



Australian Government

Australian Sports Commission

ACTIVE AFTER-SCHOOL COMMUNITIES

*playing for life*

# Basketball

COMPANION BOOK



## Acknowledgments

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A significant number of the activities included within the Basketball Companion Book have been adapted from the Playing for Life Resource Kit, with the assistance of Basketball Australia, Jarrod Greedy (Basketball Australia) and Danny O'Brien (Basketball South Australia). These contributors also provided suggestions for the inclusion of new activities and the sport specific content.

Gayle Rogers (ACHERP/Schools Network), Sue Cormack (ACHERP/Schools Network), Bruce Knights (Keilor Downs Secondary College) and Les Bee developed the content for the introduction and principles for how and when to change activities.

The editorial team of Jeff Dry, Wenda Donaldson (AASC), Teena Jackson (AASC), Lainie Houston (AASC), Melissa Backhouse (Junior Sport Unit) and Ashley Beaver (AASC) developed, proofread and edited written materials and significantly contributed to the overall content and format of the final product.

## Disclaimer

The Playing for Life companion books have been designed for use with students aged 4–12. Each book assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit or restrict their involvement in sport or other physical activity. A student should not be allowed to participate in an activity if any medical, physical or other factor indicates that they are not suited to that activity. Where there are any queries or concerns about such matters, the consent of the student's parent or guardian should be obtained before allowing participation. While care has been taken in the preparation of these books, the publisher and authors do not accept any liability arising from the use of the books including, without limitation, from any activities described in the books.

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# About this book



The Playing for Life companion books have been developed to complement the Active After-school Communities (AASC) Playing for Life resource kit. They are primarily designed for members of the local community who will be delivering programs to participating primary school-aged children.

More specifically, they are designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy. This places an emphasis on providing safe, fun, engaging activities that ensure maximum participation from all children, regardless of their level of ability.

# Playing for Life – what is it?

The Playing for Life philosophy adopts a ‘game sense’ approach to physical activity.

- » **THE GAME IS THE FOCUS** — Players develop skills through fun, game-like activities (by ‘playing the game’) rather than through traditional skills and drills.
- » **COACH IS A FACILITATOR** — Coaches play more of a facilitator role than a director’s role. Rather than instructing players how to perform a particular skill, coaches provide key coaching points for performing the skill then set the players a challenge that they must solve through activity. For example, they might ask:
  - » How many different jumps can you perform in 30 seconds?
  - » Where will you stand to field the ball?
  - » How can you work together to stop the opponents scoring?
  - » How can you include everyone?

This engages players in the activity at a level that suits their own ability, and players learn through self-discovery rather than coach direction.

- » **DISCRETE COACHING** — Coach instructions and demonstrations are kept to a minimum. Allow play to continue and support players to develop their skills on the side in an unobtrusive way during the course of the activity. This maximises player participation and allows players to receive one-on-one coach support where required.
- » **ROLE MODELS** — Use player role models during the activities to demonstrate and emphasise good technique or strategies. Be aware of cultural considerations when adopting this strategy.

## Remember!

The activity sets the challenge

The game asks the questions, and

The players' response is the answer

### » ASK THE PLAYERS —

The use of player questioning is a valuable strategy to engage the players themselves in changing the activity to increase participation and to make the activity more or less challenging.

- » **CHANGE IT** — Simple variations to activities are introduced to make the activities easier or harder in order to accommodate all player ability levels and backgrounds. Use the CHANGE IT acronym to assist you in modifying the activities, and remember to 'Ask the players':

C

**C**oaching style e.g. deciding when to direct activities and when to ask the players. Knowing when to provide discrete coaching and when to 'just let the kids play'

H

**H**ow you score or win e.g. introduce zones for batting or target games

A

**A**rea (playing area) e.g. make the playing area smaller or larger; alter distances to targets or between players

N

**N**umber of players e.g. consider different team sizes to keep all players active. Have several games of 2 v 2 or, if focusing on defence skills, change to 3 v 2 or 2 v 1 etc

G

**G**ame rules e.g. allow 2 bounces before catching or stopping a ball, or introduce a no-go zone

E

**E**quipment e.g. use a larger or softer ball; rackets instead of bats; bins or markers for targets

I

**I**nclusion e.g. modify the game to maximise the involvement of all players. Ask the players how to change the game

T

**T**ime e.g. reduce or extend the time to perform actions; change the number of passes within a time limit; vary the length of time a player can hold the ball

It is more important to follow the concept of **CHANGE IT** than to remember what each letter represents.

**If it is not working.... CHANGE IT!!**

# How do I know when to **CHANGE IT**?

The first step is to play the game and observe player involvement and responses.

When observing the game being played, and player involvement and responses, ask yourself the following questions:

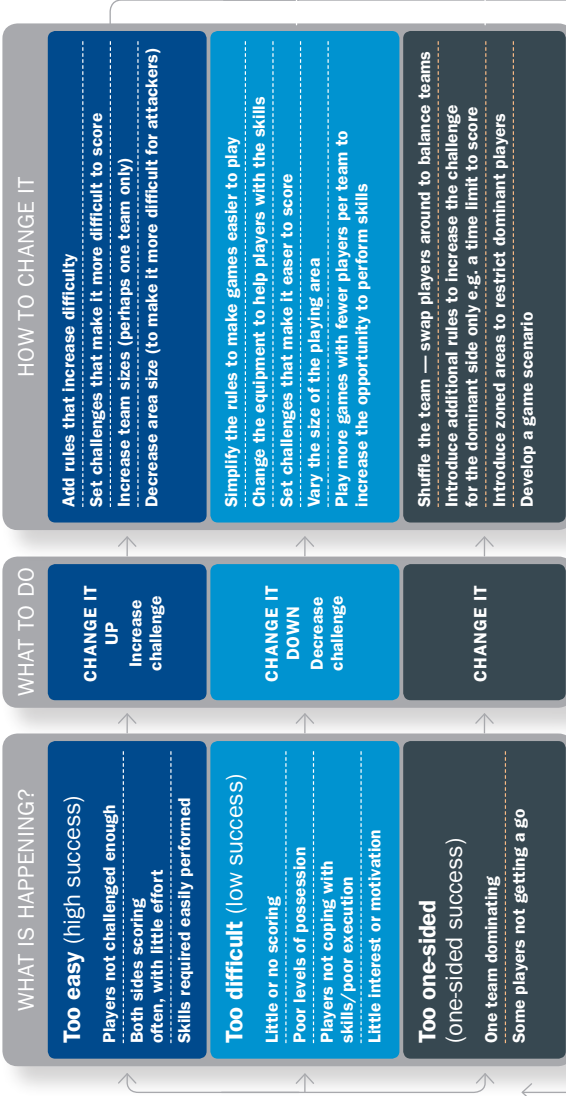
- » Is the game safe?
- » Are all players having fun?
- » Are all players engaged in the game?
- » Is the game working?
- » Do all players understand the game?
- » Is the objective of the game being achieved?
- » Are all the players being included?
- » Is participation being maximised?
- » Is the game appropriate to the ability level of each player?
- » Are all players being challenged?

If the answer to any of the above questions is No, then **CHANGE IT**.

The diagram on the following page provides a step-by-step guide about when and how to apply the **CHANGE IT** principles.



# When and how to apply the CHANGE IT principles

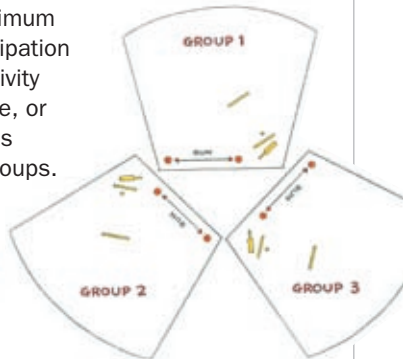
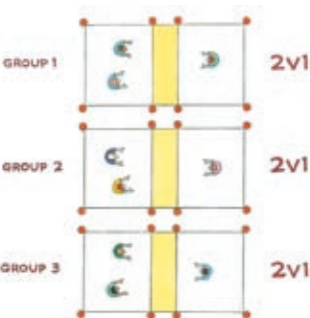


PLAY THE GAME AGAIN · OBSERVE RESPONSES · MAKE FURTHER VARIATIONS AS NECESSARY



# Tips for delivery

- » Do not limit yourself to the structure of the lesson plans provided. Be creative and add your own flair as you become more confident as a deliverer.
- » Use the Easier and Harder variations to modify the games to suit the ability levels of the players. Remember to use your own CHANGE IT variations and 'Ask the players'.
- » Use the Tips section to provide discrete coaching where needed to develop players' skill levels.
- » As the lessons progress, the games evolve to become more complex and similar to the sport itself. However, remember to match the game with the ability of the players and modify it as necessary.
- » On the other hand, if the players grasp the games quickly, you may find you complete them in a shorter timeframe than estimated. In these circumstances, introduce games that the children enjoyed from previous lessons, to fill in time.
- » Remember some games may not work with one group, whereas they could work really well with another. Don't be afraid to CHANGE IT to suit the needs of your group or even replace the game completely.
- » Keep group sizes to a minimum to ensure maximum participation of all children. Run the activity with several groups at once, or set up stations with various activities and rotate the groups.





