

Basketball

FUNdamentals



Harpwell Recreation and Community Services Department
263 Mountain Road
Harpwell, ME

THANK YOU.

Our children and community greatly benefit from the time and effort donated by volunteers like you. To make coaching as easy as possible, we've created this manual to guide you. Any questions or concerns, please contact us. We're here to help you!

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Recreation Mission Statement:

The mission of the Recreation Department and Committee is to provide leisure, educational, arts and sports programs opportunities, facilities and services that enhance the quality of life for all the residents of Harpswell.

This is accomplished in part by:

- Offering programs and opportunities that appeal to a diverse (age, gender, interest, income) population
- Encouraging spirit and cohesiveness
- Stimulating community involvement
- Providing alternatives to loneliness, isolation and self-destructive behaviors
- Encouraging fun and reducing stress
- Encouraging people to get outside themselves, as participants or providers
- Seeing a direct return on town revenue spent on highly visible programs

Additional resources:

*Jrnba.com great video demos * youtube.com for youth coaching videos
*Pecentral.com lesson/game ideas *howtocoachkids.org youth coach trainings
*breakthroughbasketball.com for basketball drills

Checklist for programs @ HCS: Please read and respect the rules for using the school.

- ☐ Afternoon programs – if PE class is in session, please wait outside the gym until they are finished.
- ☐ Afternoon programs – parents must come in to get kids. Do not dismiss kids to the parking lot.
- ☐ The PE teacher has rules for the gym. We need to respect her rules and provide continuity for the children. Please do not let the kids enter and then run around/chase each other. They should put their things away and sit on the white line until you give directions. Make a fun routine!
- ☐ Once kids are in the gym – they need to stay in the gym (no going to classrooms to get things, hanging out in hallway, etc.).
- ☐ Siblings – also need to be in the gym under parent supervision. No wandering the halls.
- ☐ PE Closet is off limits unless prior arrangements have been made with PE Teacher or Recreation Director.
- ☐ Make sure lights are off and gym bathrooms are presentable (no towels on the floor, toilets flushed).
- ☐ Baskets back to original height

First and Second Graders: What to Expect

First Graders:

First graders have a great amount of enthusiasm and gusto, and will throw themselves whole-heartedly into whatever they're doing. This can lead to a crash and burn once they've exhausted their energy, you'll want to give them frequent water breaks in between drills/games so they can recharge. The gusto and enthusiasm also lead them to make grand plans regarding whatever you're teaching them that day. They'll need help scaling back these dreams; breaking them down into manageable parts, keeping them feeling successful when they conquer the smaller parts of the whole (ie- the activity skill cues section).

A few other characteristics of first graders to consider:

Cognitively: *Love the idea of doing 'work' but pick out big projects that they'll need help breaking into smaller bits *Beginning to understand cause and effect *They enjoy explaining how things work. Coaches can add in 'why' questions when teaching them new concepts *Engage in more elaborate dramatic play (Coaches can add in imagery or pretend play into drills and games)	Socially and Emotionally: *Are enthusiastic, energetic and competitive. *Thrive on encouragement and compliments; often are crushed by small criticisms. *Coaches can provide plenty of noncompetitive, cooperative games. *Coaches can congratulate good listening/direction following of people surrounding ones needing redirection, rather than focusing on mistakes.	Physically: *Can tired easily and get sick frequently. Require frequent breaks. *Rapidly developing gross motor skills (running, jumping, throwing, catching.) At a great age to introduce sports concepts through cooperative and imaginative games.
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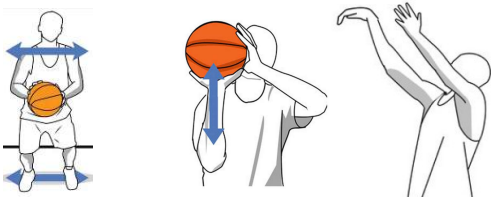
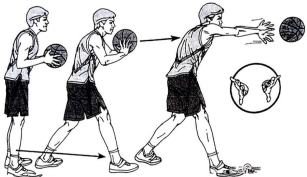
Second Graders:

Second graders love to make sense of the world around them. They thrive on details and facts, using these to make the big world around them seem small enough so they feel safe and can make their way through it. Second graders like to do things in a predictable, logical order. This helps them to retain and organize the information they learn. This love of order, facts and safety can lead to them being perfectionists who are hesitant to take risks. These kids will benefit from watching their coaches make mistakes and laughing them off. They crave empathy and understanding from coaches and benefit from gently pushing them towards enjoying random events, surprises and changes.

