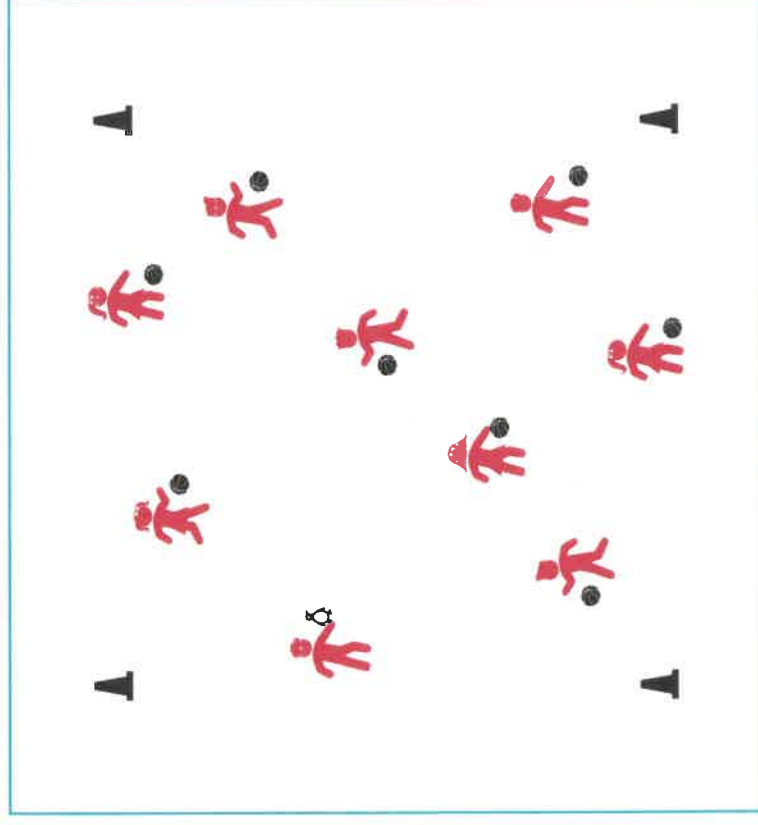
- ✓ 1 basketball for all players but 1
- ✓ 1 rubber penguin

HOW TO PLAY

1. Fish dribble throughout the activity area.
2. Sharks play defense and try to cause fish to make an error and lose control of the ball.
3. Sharks cannot touch other players or basketballs. They must use body positioning to force fish to change directions and make errors.

SET-UP

- ✓ 1 player is the shark and carries the rubber penguin.
- ✓ All other players are fish and have a basketball.



TRIATHLON

EQUIPMENT

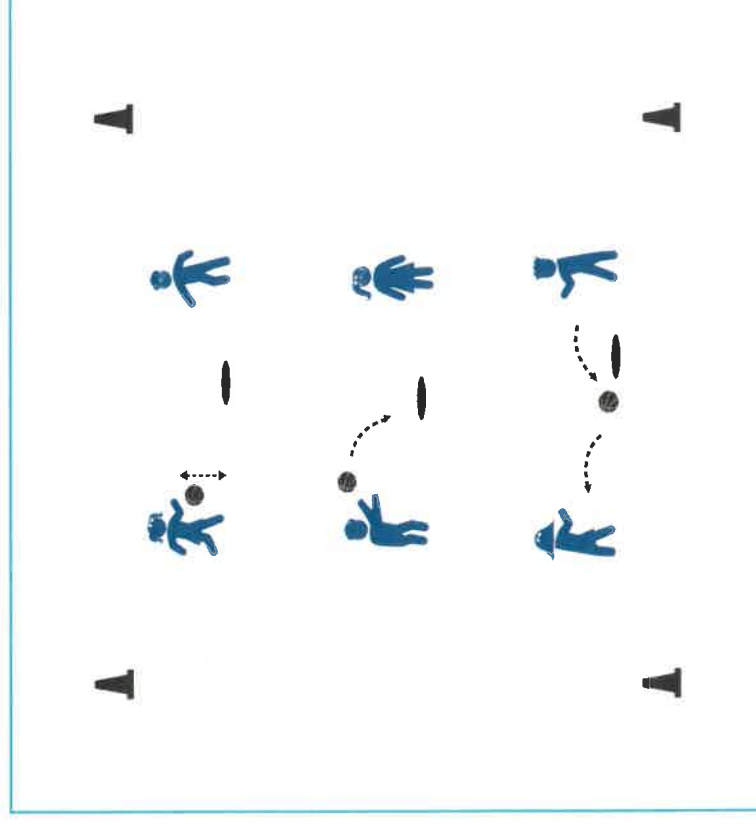
- ✓ 1 basketball and 1 poly spot per pair