BASKETBALL

# Introduction to basketball



## What is basketball?

- » Basketball is an international sport played by 2 teams each with 5 players on the court at one time.
- » It is based on catching, throwing, dribbling and shooting.
- » Teams can have up to 5 more players as substitutes and there is no limit on the number of times you can make a substitution.
- » The object of the game is to score by putting the ball through the basket more times than the opposing team.
- » Each player can go anywhere on the court, although usually players are given a position (guard, forward, centre) which defines their primary role in the team. However, with young children, let them play in all positions to gain experience.

Two umpires control the game, making decisions according to the rules and the skills of the players. Their aim is to make the game enjoyable, safe and as free-flowing as possible. To be qualified, umpires have to pass practical and theoretical tests, but a good game can take place with responsible people acting as referees for recreational games.

## Modified basketball rules and Aussie Hoops

Aussie Hoops is a basketball development program for primary school-aged children. Its essence is to have fun while learning basketball skills. Aussie Hoops uses a variety of rules depending on the skill range and age of the children. However, for the purposes of this book, the key modified basketball rules are:

- » Use a size 5 basketball.
- » Use an 8ft or 2.4m high basket.
- » All baskets are worth 2 points, except free throws which are worth 1 point.
- » It is a violation to steal the ball from someone's hands (the 'no grab' rule).
- » Players may shuffle their feet on the spot when they have the ball (be lenient on the 'travel' rule).
- » Players may use two hands when dribbling to gain control (be lenient on the 'double dribble' rule).
- » Have a compulsory playing time (e.g. everyone must play at least one half), or have a set time for substitutions.

## Tips for delivering basketball

Following are some specific tips for delivering Playing for Life Basketball:

- » Make sure you establish a rule early on that players must keep the balls still while you are talking.
- » Size 5 or 6 balls are the best size for young children. Similar sized balls may be used (such as a soccer ball or a netball), although these balls may be damaged more easily when doing some basketball-related activities, particularly dribbling outdoors.
- » Try to have enough balls so that each team member can have one of their own. This will help a lot — the more ball handling players get, the faster they will improve.

- » Where the book refers to a basket, the ring should ideally be 8ft (2.43m) high for children under 12 and 10ft (3.04m) high for older children and adults. You can use similar goals, such as a netball ring. Alternative targets such as a spot on a wall, buckets, hoops and cones etc. should also be used to allow children to experience the concept of shooting goals while maintaining an achievable target.

Following are some additional basketball rule variations you may adopt, in order to include and challenge all players while catering for the varying abilities of children in the group:

- » Have a team play half-court defence when they lead by a certain amount (e.g. 20 points)
- » Do not keep score
- » Keep score, and at quarter-time and half-time everybody takes a foul shot (which contributes to the team's score if it is successful)
- » Have coaches allowed on the court during the game (so they do not have to shout at players)
- » Have coaches also referee the game (which is most effective if the coaches are adults with some basketball experience)
- » Substitute players once they have scored a certain number of points
- » Do away with personal fouls (i.e. you do not foul out after 5 fouls), with the proviso that unduly rough play at any time can be penalised by sending the player off for 3–5 minutes, or
- » Vary the type of game (e.g. 3 on 3 people, 4 on 4, half-court).

## Introduction to basic basketball terms and skills

### General

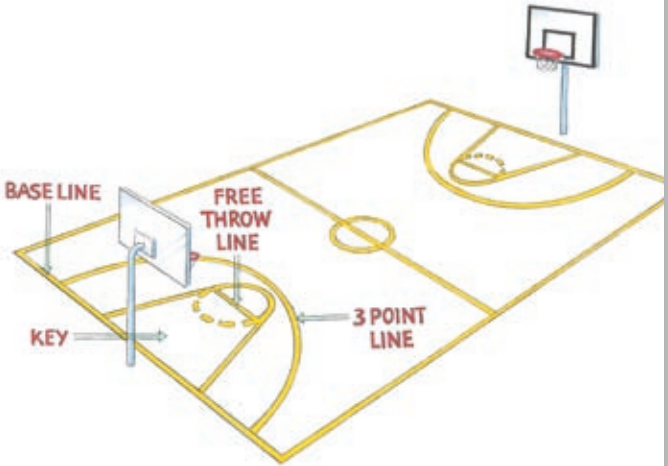
- » **KEY** — the marked area close to the basket. Offensive players can only stay in the key area for 3 seconds.

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- » **FREE THROW LINE** — is the line at the top of the key where free shots (also known as foul shots) are taken from.

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- » **THREE-POINT LINE** — is the large semi-circle outside the key. For children over 12 years of age and adults, a shot from outside this line is worth three points.



- » **BALL HANDLING** — anything done with the ball, including dribbling (or bouncing the ball), passing and receiving/catching. To improve ball handling, you often practice activities you cannot do in a game e.g. dribbling with both hands.

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- » **DRIBBLING** — bouncing the ball as you move down the court, using either your right or left hand but not both touching the ball at the same time. You can alternate hands. If in a wheelchair, players may hold the ball in their lap, push on the wheels twice and then must bounce the ball.



- » **READY POSITION** (also known as the triple threat position) — a balanced position from which an attacker is 'ready' to shoot, dribble or pass.



- » **FAKE** — pretending to pass or shoot the ball, to confuse the defending player.



## Footwork

- » **PIVOTING** — using your feet to change direction, keeping one foot still while you step with the other foot.



- » **JUMP STOP** — landing on both feet at the same time, so you can pivot with either foot.



- » **STRIDE STOP** — stopping in a way that one foot touches the ground before the other one. The first foot that contacts the ground becomes the pivot.



- **TRAVELLING** — attracting a penalty for taking more than one step without dribbling the ball.
- **DEFENSIVE SLIDE** — defensive footwork, where you move from side to side. Start with knees bent and the feet apart and then step out so your feet never come together.





- » **LEADING** — sprinting strongly to the ball, either directly forward or diagonally. Start by moving a few steps away from the intended catching position then place the outside foot strongly on the ground and push off in the desired direction to evade an opponent or to receive a pass.



## Shooting

- » **BASKET** — usually a backboard with a hoop/ring attached that you throw the ball through to score goals/points. To score, the ball must go through from above.

- » **SHOOTING** — the method by which the ball is thrown at the basket to score a goal. One hand should be below the ball and the other on the side. Follow through with the shooting hand. Young children may need to shoot two-handed at first.



- » **JUMP SHOT** — a shot taken while you are in the air.



- » **LAY UP** — a running shot close to the goal. As the player is running they catch the ball and one foot hits the ground (which is their pivot foot). Their second foot then lands and they jump off that foot toward the basket. They can lift their pivot foot off the ground, but must pass or shoot again before it hits the ground again.



## Passing

- » **BOUNCE PASS** — passing the ball to another player by bouncing it on the ground. Used over short distances and to avoid the arms of a close defender.



- » **CHEST PASS** — passing with two hands from your chest, aiming at the chest of another player. Used for short, sharp passes.



- » **OVERHEAD PASS** — a two-handed pass that is generally used over a defender. It is used as an outlet pass to begin a fast break, when making a skip pass or passing to a taller post player with an obvious height advantage.



- » **PUSH PASS** — a one-handed pass thrown from shoulder height, which is executed when a player has to pass around a defender in a certain direction. It is often used for 'feeding' a post player. A post player is a player who generally plays inside the key and is often taller in height. This pass can be executed as either a chest pass or a bounce pass depending on the circumstances.



- » **BASEBALL PASS** — a one-handed pass made side-on and thrown from ear height. It is an attacking pass generally used during a fast break situation. This is the least accurate of all passes as it takes longer to execute and is thrown over larger distances.



# What you need from the kit...



## START OUT

### WILDCARD

START OUT WC 01A	Form a group
START OUT WC 01B	Birthday groups
START OUT WC 02A	Two halves
START OUT WC 03A	All-in tag
START OUT WC 03B	Look out for others!
START OUT WC 04B	Fish in the net
START OUT WC 05A	Get the bean bag
START OUT WC 05B	Stork tag
START OUT WC 06	How many bean bags?
START OUT WC 08A	Partner tag
START OUT WC 08B	Low 5s, high 5s
START OUT WC 09A	Warriors and Dragons
START OUT WC 10A	Fun on the spot

### COOPERATIVE PLAY

START OUT CP 01A	Shuttle ball
START OUT CP 01B	Underarm return relay
START OUT CP 02A	Here, there, nowhere
START OUT CP 06B	L-o-n-g throw
START OUT CP 08	Back to back pass

### INVASION GAMES

START OUT INV 02	Names
START OUT INV 03	Pairs passing
START OUT INV 04	Boundary pass
START OUT INV 06	Dribblers and robbers

### NET & COURT

START OUT NC 02B	Rebound ball
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### TARGET GAMES

START OUT TG 05	Target relay
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## GET INTO IT

### INVASION GAMES

GET INTO IT INV 01	Interceptor
GET INTO IT INV 04	End to end
GET INTO IT INV 05	Defenders on the line
GET INTO IT INV 06	5-point player
GET INTO IT INV 08	End ball
GET INTO IT INV 09	Find the goal line
GET INTO IT INV 10	Keep the ball
GET INTO IT INV 12	Keentan
GET INTO IT INV 13	Buroinjin
GET INTO IT INV 14	Numbers

### STRIKING & FIELDING

GET INTO IT SF 10	Beat the ball
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### TARGET GAMES

GET INTO IT TG 12	D1 and D2
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## FINISH UP

### FINISH UP

FINISH UP 01	Put it away! What did you learn?
FINISH UP 04	Four corners



Remove or print each of the above cards from the Playing for Life resource kit and add to the ring-bound holder provided.