Cognitively: *Enjoy repeating tasks and reviewing information *Need frequent check ins from coaches. *Like to classify and sort *Thrive on learning new vocabulary *Benefit from a warning that work time is going to expire	Socially and Emotionally: *Need security, structure and routine *Can be serious, moody and shy. Coaches can use playfulness to ease their tension. *Can find large group work overwhelming. *Have many real and imagined aches and pains. They'll need acknowledgement and understanding from coaches.	Physically: *Get confidence boost when they have new success with physical skills. Coaches can praise, praise, praise! *Learn better up close vs across the room. When demonstrating, coaches should have the players nearby. *Can now put together 2-3 locomotor skills in a row! (Dribble, jump stop, shoot!)
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Activity Skill Cues

Skill development is a main goal for youth sports programs. In order to maximize and support developing skills, we break down each skill into its critical components and then create cues to help players remember the steps! We have included the basic skill cues for basketball.

Dribbling: - '<u>Finger Pads</u>': use finger pads (not fingertips) - '<u>Belly Button</u>': bounce ball at waist level or lower - '<u>Eyes</u>': eyes up for safety *player may need reminder to keep pushing the ball down after the first couple of dribbles.	Shooting: (Pizza Position Method) - "Knees": feet shoulder width apart, knees slightly bent - "<u>Pizza Position</u>": Hold the ball in your hand like you're carrying a pizza, don't forget your guide hand - "<u>Shoot!</u>" - "<u>Cookie Jar</u>": Hand should end up like you're reaching in to steal a cookie from cookie jar!! (follow through)  (For the adults) Shooting: ("BEEF" method) - 'B': <u>Balance</u> the ball on your shooting hand - 'E': <u>Elbow</u> stays directly under the ball - 'E': <u>Eyes</u> on the target (the rim) - 'F': <u>Follow through</u> snapping the wrist over your head
Passing: Chest Pass '<u>Grip</u>': hold the ball along the sides, chest high, fingers spread '<u>Step</u>': step toward the target '<u>Snap</u>': pass the ball, snap the wrists so that hands end up with thumbs down, palms out *Ball should hit target in the chest*  *Stress that passer should make eye contact with partner prior to passing!	Passing: Bounce Pass '<u>Grip</u>': hold the ball along the sides, fingers spread '<u>Step</u>': step toward the target '<u>Snap</u>': pass the ball, snap the wrists so that hands end up, thumbs down, palms out '<u>Bounce</u>': Ball should bounce about 2/3 of way to target and hit the target *see the photo to the left: body and hand position for bounce pass should be similar, however, pass should be angled downward
Basic Defensive Stance: Feet in athletic position (shoulder width apart) Arms spread out wide and hands up with palms facing the offensive player (make yourself BIG) Keep your back straight. Knees bent. Use the locomotor skill of 'sliding' to move around. Keep your back to the basket	Basic Rules: <u>Traveling</u>: Take 3 steps without dribbling <u>Double Dribble</u>: dribbling a second time after stopping or dribbling the ball with both hands. <u>Foul</u>: illegal contact with player (hitting them while trying to steal the ball)

We have created a season plan, but if you'd like to make your own practice plan, this might help!

Sample practice plan: What do these sections mean? How can I plan my practice to run smoothly?