HOW TO PLAY

1. Complete the following Triathlon with each partner completing:
 1. 10 dribbles
 2. 10 bounce passes
 3. 5 shots to the poly spot

SET-UP

- ✓ Find a partner and move to a poly spot with a basketball.



PASSING LANE POINTS

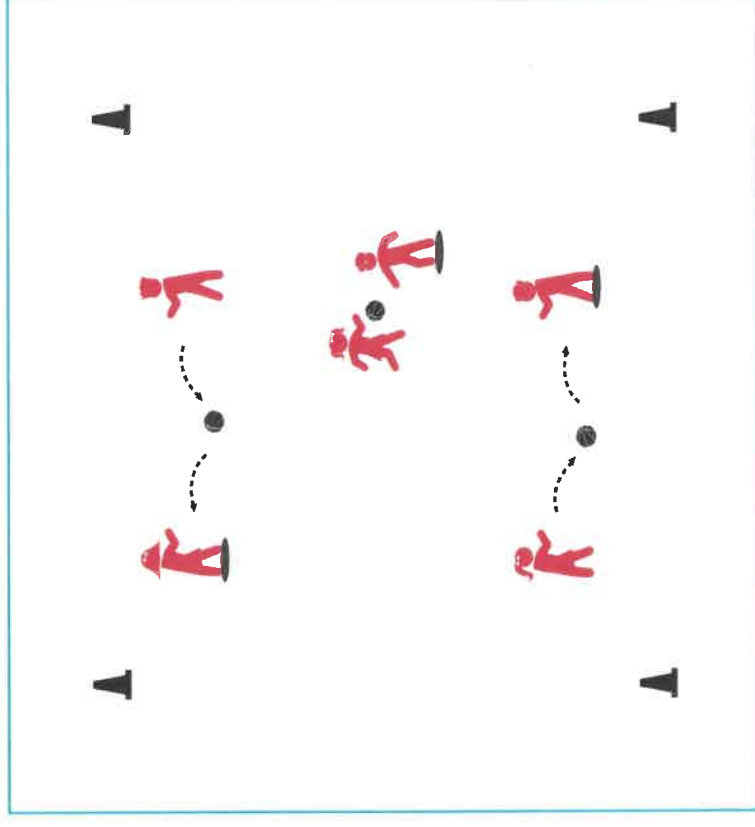
How many bounce passes can you make before it's time to move to the next station?

SET-UP

- ✓ Find a partner and move to a poly spot with a basketball. One partner on a spot, the other with the basketball.

EQUIPMENT

- ✓ 1 basketball and 1 poly spot per pair



HOW TO PLAY

1. One player dribbles from spot to spot, making passes with as many open spot-players as possible.
2. One player stays on the spot and makes passes with all players who dribble to them.
3. Pass only when a receiver is looking at you and showing open hands.