This companion book cross-references these cards throughout the 8-week lesson plan.

# Overview of lessons

LESSON	1	2	3	4	5	6	7	8
OBJECTIVE	Ball handling (passing and catching)	Passing, dribbling and footwork	Dribbling and shooting	Footwork and shooting	Attacking and defending	Attacking, defending and shooting	Introduce the rules and tactics of modified basketball	Specific rules and tactics of modified basketball
START OUT	All-in tag Start Out WC 03A Pairs passing <b>Start Out INV 03</b>	Fun on the spot Start Out WC 10A Birthday groups Start Out WC 01B	Form a group Start Out WC 01A Target relay <b>Start Out TG 05</b>	Look out for others! Start Out WC 03B	Stork tag Start Out WC 05B	Look out for others! Start Out WC 03B Names <b>Start Out INV 02</b>	Two halves Start Out WC 02A Keep the ball <b>Get Into It INV 10</b>	Fun on the spot Start Out WC 10A Form a group Start Out WC 01A
GET INTO IT	Shuttle ball <b>Start Out CP 01A</b> Lo-ong throw <b>Start out CP 06B</b> Buroujin <b>Get into It INV 13</b>	How many bean bags? Start Out WC 06 Keantan <b>Get Into It INV 12</b> Dribblers and robbers <b>Start Out INV 06</b>	Pairs passing <b>Start Out INV 03</b> Rebound ball <b>Start Out NC 02B</b> Underarm return relay <b>Start out CP 01B</b>	Get the bean bag Start Out WC 05A Numbers <b>Get Into It INV 14</b> Boundary pass <b>Start Out INV 04</b>	Interceptor <b>Get Into It INV 01</b> Partner tag Start Out WC 08A Warriors and Dragons Start Out WC 09A	D1 and D2 <b>Get Into It TG 12</b> 5-point player <b>Get Into It INV 06</b> Beat the ball <b>Get Into It SF 10</b>	Defenders on the line <b>Get Into It INV 05</b> End to end <b>Get Into It INV 04</b>	Find the goal line <b>Get Into It INV 09</b> End ball <b>Get Into It INV 08</b>
FINISH UP	Put it away! <b>Finish Up 01</b>	Back to back pass <b>Start Out CP 08</b> Put it away! <b>Finish Up 01</b>	Fish in the net Start Out WC 04B Put it away! <b>Finish Up 01</b>	Four corners <b>Finish Up 04</b> Put it away! <b>Finish Up 01</b>	Low 5s, high 5s Start Out WC 08B Put it away! <b>Finish Up 01</b>	Put it away! <b>Finish Up 01</b>	Here, there, nowhere <b>Start Out CP 02A</b> Put it away! <b>Finish Up 01</b>	What did you learn? <b>Finish Up 01</b> Put it away! <b>Finish Up 01</b>

# How to use this book

- 1 Read the introductory pages to make sure you have an understanding of the Playing for Life philosophy and a basic understanding of the sport, including terms and skills, safety considerations and equipment requirements.
  - 2 Read through each lesson plan to make sure you understand the objectives and requirements for each lesson.
  - 3 Collect and review the required Playing for Life activity cards referred to in each of the lessons.
  - 4 Add the loose-leaf activity cards to the ring-bound holder (shown). A companion book can sit alongside the activity cards — just slide the cover into the holder.
- 
- 5 Before conducting each lesson, organise an appropriate and safe playing area and the necessary equipment (based on the number, ability levels and backgrounds of the players and the available area and equipment). A full equipment kit for this companion book has been prepared and is available through the Active After-school Communities preferred supplier. To order, visit our web site at [www.ausport.gov.au/aasc](http://www.ausport.gov.au/aasc).
  - 6 Deliver the lesson, using the indicated Playing for Life activity cards and the instructions provided in the book. Remember to vary the activities, where required, to cater for the needs of different players. If the activity is not working, remember to CHANGE IT.
  - 7 Review the lesson immediately afterwards so you can identify what worked well/what didn't, what level the players are at, and what you need to remember for next time. The outcome of this review will influence what you include in the next lesson and how you deliver it.

While this book is primarily designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy, we do encourage you to consider attending a coaching course to improve your knowledge and skills. Information about the relevant coaching courses can be found in the 'Where to from here' section of the book.

# Lesson 1

<b>OBJECTIVE</b>	Ball handling (passing, catching)
<b>TIME</b>	60 minutes
<b>AREA</b>	Area similar in size to a basketball court
<b>EQUIPMENT</b>	» Marker cones to define playing areas » 1 size 5 basketball per pair, or a ball of a similar size » Bibs for each team

## Card summary

- » **Start Out WC 03A**
- » **Start Out CP 01A**
- » **Start Out CP 06B**
- » **Start Out INV 03**
- » **Get Into It INV 13**
- » **Finish Up 01**



Remember, if the game isn't working **CHANGE IT**

# 1

# All-in tag

**START OUT WC 03A**  
5 MINUTES

Everyone tries to tag everyone else. Players who are tagged continue to tag others from a crouched position. (Play with 8–30.)

**SKILL FOCUS** *Warm up/energiser activity that develops player and space awareness*

**Refer to the activity card...**



**Harder:**

» Make the area smaller.

# Pairs passing

**START OUT INV 03**  
10 MINUTES

Players form pairs. On your signal, players pass the ball to each other for 30 seconds. At the end of 30 seconds, the player without the ball moves to form a new pair. Passing starts again.

**SKILL FOCUS** *Improves ball handling skills*

**ADDITIONAL EQUIPMENT** *1 size 5 basketball per pair, or a ball of a similar size*

## Use the activity card, PLUS...

- » Change the types of passes (e.g. bounce pass, overhead pass, chest pass, push pass).



OVERHEAD PASS



CHEST PASS

## Easier:

- » Make the passes easier e.g. use a bounce pass.



BOUNCE PASS

## Harder:

- » Players have to wrap the ball around their waist before passing.

- TIPS**
- » When players pass, they should step forward and follow through with their hands.
  - » When catching, players need to have both hands open and ready, with fingers pointing up.



# Shuttle ball

**START OUT CP 01A**  
10 MINUTES

A cooperative game where one player throws the ball to a catcher then runs to take their place. The catcher in turn runs to join the players at the thrower's line. (Play in teams of 3 or more.)

**SKILL FOCUS** *Helps basic passing and throwing with accuracy*

**ADDITIONAL EQUIPMENT** *1 size 5 basketball per team, or a ball of a similar size*

## Use the activity card, PLUS...

- » Change the types of passes (e.g. baseball pass, chest pass, push pass).
- » See how many passes players can make in a row.



**BASEBALL PASS**



**PUSH PASS**

### Easier:

- » Make the passes easier e.g. use a bounce pass.

### Harder:

- » The catcher leads for the ball and stops as they catch it.
- » Add a task to do before throwing (e.g. pivot, wrap the ball around the waist or bounce it through the legs).

### TIPS

- » Players should step forward when passing and follow through with their hands.
- » Players' arms should be straight once they have released the ball.

**ASK THE PLAYERS** » Which pass is the most accurate?

# L-o-n-g throw

**START OUT CP 06B**  
10 MINUTES

A cooperative game in which the ball is thrown between two players. If the ball reaches the catcher on the full, both the catcher and the thrower step back. If it is dropped, both take a step forward. The winning pair is the one that has retreated the furthest. (Play in pairs.)

**SKILL FOCUS** *Develops passing and catching skills over different distances*

**ADDITIONAL EQUIPMENT** *1 size 5 basketball per pair, or a ball of a similar size*

## Use the activity card, PLUS...

- » Experiment with different passes — low, high, one hand, two hands, bounce pass — to see which one goes further.



- TIPS**
- » To gain power and distance, step forward when passing and follow through with your hands.
  - » A baseball pass works best for long passes.

- ASK THE PLAYERS**
- » Which pass is the most accurate?
  - » Which pass is the most powerful?