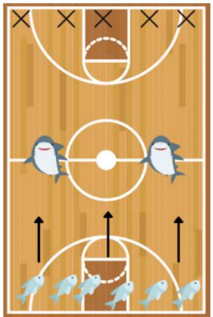
Time	Activity:	Description:	Diagrams/Organization	Coaching Points
5 mins	Warm up:	*Have kids run laps, jumping jacks or repeat fun, simple drills from previous practices in order to loosen muscles, get heart rate up, and get rid of little kid wiggles. This is a good time to redo drills/games from previous practices that the kids really enjoyed.	*Make a list of equipment needed to make transitions between activities quick. Kids left without direction tend to act out and get off task. They'll love to help set-up games and activities!	*Praise kids who are not only performing skills well, but those who are following directions or trying really hard!
15-20 mins	Skills & Drills	Introduce the basketball 'skill of the day' with a demonstration by coach and teammate when possible. *Players should sit and watch the coach's demonstration.	*Drawing out the drill on paper and planning the athlete's rotation from line to line will help make transitions quick and will increase activity time!	*Find specific compliments to give the kids as they practice. "I liked how you followed through on that pass!"
5 mins	Water Break	Water for kids, Coach can break down skill drills and set up for Game Play.		
15-20 mins	Game Play	Game like activity or activities where kids will be able practice new skill of the week in a game-like environment. After session 3, kids can play mock game during this time. Feel free to stop play and teach as needed.	*Split teams up ahead of time. *Will there be stations? Do you need a parent volunteer? *Have the kids grab equipment at the end and bring it to you, many hands make light work!	*Reflect on what worked well? What didn't you like? What do the kids need more work on next session? Did they like this game? Was it challenging yet fun?
5-10	Team Circle	Wrap and up review what they've learned today. Have each kid say something; (if they're comfortable) contributing to the discussion empowers them to speak up in the future!		*Did you see a kid that excelled at the skills you taught today? Pull them into the circle to demonstrate the skill correctly. A great confidence builder!

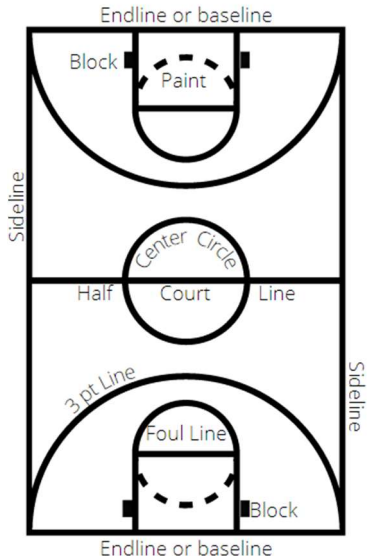
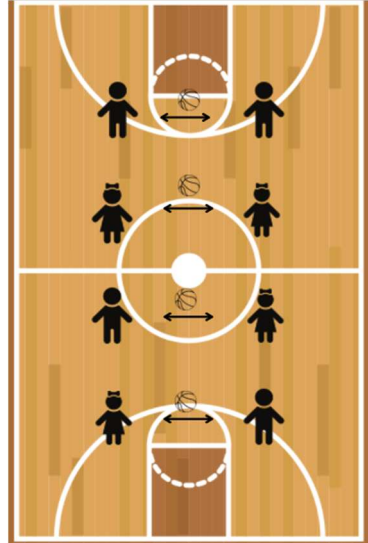
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Session:

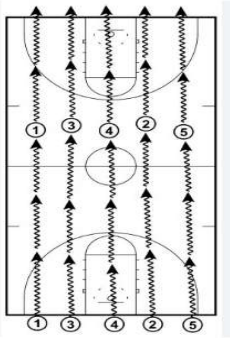
Time	Activity	Description	Diagram/Organization	Coaching Points
5 mins	Warm Up			
5-10 mins	Skills and Drills			
10-15 mins	Game Play			
2-3 min	Water Break			
10-20 min	Game Play			

Goals: Today, coach should be setting up SOP's. Rules and predictability will help each practice session more efficient and feed into the needs of the age group of our players. Players will also learn the basic skills needed to participate in a small game safely and effectively (basic rules, court layout and skills.) ****Put hoops ALL the way down!****