BASKETBALL SKI SLALOM

EQUIPMENT

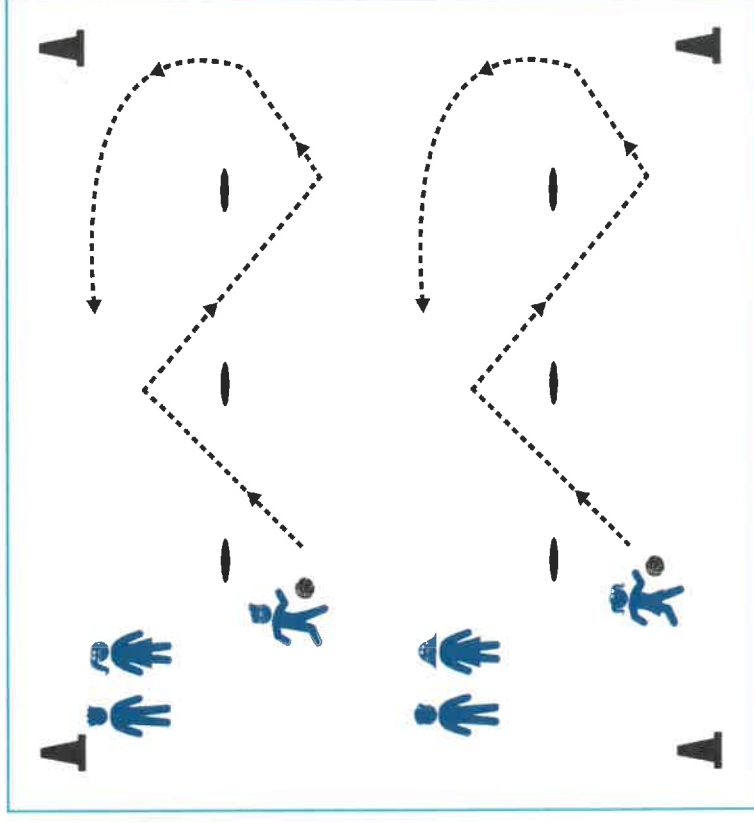
- ✓ 1 basketball and 3 spots per team of 3 players

HOW TO PLAY

1. The timekeeper says, "Go!" and starts to count Mississippiis.
2. One player dribbles, weaving through the cones.
3. The third player is an official and watches to be sure the racer does not miss any cones.
4. The timekeeper stops counting when the racer finishes. Count the number of cones missed and add 3 Mississippiis for each one to calculate a final time.
5. Rotate jobs and repeat.

SET-UP

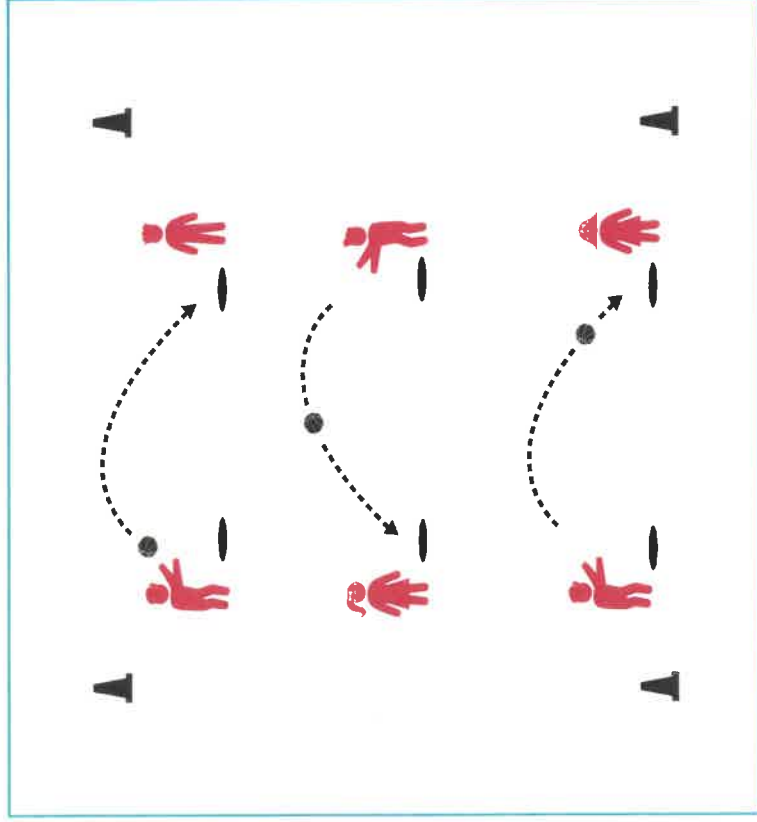
- ✓ Place 3 cones in a row with 5 to 10 feet in between each spot.
- ✓ One player is the dribbler, one is the timekeeper, and one is the official.