# Buroinjin

**GET INTO IT INV 13**  
20 MINUTES

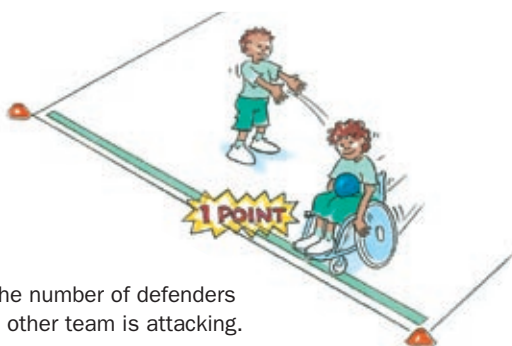
Players pass the ball to each other to try and run across a goal line and score a point. The opposition can intercept to gain possession or lightly touch a player with the ball. (Play in teams of 4.)

**SKILL FOCUS** *Assists passing and catching under pressure*

**ADDITIONAL EQUIPMENT** *1 size 5 basketball per team, or a ball of a similar size*

## Use the activity card, PLUS...

- » When running with the ball, players can only take 2 or 3 steps before passing, or 2 or 3 pushes of the wheelchair.
- » Nominate the type of pass players have to use.



### Easier:

- » Reduce the number of defenders when the other team is attacking.

### Harder:

- » Once they are over the half-way line, players cannot make a pass backwards into the defence area.
- » Reduce the number of steps allowed before passing.

- TIPS**
- » Use player role models to emphasise good passing techniques.
  - » Only play this game if players have confidence and show ability in passing and catching.

- ASK THE PLAYERS**
- » How does having fewer defenders change the way you pass?
  - » When would you use the different types of passes?

- SAFETY**
- » Defenders are only allowed to touch attackers below the shoulders and above the hips.

# Put it away!

**FINISH UP 01**  
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



# Lesson 2

<b>OBJECTIVE</b>	Passing, dribbling and footwork
<b>TIME</b>	60 minutes
<b>AREA</b>	Area similar in size to a basketball court
<b>EQUIPMENT</b>	» 2 marker cones for each pair of players » 1 size 5 basketball, or ball of similar size per player

## Card summary

- » **Start Out WC 01B**
- » **Start Out WC 06**
- » **Start Out WC 10A**
- » **Start Out CP 08**
- » **Start Out INV 06**
- » **Get Into It INV 12**
- » **Finish Up 01**



Remember, if the game isn't working **CHANGE IT**

# 2

## Fun on the spot

**START OUT WC 10A**  
5 MINUTES

This is a quick energiser. 3 or 4 running on the spot variations are called out. The emphasis is on short bursts of fun.

**SKILL FOCUS** *Warm up/energiser activity that promotes good footwork*

### Use the activity card, PLUS...

- » Call 'GREEN LIGHT!' for players to start jogging.
- » Call 'RED LIGHT!' and players stop by using a jump stop or a stride stop.
- » Players get into the basketball 'ready' position (also known as the triple threat position) before continuing to jog.



JUMP STOP



STRIDE STOP



READY POSITION

### Easier

- » Ask players to walk in between calls, instead of jogging.

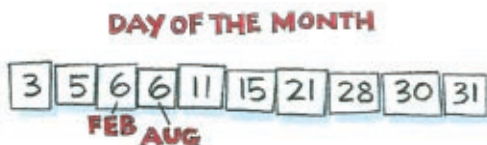
## Birthday groups

**START OUT WC 01B**  
5 MINUTES

Birth dates are used in a variety of ways to form groups or pairs.

**SKILL FOCUS** *Warm up/energiser activity to help form groups*

### Refer to the activity card...



- TIPS** » Finish the activity in pairs.

# How many bean bags?

**START OUT WC 06**  
10 MINUTES

Players work in pairs. One player from each pair runs to a central point to collect one ball at a time and dribble the ball back to their team-mate at their base and then tag the next player. The aim is to collect the most number of balls.

**SKILL FOCUS** *Warm up activity that incorporates dribbling and passing skills*

**ADDITIONAL EQUIPMENT** *10–15 size 5 basketballs, or balls of a similar size*

## Use the activity card, PLUS...

» Players dribble the ball back to home base.



### Easier:

» Let the players run when holding the ball.

### Harder:

» Players dribble with their non-preferred hand.

**TIPS**

- » Players need to keep eyes and head up when dribbling to see where they are going.
- » For more control, the ball should be pushed with the fingertips. Players should not use the palm of their hand to dribble.

**SAFETY** » Dribbling may cause balls to be scattered over the court.

# Keentan

**GET INTO IT INV 12**  
15 MINUTES

**Two teams play. The team in possession throws the ball between team-mates. The receiver must be off the ground when the ball is received. (Play in teams of 4 or more.)**

**SKILL FOCUS** *Helps develop passing skills and correct footwork, including the pivot*

**ADDITIONAL EQUIPMENT** *1 size 5 basketball per group of 4, or a ball of a similar size*

## Use the activity card, PLUS...

- » Use overhead passes.
- » The receiver pivots before passing the ball to another team member.
- » If the ball is intercepted, the attacking and defending teams swap roles.



### Easier:

- » Allow players to shuffle when pivoting.
- » Reduce the number of players on the defending team.

### Harder:

- » Reduce the size of the playing area.
- » Specify the type of landing (jump stop or stride stop).

- TIPS**
- » Use player role models to emphasise correct footwork.
  - » The pivot must always be on the landing foot, so players should practise landing and pivoting on either foot.
  - » Eye contact between the passer and receiver is essential for good timing.



# Dribblers and robbers

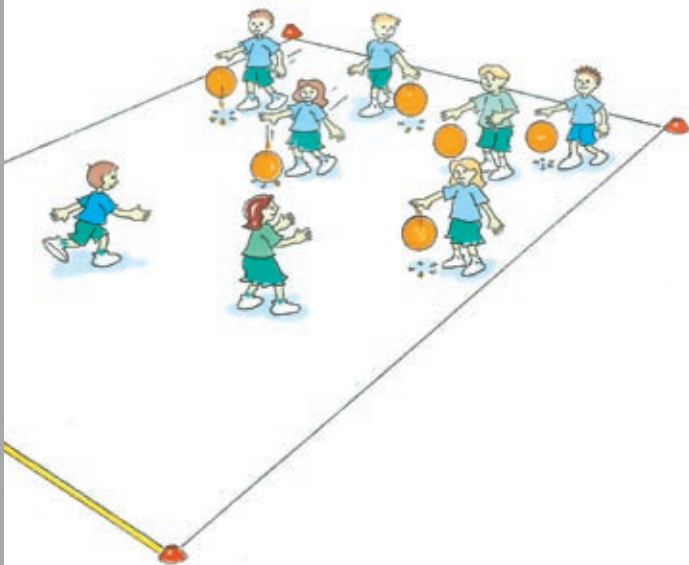
**START OUT INV 06**  
15 MINUTES

Players (dribblers) with a ball move around the court dribbling. 1 or 2 players (robbers) attempt to intercept their balls — without making body contact. (Play in groups of 5.)

**SKILL FOCUS** *Develops ball handling and dribbling skills while under pressure*

**ADDITIONAL EQUIPMENT** *1 size 5 basketball per player, or a ball of a similar size*

**Use the activity card, PLUS...**



## Easier:

- » Remove the robbers for extended periods and include them as extra dribblers.

## Harder:

- » When you shout 'STAY!', dribblers have to dribble on the spot and keep robbers from intercepting their ball.

## TIPS

- » When dribbling, use soft hands to push — not slap — the ball.
- » You can only dribble with one hand at a time.

## Back to back pass

**START OUT CP 08**  
5 MINUTES

In pairs, players are back to back and pass a ball to each other.

**SKILL FOCUS** *Cool down activity that incorporates ball handling and control*

**ADDITIONAL EQUIPMENT** *1 size 5 basketball per pair, or a ball of a similar size*

Refer to the activity card...



## Put it away!

**FINISH UP 01**  
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



# Lesson 3

<b>OBJECTIVE</b>	Dribbling and shooting
<b>TIME</b>	60 minutes
<b>AREA</b>	Area similar in size to a basketball court Wall space about 10–15 metres wide and 3 metres high, with goal targets marked at suitable heights
<b>EQUIPMENT</b>	» Marker cones to define playing areas » 1 hoop per pair » 1 basket (or similar target) per team of 4 » 1 size 5 basketball per pair, or a ball of a similar size » 1 stopwatch

## Card summary

- » **Start Out WC 01A**
- » **Start Out WC 04B**
- » **Start Out CP 01B**
- » **Start Out INV 03**
- » **Start Out NC 02B**
- » **Start Out TG 05**
- » **Finish Up 01**

Remember, if the game isn't working **CHANGE IT**



## Form a group

**START OUT WC 01A**  
5 MINUTES

Players run around in random directions, avoiding body contact with other players. You call out a number and players form groups of that size.

**SKILL FOCUS** Warm up/energiser activity that involves running and footwork movement, encouraging awareness of others and the space around them

Refer to the activity card...



**TIPS** » Finish up with groups of 3 or 4 for the follow-up activity.

## Target relay

**START OUT TG 05**  
10 MINUTES

Gates are set up over a course. Players in relay teams dribble a ball around the course, passing between each gate. (Play with groups of 3 or 4.)

**SKILL FOCUS** Promotes dribbling with accuracy and speed

**ADDITIONAL EQUIPMENT** 1 size 5 basketball per team, or a ball of a similar size

Use the activity card, PLUS...