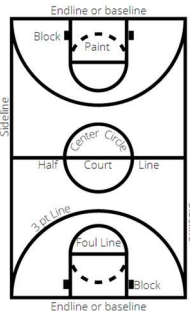
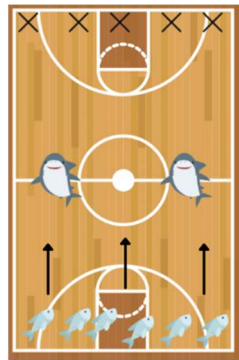
Introduction:		
Game 1: Sharks and Minnows- NO BALL! (5 min) The minnows line up on the end line. Two players are designated as sharks and are positioned at half court. On the whistle, the minnows must run from one end line to the other without being tagged! If minnows get tagged, they become a shark too! Repeat until one or two minnows remain, they become the sharks in the next round.	Coaching Points: -Tag gently, no pushing- it would be a foul! 😊 - Minnows must stay inside the court lines. Materials: none	
*Note: When Coach is speaking (and kids are holding basketballs,) I have the kids put the basketball on the floor between their feet so they're not playing with it when Coach is talking. Each time they hear the whistle, this is what they do with their ball.		
Skills and Drills: (10 mins) Dribbling: - 'Finger Pads': use finger pads (not fingertips) - 'Belly Button': bounce ball at waist level or lower - 'Eyes': eyes up for safety *player may need reminder to continuously push the ball down, even after the first couple of dribbles. Progression: 1. Stationary dribbling, favorite hand 2. Stationary dribbling, non-favorite hand *coach can hold up fingers, players show they are looking up by calling out number of fingers 3. Walking while dribbling (fave, then non-fave) 4. Jogging while dribbling (fave/non-fave)	Coaching Points: *Dribbling should be continuous, not starting and stopping *If there is a large divide in dribbling ability, invite confident dribblers to one half of court, while others stay stationary on other half. *Movers should be able to demonstrate eyes up looking around while dribbling. *Players should stay in bounds of court for safety.	*Materials: 1 ball per player ** This is a good time to introduce traveling and double dribbling. Explain why we have to learn to dribble continuously.
Game 1: "Feed the Frogs" (5-10 mins) *The court's center circle is the 'pond' where the frogs live. In the meadow around the pond (the court) flies and bugs live on plants. The players want to feed the frogs by dribbling up to a bug (a poly spot) and squishing it by dribbling 3 times with each hand on top of the bug. After the bug is squished, the player must pick up the poly spot, dribble over to the pond and drop it in for the frogs to eat. The game continues until all the poly spots are in the center circle.	You can time this activity with a stop watch and challenge the kids to beat the time. Players always want to pick up more than one poly spot! Watch out! 😊 Materials: *1 ball per player *30-40 poly spots	

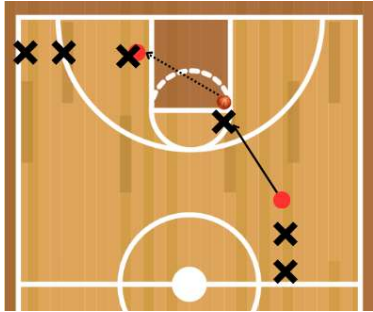
Session 1 page 2		
Game 2: Coach Says (5 mins) Players will learn the different parts of the basketball court by traveling to the designated area when the coach says. This can be a great warm up for sessions 2&3. *Sideline *End line/Baseline *Foul line *Center circle *Paint *Block *3 point line *half court line “When I blow the whistle, players should jog (or run, skip, dribble or slide etc) to your favorite * end line” (*insert landmark here)	Players should begin without a ball. Once they begin to know the parts of the court, Coach may have them dribble to each area instead of running there.	
Skill 2: Passing (15 mins) Skill Cues for Passing: Bounce Pass: *‘Grip’: hold the ball along the sides, fingers spread *‘Step’: step toward the target *‘Snap’: pass the ball, snap the wrists so that hands end up, thumbs down, palms out *‘Bounce’: Ball should bounce about 2/3 of way to target and hit the target Chest Pass *‘Grip’: hold the ball along the sides, chest high, fingers spread *‘Step’: step toward the target *‘Snap’: pass the ball, snap the wrists so that hands end up, thumbs down, palms out *Ball should hit target in the chest*	Partner Passing: Have players get a partner and pass back and forth. *Please stress with players that they must make eye contact before passing. Passer: Look for eye contact Catcher: show a target (Hands up, palms facing passer) to show you’re ready * Once the players look like they’re comfortable with the bounce pass, have them try the chest pass.	
Skill 3: Shooting: (Pizza Position Method) 15 min -“Knees”: feet shoulder width apart, knees slightly bent -“<u>Pizza Position</u>”: Hold the ball in your hand like you’re carrying a pizza, don’t forget your guide hand “<u>Shoot!</u>” “<u>Cookie Jar</u>”: Hand should end up like you’re reaching in to steal a cookie from cookie jar!! (follow through)	Split players into two (or 4 if using portable hoops) groups, one at each end. Practice form shooting from just in front of the rim, then back up a step, repeat. *Shooting contest to 10, winning team cheers and losing team does 10 jumping jacks.	
Team Circle: To end each session, have kids sit around the center circle to have a quick chat about the day.	Quick review of skills learned today, what was your favorite? Or your fave game?	