3-POINT CONTEST

SET-UP

- ✓ Place poly spots 6-10 feet away from each other. Each player stands behind opposite spots.



EQUIPMENT

- ✓ 1 basketball and 2 poly spots per 2 players

HOW TO PLAY

1. Partners take turns shooting 3 pointers to the opposite spot.
2. Score points by hitting the spot.

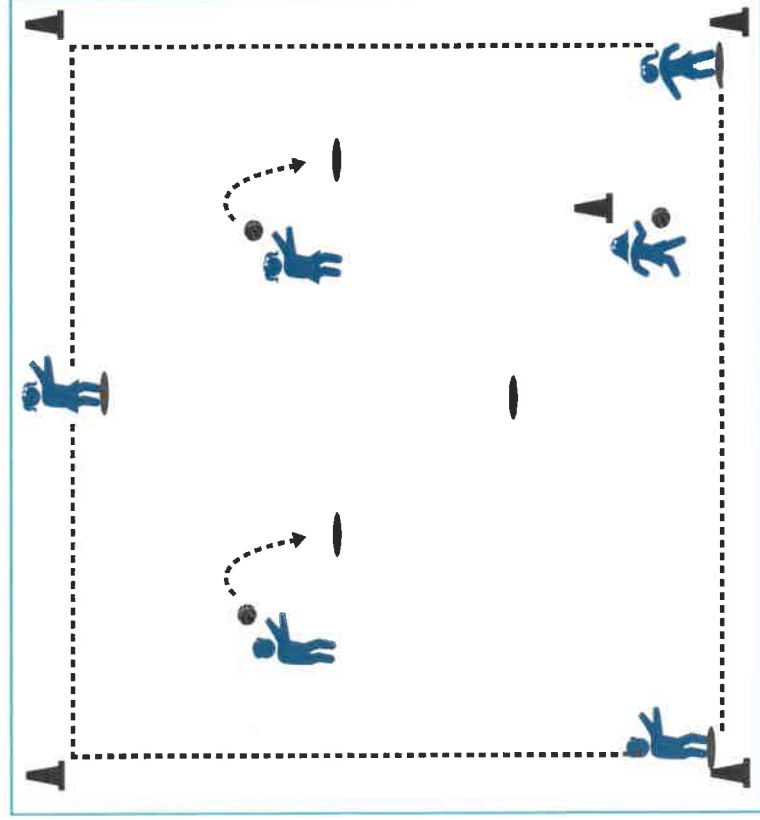


SHOOT, DRIBBLE, PASS, DRIBBLE

You and your partner will try to score as many baskets as you can before it's time to move to the next station.

EQUIPMENT

- ✓ 1 basketball and 2 poly spots per 2 players



SET-UP

- ✓ Place 1 of your spots anywhere in the center of the grid, and then place the other around the perimeter of the grid.
- ✓ One player starts with the ball behind a spot in the activity area, the other starts behind the spot on the perimeter.

HOW TO PLAY

1. The player in the center of the area will shoot to a spot, then dribble to the partner on the perimeter to make an accurate bounce pass.
2. Switch roles and continue to take turns until it's time to rotate.



BOUNCE BALL

SET-UP

- ✓ Find a partner that is closest to your height. One partner is on Team A and the other is on Team B.
- ✓ Place poly spots at opposite ends of the grid area. Decide which team is defending each spot.
- ✓ The team with the youngest player starts with the ball.

HOW TO PLAY

1. There are 2 ways to score:
 1. Pass to each member of your team in a single possession.
 2. Bounce the ball on your team's spot.
2. Defensive team must play 3 full arm-lengths away from offensive players and can only intercept passes. They cannot touch offensive players.

EQUIPMENT

- ✓ 1 arm band per student (2 different colors to create 2 teams)
- ✓ 1 basketball
- ✓ 2 poly spots