- » Walk and dribble the first time, run and dribble all other times.
- » Alternate the dribbling hand each time through the course.

**Harder:**

- » Dribble 2 balls at the same time through the course.



**TIPS** » Control is more important than speed when dribbling.

**ASK THE PLAYERS** » What might happen if you run too quickly when you are dribbling?

## Pairs passing

**START OUT INV 03**  
10 MINUTES

Players form pairs. On your signal, players pass the ball to each other using a goal shooting action for 30 seconds. At the end of 30 seconds, the player without the ball moves to form a new pair and shooting starts again.

**SKILL FOCUS** *Introduces goal shooting*

**ADDITIONAL EQUIPMENT** *1 size 5 basketball per pair,  
or a ball of a similar size  
Optional: hoop, cones*

### Use the activity card, PLUS...

- » Players pass the ball to one another with a goal shooting action.
- » Experiment by shooting with one hand or both hands.



### Easier:

- » Shoot the ball through a hoop held horizontally.

### Harder:

- » Try and land the ball in an upside down cone.

- TIPS**
- » Use player role models to emphasise effective goal shooting methods.
  - » Shooters need to release the ball above their head with a flick of the wrist.
  - » Encourage players to get the flight of the ball to form a high arc.



- SAFETY**
- » Players should hold the cone or hoop away from their bodies to avoid the ball hitting them.

# Rebound ball

**START OUT NC 02B**  
10 MINUTES

A player shoots a ball at a wall (at an imaginary goal target) then quickly stands back for a second player to catch the ball, and so on. (Play in groups of 2 or 3.)

**SKILL FOCUS** *Develops shooting skills*

**ADDITIONAL EQUIPMENT** *1 size 5 basketball per pair,  
or a ball of a similar size  
Several targets set up across a wall*

## Use the activity card, PLUS...

» Players shoot the ball at the target.



### Easier:

» Allow players to shoot at lower targets.

### Harder:

» Add a defender for players to shoot over.

- TIPS**
- » When shooting, have one hand at the back of the ball and one hand on the side to guide it.
  - » Ensure the ball is resting on the fingertips and fingers are spread across the back of the ball.
  - » Follow through with the hand after releasing the ball.

- ASK THE PLAYERS**
- » When should you release the ball when you are shooting at the target?
  - » Do you have more control when you are shooting with one or two hands?

- SAFETY**
- » Make sure there is enough space between all the groups.
  - » Players need to be aware of balls rebounding off the wall.
  - » The defending player must not be too close to the player shooting.

# Underarm return relay

**START OUT CP 01B**  
15 MINUTES

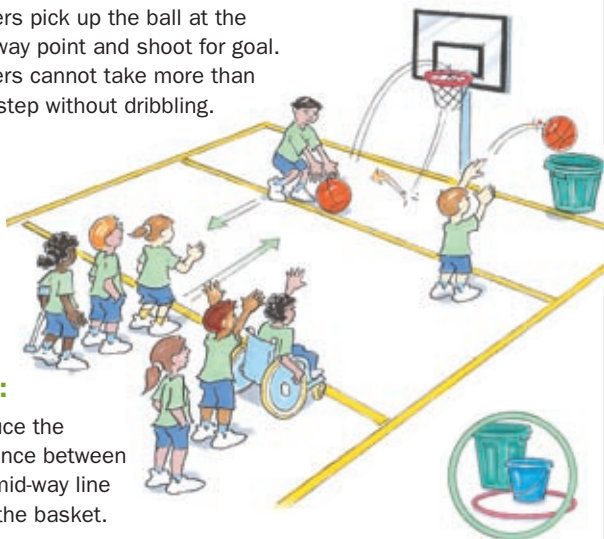
Players run to a mid-way point, pick up a ball and attempt to shoot a basket. They then gather the rebound, return the ball to the pick up point and tag the next player in line. The pattern continues. (Play with 4 or more.)

**SKILL FOCUS** *Develops passing, dribbling and goal shooting skills*

**ADDITIONAL EQUIPMENT** *1 Basketball goal per group or alternative goal (e.g. bucket, wall target)  
1 size 5 basketball per team,  
or a ball of a similar size*

## Use the activity card, PLUS...

- » Players pick up the ball at the mid-way point and shoot for goal.
- » Players cannot take more than one step without dribbling.



### Easier:

- » Reduce the distance between the mid-way line and the basket.

### Harder:

- » Players dribble the ball to the midway line and shoot on the run.

- TIPS**
- » Remember to modify the basket/target to suit the age and ability of the children. It needs to be achievable.
  - » Do not allow players to shoot from long distances.

**ASK THE PLAYERS** » Is it easier to shoot a basket when you are standing still or on the run?

**SAFETY** » Players need to watch for the ball rebounding off the basket.

## Fish in the net

**START OUT WC 04B**  
5 MINUTES

Three players join hands to make a circle. One of these 3 players is nominated to be chased. A fourth player outside the circle is the tagger, who tries to tag the person nominated to be caught. (Play in groups of 4.)

**SKILL FOCUS** *Cool down activity that focuses on body movement, footwork and teamwork.*

### Use the activity card, PLUS...



- » The players in the circle move left and right to protect the nominated player from the tagger.
- » Encourage circle players to use a defensive slide movement (below).



- » Rotate players after the tagger has been successful.

- TIPS**
- » When shuffling, players should not bring their feet together or cross them over.
  - » Make sure their knees are slightly bent and their back is straight.

## Put it away!

**FINISH UP 01**  
5 MINUTES

Gather up the equipment and store it properly.

### Refer to the activity card...





# Lesson 4

<b>OBJECTIVE</b>	Footwork and shooting
<b>TIME</b>	60 minutes
<b>AREA</b>	Area similar in size to a basketball court
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>» Marker cones to define the playing area</li><li>» 2 baskets, or similar targets</li><li>» 3 size 5 basketballs per player, or balls of similar size</li><li>» Bibs for each team</li></ul>

## Card summary

- » **Start Out WC 03B**
- » **Start Out WC 05A**
- » **Start Out INV 04**
- » **Get Into It INV 14**
- » **Finish Up 01**
- » **Finish Up 04**



# 4

Remember, if the game isn't working **CHANGE IT**

# Look out for others!

**START OUT WC 03B**  
5 MINUTES

Players run in random directions in a defined area so they can learn how to play safely in the presence of other people.

**SKILL FOCUS** *Warm up/energiser activity that develops players' space awareness and footwork*

## Use the activity card, PLUS...

- » Players avoid others by using change of direction footwork.
- » When you call 'FREEZE!', all players must stop, pivot and fake a pass.
- » When you call 'GO!', players start running again.

**FAKE****PIVOT**

### Easier:

- » Players walk instead of running.

### Harder:

- » Players stop with either a stride stop or a jump stop.

- TIPS**
- » Introduce the concept of 'travelling' — the pivot must always be on the landing foot.
  - » If the playing area has lots of lines, make the players run along the lines.

# Get the bean bag

**START OUT WC 05A**  
10 MINUTES

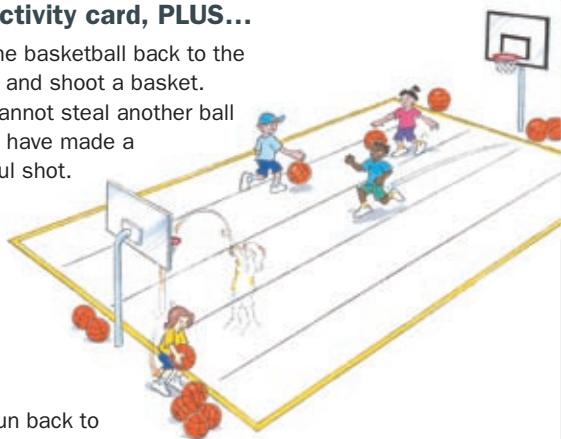
Players on opposite sides of a playing area each have 3 basketballs. Players run to the other side and steal one basketball at a time and dribble it back. Players must then successfully shoot a goal. The winner is the first player to increase their total to 5. (Play as individuals or in teams.)

**SKILL FOCUS** *Combines dribbling and shooting skills*

**ADDITIONAL EQUIPMENT** *1 basket (or a similar target) set up behind the starting area  
3 size 5 basketballs per player,  
or balls of a similar size*

## Use the activity card, PLUS...

- » Dribble the basketball back to the start line and shoot a basket.
- » Players cannot steal another ball until they have made a successful shot.



### Easier:

- » Players run back to shoot rather than dribbling.
- » Players may steal another ball if they hit the square behind the goal ring.

### Harder:

- » Players use a lay-up shot.

- TIPS**
- » Remember to modify the basket/target to suit the age and ability of the children. The target needs to be achievable.
  - » Suggest players take their time when shooting.

- SAFETY**
- » Ensure balls are placed behind the end line after the shot is taken.
  - » It can be dangerous when a number of players are shooting balls at the goal ring at the same time.