Goals: Today, we are looking to reinforce the expectations of coach (ie-when you blow your whistle, they should respond as expected.) Coach should still look to provide lots of positive feedback. Player's goal: To improve on last week's skills with confidence, know that new skills may be hard to learn and that's ok!

Introduction:		
Warm up: Red Light, Green Light (5 mins) *Players begin at one end line, on "green" they dribble under control towards the other end line. They should jump stop and hold the ball securely when you say "red light" or slow down if you say yellow. Any dribblers out of control should go back to start. *Explain the Jump Stop: When you 'jump to a stop' landing on two feet, balanced, and protecting the ball.	Materials: *1 ball per player	
Game 1: "Builders and Bulldozers!" (5-10 mins) Setup: spread cones out inside of court. Half standing up, half knocked over. Split players in half. Half are 'builders' who stand the cones up. The other half are 'bulldozers' who knock the cones over. As players dribble around, builders should stand up the knocked over cones and bulldozers should knock over upright cones. Have players switch roles after a few minutes.	Coaching Points: Players should knock over cones while controlling their dribble. Materials: -1 ball per player - 20-30 cones	
Skill: High 5 Lay Ups (10 mins) Players line up at a cone (see diagram). Coach stands just outside the block, right hand up, facing players. Right Hand layup: player takes a right foot step, left foot step and jump up to give coach a high five. Coach should hold hand high enough to simulate shooting a layup. (For quick video, search jr nba high five layups)	Coaching Points: Coach can move cone out and have them jog their steps for high fives. Materials: *Cone for starting point. Poly spot to show them where to step for each foot.	This will be challenging for them. After they get footwork down, let them try with a ball and shoot. No dribbles.
Game/Skill 3: Dribble, jump stop, shoot! (10 min) Players should combine newly learned skills together to form a basketball move. Dribble from half court to the paint, where they jump stop, then shoot!	-After a couple times through, encourage kids to move at a game pace. -Use poly spots to give kids landmarks, it helps keep them goal-focused.	*Materials: 2-4 basketballs Poly spots
Skill: Defensive Stance and Slides (5 mins) Teach players defensive stance. Knees bent, arms out, back straight facing dribbler.	*have players spread out facing coach, coach can lead players in defensive slide drill. When coach dribbles in a direction, players should slide in that direction. Players shouldn't cross feet!	
Game 4: Let's try a real game! *Break teams up (talent dispersed evenly as possible) *3v3 works best. Do not crowd the court *quickly review: traveling, fouls, double dribbles, out of bounds.	*Keep kids under control, don't let them hurt each other 😊 *No stealing directly from dribbler, ball must be stolen on the pass.	*Materials: Pinnys, whistle
Team Circle: Did you like trying a real game? What was hard? What was easy?		

Goals: Players should know that new skills may be hard to learn at first, and that's ok! They'll get easier with practice!

Introduction: Game 2: Coach Says (5 mins) Players will learn the different parts of the basketball court by traveling to the designated area when the coach says. This can be a great warm up or filler activity later. "When I blow the whistle, players should dribble to the * end line" (*insert landmark here)	*Materials: -1 ball per player *sideline, end line, center circle, paint, block, foul line, half court line. 3 pt. line	
Game 1: Sharks and Minnows with ball! (10 min) The minnows have a ball, line up on the end line. Two players are designated as sharks and are positioned at center court without a ball. On the whistle, the minnows must dribble their ball from one end line to the other, without losing control of their ball OR being tagged! If they do, they become a shark too! (have minnows place their ball in a hula hoop off to side of game)	Materials: 1 ball per minnow Coaching points: After a couple of trips down the court, ask the minnows what they are doing to keep their basketball? (protecting it from the sharks, changing directions) *Last two minnows with their ball can start next round as sharks.	
Game 2: Shooting Competition: (5-10 mins) -"Knees": feet shoulder width apart, knees slightly bent -"Pizza Position": Hold the ball in your hand like you're carrying a pizza, don't forget guide hand "Shoot!" "Cookie Jar": Hand should end up like you're reaching in to steal a cookie from cookie jar!! (follow through)	Split players into two groups, one at each end. Practice form shooting from just in front of the rim, then back up a step, repeat until it's a jump shot. Finalize a spot. Shooting contest to 10, winning team cheers and losing team does 10 jumping jacks.	*Teams should count out loud each time they make a shot. *Winning team should cheer on kids doing jumping jacks.
Game 3: Real game! (30 mins) *Break teams up (talent dispersed evenly as possible) *3v3 *quickly review: traveling, fouls, double dribbles, out of bounds. *Baskets are worth 2 pts each.	*keep kids under control, don't let them hurt each other 😊 *no stealing from dribbler. Must be stolen on the pass. *Feel free to stop game for 'teachable moments' especially when they pertain to skills learned this session.	*you can also teach defensive skills: back to the basket, see both your person and the ball, sliding
Team Circle: What is 'confidence'? (believing in yourself) How can we build confidence in others?		

Introduction:		
Game 1: Pirate Dribbling Assign 4 pirates. Every other player has a ball. Everyone with a ball starts dribbling in an area of the court. If a pirate touches your ball, you give the ball to the pirate and YOU are now a pirate! You can't go after the person who just touched your ball.	Coaching Points: Materials: 1 ball per player (non-pirates)	
Skill 1: Dribble, jump stop, pass, shoot! (10 mins) Divide group in half, one half lines up on block (on a poly spot), the other at center circle (on poly spot). The first player in the line at half court, dribbles in to the elbow, jump stops, and bounce passes to the first person in line at the opposite block, who catches it and shoots. Shooter gets own rebound, and dribbles to the other line, giving the ball to the first player in line without one. Passer goes to end of shooting line.	After a few times through, move poly spots to opposite side of court. *if kids seem to be able to do this drill without constant reminders, split in half, have other half do same drill on opposite end of court. OR Grab parent volunteer to observe other end.	
Game 2: Continuous Knockout: (5-10 mins) - <u>"Pizza Position"</u> : Hold your hand up like you're holding a whole pizza, like in a fancy restaurant. <u>"Shoot!"</u> <u>"Cookie Jar"</u> : Hand should end up like you're reaching in to steal a cookie from cookie jar!! (follow through)	Split players into two groups, one at each end. Players line up at the tape, player 1 in line shoots (and gets own rebound) until they make it. As soon as player 1's ball hits the rim, the person behind them shoots, if player 2 makes a basket before player 1, player 1 is knocked out.	*instead of kids being knocked out and having to watch, once a player is knocked out, they go join the group at the other end of the court, 'continuously' playing knock out (lots of shots under pressure) Materials: 4 basketballs (2 per group)
Game 3: Real game! *Break teams up (talent dispersed evenly as possible) *3v3	*keep kids under control, don't let them hurt each other 😊 *no stealing from dribbler. Must be stolen on the pass. *Feel free to stop game for 'teachable moments' especially when they pertain to skills learned this session.	
Team Circle: What was the most difficult skill for you to learn?		

Introduction:		
Skill Sequencing (10 mins): Today, we're going to learn another skill, the V-cut. The V-cut is used to get open! (From the wing position, demonstrate the V-cut.) Have a player at the top of the 3 point line, pass you the ball as you end your V-cut. After catching the ball, dribble in, jump stop and shoot! Shooter gets own rebound, dribbles back to the line, gives ball to next person in line without one.	*Switch sides of the court after a few times through the line. (Left ←→Right) *if kids seem to be able to do this drill without constant reminders, split in half, have other half do same drill on opposite end of court. OR Grab parent volunteer to observe other end.	
Game 2: Real game (45 mins)! *Break teams up (talent dispersed evenly as possible) *3v3	*keep kids under control, don't let them hurt each other 😊 *no stealing from dribbler. Must be stolen on the pass. *Feel free to stop game for 'teachable moments' especially when they pertain to skills learned this session.	
Goodbye! Hand out end of season certificate. Say something nice about each kid, have kids give parents round of applause.		

CONGRATULATIONS COACH! YOU MADE IT!