# Numbers

**GET INTO IT INV 14**  
20 MINUTES

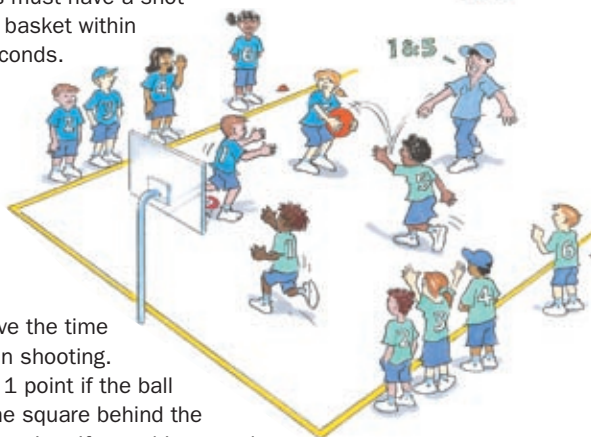
Two teams stand on opposite sides of the court. Each player receives a number. You call out two numbers. The players with those numbers then run into the playing area and contest the ball you have thrown or rolled onto the court. The player that gains possession, and their partner, become the attackers, while the others become defenders. The attackers try to score a goal. (Play in 2 teams of even numbers.)

**SKILL FOCUS** Promotes shooting and dribbling skills, court coverage and awareness, and teamwork

**ADDITIONAL EQUIPMENT** 1 basket, or a similar target  
1 size 5 basketball, or a ball of a similar size

## Use the activity card, PLUS...

- » Attackers dribble the ball, passing to each other to try and score a goal.
- » Modified basketball rules apply. Teams must have a shot at the basket within 30 seconds.



### Easier:

- » Remove the time limit on shooting.
- » Score 1 point if the ball hits the square behind the ring, 2 points if a goal is scored.
- » Add an extra ball and remove the defenders.

### Harder:

- » Increase the numbers on court.
- » Have every team-mate touch the ball before the team can shoot.

**TIPS** » Adjust the height of the basket and/or the type of target in line with the ability of the players.

# Boundary pass

**START OUT INV 04**  
15 MINUTES

In pairs, players try to make as many passes to each other as they can in 60 seconds. To add a challenge, every pass has to be across a different boundary line. Players shoot when they get within shooting distance of either basket.

**SKILL FOCUS** *Improves passing and shooting skills*

**ADDITIONAL EQUIPMENT** 1 basket (or a similar target) set up at each end of the court  
1 size 5 basketball per pair, or a ball of a similar size

## Use the activity card, PLUS...

- » Players attempt to shoot a goal when they are near a basket or target.
- » Have them shoot a different way each time (e.g. first a lay-up, then a jump shot).



**JUMP SHOT**

**LAY-UP**

## Easier:

- » Suggest players walk rather than run.
- » Alter the type of target to suit the ability level of the players.



**ALTERNATIVE GOALS**

## Harder:

- » Have players dribble the ball between passes.

**TIPS** » The more space there is between pairs, the more time the players will have to practise shooting.

**ASK THE PLAYERS** » Where is the best place to pass the ball to your partner when you are both moving?  
» Which shot is the hardest to make?

# Four corners

**FINISH UP 04**  
5 MINUTES

Players choose a corner to stand in and, as the game continues based on the call, must move to the middle.

Refer to the activity card...



# Put it away!

**FINISH UP 01**  
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



# Lesson 5

<b>OBJECTIVE</b>	Attacking and defending
<b>TIME</b>	60 minutes
<b>AREA</b>	Area similar in size to a basketball court
<b>EQUIPMENT</b>	<ul style="list-style-type: none"> <li>» Marker cones to define the playing area</li> <li>» 1 size 5 basketball per pair, or a ball of a similar size</li> <li>» Bibs for each team</li> </ul>

## Card summary

- » **Start Out WC 05B**
- » **Start Out WC 08A**
- » **Start Out WC 08B**
- » **Start Out WC 09A**
- » **Get Into It INV 01**
- » **Finish Up 01**



# 5

Remember, if the game isn't working **CHANGE IT**

# Stork tag

**START OUT WC 05B**  
10 MINUTES

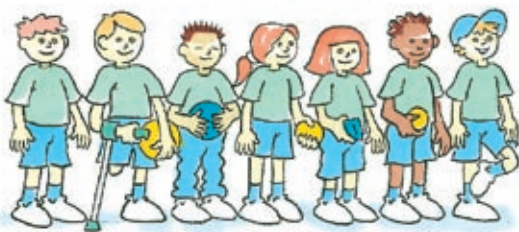
Taggers chase runners. If runners are tagged, they have to stand on the spot on one leg like a stork. A tagged runner can be freed by a fellow runner by exchanging a ball with an underarm throw. Either a stork or a free runner can throw the ball. (Play with 8 or more.)

**SKILL FOCUS** Warm up activity that energises players, teaches them how to change direction in a short distance, and encourages an awareness of others in a crowded space

**ADDITIONAL EQUIPMENT** 1 size 5 basketball (or a ball of a similar size) for every second runner

Refer to the activity card...

## RUNNERS



## TAGGERS





# Interceptor

**GET INTO IT INV 01**  
15 MINUTES

Two players pass a ball to one another while an opponent between the two players tries to intercept the ball. Players change roles frequently. (Play in groups of 3 or 4.)

**SKILL FOCUS** *Increases skills in passing, anticipation and interception*

**ADDITIONAL EQUIPMENT** *1 size 5 basketball per group, or balls of a similar size*

## Use the activity card, PLUS...

- » Encourage faking and pivoting when passing.
- » Players cannot move their feet when they have the ball, unless they are pivoting.
- » Use different types of passes.

**FAKE****PIVOT**

- TIPS**
- » Tell players to 'fake a pass to make a pass'.
  - » The defender has to be in front of the passer before they pass the ball.

# Partner tag

**START OUT WC 08A**  
10 MINUTES

Players are paired off. On your signal, one player in each pair — the tagger — tries to tag their partner. Their partner uses different moves, such as leading and changing direction to avoid being tagged, while dribbling a ball.

**SKILL FOCUS** *Develops attacking movements and evasion skills*

**ADDITIONAL EQUIPMENT** *1 size 5 basketball per pair, or a ball of a similar size*

## Use the activity card, PLUS...

- » The player being tagged has to dribble a basketball.



### Harder:

- » Add a stationary thrower who attempts to pass a ball to the attacker before they are tagged.
- » Reduce the area players can move in.

**TIPS** » Rotate the player and tagger regularly.

**ASK THE PLAYERS** » What are some different moves you could use to get away from your partner?  
» Why is it more difficult to get away from the tagger when you are dribbling?

**SAFETY** » Players should watch where they are going when dribbling and trying to avoid the tagger.

# Warriors and Dragons

**START OUT WC 09A**  
15 MINUTES

One team called **Warriors** dribble and pass the ball to team-mates who try to tag an opposition called **Dragons** with the ball. If **Dragons** are tagged, they become **Warriors**. When all the **Dragons** are caught, the teams swap over. (Play in 2 teams.)

**SKILL FOCUS** *Focuses on anticipation and evasion as well as passing and dribbling skills*

**ADDITIONAL EQUIPMENT** *1 size 5 basketball per team, or a ball of a similar size*

## Use the activity card, PLUS...

- » Introduce dribbling for the taggers (Warriors).



**DRIBBLING**

### Easier:

- » Dragons are not allowed to run.

### Harder:

- » Dragons can only be tagged by a player dribbling the ball.

**ASK THE PLAYERS** » Is it quicker to be in a position to tag a player by passing or by dribbling?

**SAFETY** » Make sure the ball does not leave the tagger's hands and is not thrown at the player.

# Low 5s, high 5s

**START OUT WC 08B**  
5 MINUTES

Players perform the nominated number of 'low 5s' or 'high 5s' with 4 other players. (Play with 8 or more.)

**SKILL FOCUS** *Cool down activity*

Refer to the activity card...



# Put it away!

**FINISH UP 01**  
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



# Lesson 6

<b>OBJECTIVE</b>	Attacking, defending and shooting
<b>TIME</b>	60 minutes
<b>AREA</b>	Area similar in size to a basketball court, with end zones for goals
<b>EQUIPMENT</b>	<ul style="list-style-type: none"> <li>» Marker cones to define the playing area</li> <li>» 2 skittles</li> <li>» 1 size 5 basketball per pair, or a ball of a similar size</li> <li>» 1 stopwatch</li> <li>» Bibs for each team</li> </ul>

## Card summary

- » **Start Out WC 03B**
- » **Start Out INV 02**
- » **Get Into It INV 06**
- » **Get Into It SF 10**
- » **Get Into It TG 12**
- » **Finish Up 01**



# 6

Remember, if the game isn't working **CHANGE IT**

# Look out for others!

**START OUT WC 03B**  
5 MINUTES

Players run in random directions in a defined area so they can learn how to play safely around other people.

**SKILL FOCUS** *Warm up/energiser activity that develops players' space awareness and footwork*

## Use the activity card, PLUS...

- » Players avoid others by using change of direction footwork.
- » When you call 'FREEZE!', all players must stop, pivot and fake a pass.
- » When you call 'GO!', players start running again.

**LEADING****PIVOT****FAKE**

### Easier:

- » Suggest players walk rather than run.

### Harder:

- » Stop with either a stride stop or a jump stop.

**TIPS** » Talk again about the concept of 'travelling' and pivoting.

# Names

**START OUT INV 02**  
5 MINUTES

Players stand in a circle and throw a ball to each other. Someone stands inside the circle and tries to intercept the ball. Only the interceptor can move. (Play in groups of 6–8.)

**SKILL FOCUS** *Warm up activity that aids passing, anticipation and interception*

**ADDITIONAL EQUIPMENT** *1 size 5 basketball per team, or a ball of a similar size*

## Use the activity card, PLUS...

- » Players should pivot as they pass.

# D1 and D2

**GET INTO IT TG 12**  
15 MINUTES

Form 2 teams with a skittle-defender and a skittle in a goal zone at each end. The team with the ball passes it to teammates until one is close enough to a skittle to knock it down with a bounce pass. (Play in 2 teams of up to 4 players.)

**SKILL FOCUS** *Develops attacking and defending movements*

**ADDITIONAL EQUIPMENT** *1 size 5 basketball, or a ball of a similar size per game*

## Use the activity card, PLUS...

- » Use different attacking moves e.g. leading and changing direction.
- » Each attacking player must touch the ball before anyone has a shot at the skittle.
- » A skittle can only be knocked down with a bounce pass.

**LEADING****PIVOT**

### Easier:

- » Remove D1 and D2 for set periods.

### Harder:

- » Attacking players must dribble — not pass — the ball over the half-way line.

### TIPS

- » Dribbling over half-way will stop teams just throwing the ball from one end of the court to the other.

### SAFETY

- » There is a danger of the skittle hitting D1 or D2 when knocked down.

## 5-point player

**GET INTO IT INV 06**  
15 MINUTES

**Attackers score points by passing to each other for 30 seconds. For bonus points, the ball is passed to a team-mate in one of the two end zones. Defenders try to intercept the ball. (Play in 2 teams.)**

**SKILL FOCUS** *Promotes inclusive passing and movement around the court, and helps defenders anticipate and read the play*

**ADDITIONAL EQUIPMENT** *1 size 5 basketball, or a ball of a similar size per game*

### Use the activity card, PLUS...

- » If the defenders intercept the ball, they may also score 5 bonus points by dribbling the ball to an end zone before an attacker tags them.



### Easier:

- » Have more attackers than defenders.

### Harder:

- » Call out the type of pass to use.

### TIPS

- » Use the same goal zones as for the 'D1 and D2' activity.
- » Attackers should dodge, change direction and lead to receive a pass.



# Beat the ball

**GET INTO IT SF 10**  
15 MINUTES

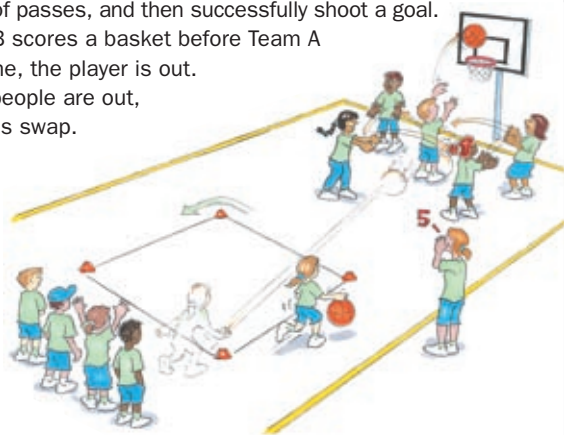
Form a running team (Team A) and a fielding team (Team B). One of the Team A players rolls a basketball into the court area and then dribbles a second ball around the bases. You call out a number between 1 and 5. Team B collects the ball and makes the number of passes called out. The last Team B player dribbles the ball to the basket and shoots. (Play in 2 teams of 5.)

**SKILL FOCUS** *Develops passing and shooting*

**ADDITIONAL EQUIPMENT** 1 basket, or a similar target ·  
2 size 5 basketballs, or balls of a similar size

## Use the activity card, PLUS...

- » A Team A player rolls the ball into the court and then dribbles another ball around the bases.
- » You call a number between 1 and 5. Team B must make this number of passes, and then successfully shoot a goal.
- » If Team B scores a basket before Team A gets home, the player is out.
- » Once 3 people are out, the teams swap.



### Easier:

- » The Team B player who fields the ball dribbles to the goal and shoots.
- » Team B players are only required to hit the square behind the target.

### Harder:

- » Each Team B player has to shoot a goal.

### TIPS

- » Match the ability of the runners to get around the bases with the number of passes required.
- » Ensure different players get to shoot each time.
- » Ensure the height of the goal and/or the type of goal is adjusted to be achievable for the level of player ability.

### SAFETY

- » Team A must roll the ball underarm.
- » No passes are allowed inside the runner's base area.

# Put it away!

**FINISH UP 01**  
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



# Lesson 7

<b>OBJECTIVE</b>	Introduce the rules and tactics of modified basketball
<b>TIME</b>	60 minutes
<b>AREA</b>	Area similar in size to a basketball court, with end zones for goals
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>» 4 marker cones to define the playing area</li><li>» 2 baskets, or similar targets</li><li>» 4 bases</li><li>» 2 size 5 basketballs per team, or balls of a similar size</li><li>» Bibs for each team</li></ul>

## Card summary

- » **Start Out WC 02A**
- » **Start Out CP 02A**
- » **Get Into It INV 04**
- » **Get Into It INV 05**
- » **Get Into It INV 10**
- » **Finish Up 01**

Remember, if the game isn't working **CHANGE IT**

# 7

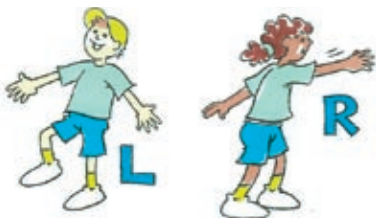
## Two halves

**START OUT WC 02A**  
5 MINUTES

Used for dividing the group in two. You call out a habit, such as, 'Who kicks with their left leg?' These players group together and the remainder form a second group.

**SKILL FOCUS** *Warm up/energiser activity*

**Refer to the activity card...**



## Keep the ball

**GET INTO IT INV 10**  
10 MINUTES

Form 2 teams and distribute the players over the court. The team with the ball aims to make 5 passes between team-mates without the ball being intercepted. (Play in 2 teams of 3.)

**SKILL FOCUS** *Promotes a variety of skills, including passing, catching and defending*

**ADDITIONAL EQUIPMENT** *1 size 5 basketball per team, or a ball of a similar size*

**Refer to the activity card...**



**TIPS** » An alternative activity to use here is 'Interceptor' (Get Into It INV 01).

## Defenders on the line

**GET INTO IT INV 05**  
15 MINUTES

The playing area has a scoreline at each end. The team with the ball aims to pass or dribble the ball over their opponent's scoreline. (Play in 2 teams of 4.)

**SKILL FOCUS** *Promotes attacking, defending and teamwork*

**ADDITIONAL EQUIPMENT** *1 size 5 basketball for each group, or a ball of a similar size*

**Refer to the activity card...**



- TIPS**
- » Encourage all players to dribble when they are passed the ball.
  - » An alternative activity to use here is 'Find the goal line' (Get Into It INV 09).

# End to end

**GET INTO IT INV 04**  
20 MINUTES

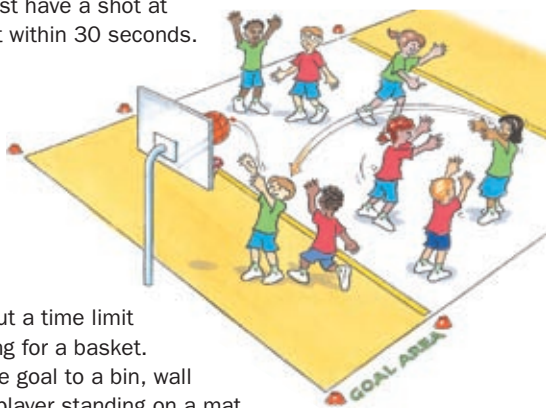
Pair off players from 2 opposing teams and spread them the length of the court. On your signal, the player with the ball at one end passes the ball to a team-mate in the next zone. This continues until a basket is scored. (Play in 2 teams of 5.)

**SKILL FOCUS** *Uses the skills, rules and tactics of modified basketball*

**ADDITIONAL EQUIPMENT** *1 basket at each end, or similar targets  
1 size 5 basketball per team,  
or a ball of a similar size*

## Use the activity card, PLUS...

- » Only create 3 zones – 2 goal areas and a central zone.
- » Players in the goal area score by shooting a basket.
- » Modified basketball rules apply.
- » Teams must have a shot at the basket within 30 seconds.



### Easier:

- » Play without a time limit for shooting for a basket.
- » Change the goal to a bin, wall target, or player standing on a mat.

### Harder:

- » Players must shoot for a basket within a 3-second time limit.

- TIPS**
- » Players need to be confident in goal shooting before being defended.
  - » The height and type of goal should be suitable for the age and ability of the players.

**ASK THE PLAYERS** » Why is it harder to shoot a basket when you are being defended?

## Here, there, nowhere

**START OUT CP 02A**  
5 MINUTES

On your call, players run towards you ('HERE!'), away from you ('THERE!'), or do an activity on the spot ('NOWHERE!'). (Play with 6 or more.)

**SKILL FOCUS** *Cool down activity*

**ADDITIONAL EQUIPMENT** *Area similar in size to a basketball court*

**Refer to the activity card...**



## Put it away!

**FINISH UP 01**  
5 MINUTES

Gather up the equipment and store it properly.

**Refer to the activity card...**



# Lesson 8

<b>OBJECTIVE</b>	Specific skills, rules and tactics of modified basketball
<b>TIME</b>	60 minutes
<b>AREA</b>	Basketball court, with an end zone at each end of the court
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>» Markers to define the playing area</li><li>» 1 basket at each end, or similar targets</li><li>» 1 size 5 basketball for each court, or a ball of a similar size</li><li>» Bibs for each team</li></ul>

## Card summary

- » **Start Out WC 01A**
- » **Start Out WC 10A**
- » **Get Into It INV 08**
- » **Get Into It INV 09**
- » **Finish Up 01**



# 8

Remember, if the game isn't working **CHANGE IT**



## Fun on the spot

**START OUT WC 10A**  
5 MINUTES

This is a quick energiser. 3 or 4 running on the spot variations are called out. The emphasis is on short bursts of fun.

**SKILL FOCUS** Warm up/energiser activity that promotes footwork movements

Refer to the activity card...



## Form a group

**START OUT WC 01A**  
5 MINUTES

Players run around in random directions, avoiding body contact with other players. You call a number, and players form groups of that size. Finish with groups of 6.

**SKILL FOCUS** Warm up/energiser that involves running and footwork movement, as well as awareness of others and the space around them

Refer to the activity card...



# Find the goal line

**GET INTO IT INV 09**  
20 MINUTES

The team with the ball passes it among their team-mates, aiming to get it over their goal line. All team-mates must touch the ball at least once before a team scores. Running with the ball is not permitted. Once a player catches a ball over their goal line, they can take a shot at the basket. (Play in 2 teams of 6.)

**SKILL FOCUS** *Introduces the skills and rules of modified basketball*

**ADDITIONAL EQUIPMENT** *1 basket at each end, or similar targets  
1 size 5 basketball per court,  
or a ball of a similar size*

## Use the activity card, PLUS...

- » Once a player gets the ball over their goal line, they can take one shot at the basket for bonus points.



**ALTERNATIVE GOALS**

### Easier:

- » The player shooting for goal cannot be defended.

### Harder:

- » When attackers drop a pass, they lose possession.

**TIPS** » Getting away from a defender makes it easier to catch and pass.

**ASK THE PLAYERS** » How could you add dribbling skills to the game?

## End ball

**GET INTO IT INV 08**  
20 MINUTES

**One player starts in the centre zone of the court with the ball, and passes the ball to team-mates in each zone. The aim is to get the ball to the end player and score a goal. (Play in 2 teams of 5.)**

**SKILL FOCUS** *Introduces and uses the skills, rules and tactics of modified basketball*

**ADDITIONAL EQUIPMENT** *1 basket at each end, or similar targets  
1 size 5 basketball per court, or a ball of a similar size*

### Use the activity card, PLUS...

- » To receive a bonus point, the end player has one shot to score a goal.



### Easier

- » 1 bonus point scored for hitting the goal square.
- » 2 bonus points for scoring a goal.

**ASK THE PLAYERS** » What extra rules need to be introduced to help you use the skills you have learnt?

## What did you learn?

**FINISH UP 01**  
5 MINUTES

Reinforce skill points about basketball. Make participants aware of local opportunities to continue to participate in basketball outside of this program.

Refer to the activity card...



## Put it away!

**FINISH UP 01**  
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



## Where to from here?

There are a number of ways you can continue your positive experience with basketball. Through state and territory associations, Basketball Australia delivers a range of programs for junior participants (Aussie Hoops), coaches and officials, people with a disability and Indigenous communities. Below is a brief outline of some of the programs available. There is also information about resources and how you can find out more.

### Aussie Hoops

Aussie Hoops is a safe and fun way for primary school-aged children to engage in basketball. The Aussie Hoops web site at **[www.aussiehoops.com.au](http://www.aussiehoops.com.au)** contains information for kids, teachers, coaches, referees, parents and clubs. Available on the site is an association locator to find where to participate, session plans, activities, trivia quizzes, animated games and the ability to send e-cards. There is also a range of Aussie Hoops merchandise and resources available through the Basketball Australia online store.

### Doing basketball better – junior sport

Basketball has developed a junior sport policy to help associations run healthy junior competitions. The document provides a best practice checklist that associations can use to rate how well they are performing in their delivery of junior sport, as well as providing strategies they can adopt in order to improve. To obtain a copy of the policy, visit **[www.basketball.net.au](http://www.basketball.net.au)** and follow the links to 'Community hoops' and then 'Better places'.

## Coaching and officiating

Through each state and territory association, Basketball Australia delivers coaching and officiating accreditation courses all year round. Coaches and officials who complete the requirements for these courses are accredited through the National Coach Accreditation Scheme (NCAS) and the National Officials Accreditation Scheme (NOAS).

Basketball Australia also offers the opportunity to join the Australian Basketball Coaches Association (ABCA). A twelve-month membership includes the quarterly coaching magazine Xs and Os, as well as many other benefits.

For more information about getting involved in coaching and officiating programs, visit the Basketball Australia web site or contact your state or territory association.

## Inclusive basketball for players with a disability

There are opportunities for players with a disability to be involved with all levels of basketball. Basketball Australia has a strong pathway that takes wheelchair players and players with an intellectual disability (PWID) from local associations through to the elite level with national teams such as the Rollers (wheelchair men), Gliders (wheelchair women), Boomerangs (PWID men) and Pearls (PWID women).

## Indigenous basketball

There is a proud history of Indigenous basketball in Australia dating back to when Michael Ah Mat represented Australia at the 1964 Tokyo Olympics. Since then, there have been 10 Indigenous Australian representatives.

Basketball is currently one of the 16 targeted sports involved with the Indigenous Sports Program conducted by the Australian Sports Commission. The aim of Basketball Australia is 'to provide opportunities for all Australians to be involved in basketball at their level of choice and ability' through sustainable programs and opportunities for Indigenous communities that are provided by state and territory associations.

# Resources and more information

There are a range of resources available about basketball. For more information about these resources and other basketball programs, visit the Basketball Australia web site at **[www.basketball.net.au](http://www.basketball.net.au)** or contact any of the state and territory associations listed here.

## **Basketball Australia**

PO Box 7141  
Alexandria, NSW 2015  
Level 3, 256 Coward Street  
Mascot NSW 2020  
Ph: (02) 9469 7200  
Fax: (02) 9469 7201  
[www.basketball.net.au](http://www.basketball.net.au)  
[www.aussiehoops.com.au](http://www.aussiehoops.com.au)

## **One Basketball Canberra**

PO Box 3268  
Belconnen ACT 2617  
Ph: (02) 6253 3066  
Fax: (02) 6253 3060  
[www.act.basketball.net.au](http://www.act.basketball.net.au)

## **NSW Basketball Association Ltd**

PO Box 198  
Sydney Markets NSW 2129  
Ph: (02) 9746 2969  
Fax: (02) 9746 1457  
[www.nswbasketball.net.au](http://www.nswbasketball.net.au)

## **Basketball Northern Territory**

PO Box 42240  
Casuarina NT 0810  
Ph: (08) 8945 3761  
Fax: (08) 8945 3862  
[www.nt.basketball.net.au](http://www.nt.basketball.net.au)

## **Queensland Basketball Inc**

PO Box 1281  
Milton QLD 4064  
Ph: (07) 3377 9100  
Fax: (07) 3371 7239  
[www.basketballqld.net.au](http://www.basketballqld.net.au)

## **Basketball South Australia**

PO Box 29  
Findon SA 5023  
Ph: (08) 8444 6444  
Fax: (08) 8444 6488  
[www.sa.basketball.net.au](http://www.sa.basketball.net.au)

## **Tasmanian Basketball Association**

PO Box 21  
New Town TAS 7008  
Ph: (03) 6228 1822  
Fax: (03) 6228 1844  
[www.tas.basketball.net.au](http://www.tas.basketball.net.au)

## **Basketball Victoria**

Box 3, MSAC  
Aughtie Drive  
Albert Park VIC 3206  
Ph: (03) 9927 6666  
Fax: (03) 6332 7896  
[www.basketballvictoria.com.au](http://www.basketballvictoria.com.au)

## **Basketball Western Australia**

PO Box 185  
Floreat WA 6014  
Ph: (08) 9284 0555  
Fax: (08) 9284 0550  
[www.basketballwa.asn.au](http://www.basketballwa.asn.au)