Philosophy

This is REC basketball

EJRP Rec Basketball is a place where:

Everyone is welcome,
Everyone plays, and
Everyone has the opportunity
to enjoy the game of basketball.
**EJRP Rec Basketball 2014-15**

- Who are we coaching?
- What are we trying to accomplish?
- How, then, should we spend our time?
- What do they need to know?
  - Rules
  - Concepts
- What skills do they need to build?
- What are your core coaching values?

*Kids play sports because:*
1. To have fun
2. To improve my skills
3. To stay in shape

*Kids stop playing sports because:*
1. I lost interest
2. I was not having fun
3. It took too much time

**Double-Goal Coach (Positive Coaching Alliance)**
- Winning is important
- Teaching life lessons is more important

**Not just developing PLAYERS,**
**We are developing PEOPLE**

**Reward effort, learning, & improvement, not just results**

*WHY:* because everyone can control their effort, can learn, can improve

*HOW:* effort goals (team/individual), recognize/reward “unsuccessful” effort

**We want players who don’t fear making mistakes**

*WHY:* because mistakes are teachable moments; it’s about how you respond to them

*HOW:* mistake ritual

**Players need positive feedback**

- Verbal & non-verbal
- Be honest
- Be specific
- Be consistent

**HAVE FUN!**
Positive Youth Sports Alliance of Essex

This is an important document about the upcoming season. Please take the time to read it carefully. Thank you.

Our organization is committed to the mission of the Positive Youth Sports Alliance of Essex:

- To promote a positive sports experience that will teach lifelong lessons through personal growth and healthy competition.

We EXPECT our COACHES, PLAYERS, and PARENTS to:
- show RESPECT for the rules, opponents, officials, teammates, and one’s self.
- acknowledge that making mistakes and losing are a part of life and these times are opportunities for learning.
- represent our community in a positive manner.

We EXPECT our COACHES to:
- place the needs of the players first.
- be a positive role model.
- respect each player as an individual.
- provide a safe, fun, and healthy environment.
- prepare organized practices that are skill enhancing.

We EXPECT our PLAYERS to:
- always give their best effort in all aspects of the sport.
- Honor the Game with good sportsmanship and a positive attitude.
- make healthy choices.
- attend and be on time for practices and games, and notify the coach if they cannot.

We EXPECT our PARENTS to:
- be positive or quiet when they are at a game or practice.
- NOT coach or give suggestions as a spectator, and let the coaches coach and the officials officiate.
- be an appropriate role model.
- support and encourage their child to do their best and have fun.
Welcome to
ADL
Where
SPORTSMANSHIP
Is An
EXPECTATION!
So Please
Let The
Players Play
Let The
Coaches Coach
Let The
Officials Officiate
Let The
Spectators Be Positive
Coaching Conduct
There is at least one common bond between all volunteer coaches of Essex Community Youth Basketball League. We all want our players to do their best. We want them to be successful. You are the players’ most ardent fans, in a sense. Basketball is a passionate game. When passions are running high, they manifest themselves in the things that we communicate to players and referees. When coaches are jumping up and down on the sidelines, it is just those unspoken emotions trying to find a way out.

All coaches in our program will aspire to have their team play with class by:

1. Be sure all players get into the game on a regular rotation
Manage the substitutions so that all the players are an integral part of the game’s outcome, win or lose. That takes some courage and trust on the part of the coach, but in the long run it builds a stronger team and a much happier team family.

2. Managing the game
There is no place for humiliating an inferior team. Please try to keep the games on a fair level. If your team is making more baskets then slow the pace down and focus on player time.

3. Congratulating the other players
Once the game is over, the competition is over. It’s time to acknowledge your opponent. Be gracious, be respectful. All that needs to be said is “good game.” It’s nice when teams line up and slap or shake hands afterwards.

4. Always give credit to the players
Make no mistake. The game belongs to the players. The coaches do not shoot or play defense. They are advisors, counselors, teachers and fans. But they are not players. The kids must implement the plan and use their skills to win, just like the other team must do. The team that wins is the team that best uses their talents and experience.

5. Praise everyone
Have a good word to say about your opponent. If someone asks you about the game, just say something positive about both teams. Never put your opponent down.
**Essex Youth Basketball Concepts and Skills**

### General Basketball Concepts
- Communication (verbal and non-verbal)
- Movement (with and without the ball)
- Spacing
- Low, athletic body position
- Basketball is fun

### Skills and Important Aspects
- **Triple Threat**
  - Catch & Rip & Rim
  - Low
  - Balls of feet
  - See the floor
  - Assess the defense
  - Protect the ball
  - Jab step
  - Head/fake/pass fake
  - Cross-over dribble
- **Lay-ups**
  - Dribble on outside
  - Do not bring the ball across your body
  - Go up strong
- **Shooting Technique**
  - Feet shoulder width
  - Square to the hoop
  - Set yourself
  - Elbow in
  - Hand/guide hand
  - Finger tips
  - Follow-through/rotation
  - Eyes on the front of the rim
  - Follow your shot
- **Offense**
  - Hand Cuts
  - Good angles
  - Move without the ball
  - Move to open space
  - Don't dig it up!
  - Give & Go
  - Cut & replace
  - V-cuts
  - Curl-cuts
  - Swing-out
  - High Post - Back door
- **Post-up**
  - Ball reversals
  - Skip passes
  - Penetrate the gaps
- **Boxing Out**
  - Getting inside body position
  - Initiate contact
  - Maintain contact
  - On rebound: “Ball”
  - Pivot to the outside
  - Protect the ball - keep the ball up

### Defensive alignment
- Knees bent
- Hands in the passing lane
- Arms length away
- Jump to the ball
- Mirror the ball
- Deny
- Ball-u-man
- See both
- Shade away from the hoop
- Drop step
- Ball/help side
  - "Screen right/left"
  - "Switch / Stay"
  - "Shot"
  - "Help"
  - "Dead"
- Trapping correctly (locked legs)
- Funnel and shut off
- Taking the charge

### Passing
- Step towards
- Thumbs end pointed down
- Receiver shows a target
- Go to the ball
- Pass & cut
- Entry pass best from the wing
- Chest
- Bounce
- Overhead
- Baseball
- Lob
- Off-the-dribble

### Screens
- On & Off the Ball
- Hands down - communicate
  - "Use Me"
- 1-step on back screens
  - Pick away
  - Pick and roll
- Set firm
- Wait for man to go through
- Shoulder to hip
- Read the defense reaction
  - Set-up the defense (jab step in opposite direction)

### Dribbling
- Eyes up
- Stay low
- Keep the ball below waist height
- Finger tips
  - Protect with opposite arm
  - Jump Stop - get to pick pivot foot
- Crossover
- Between the legs
- Behind the back
- Spin
- Hesitation
- Backup

### Other Things to Know
- **The Court**
  - Lines/areas
  - 5-seconds
  - 3-seconds
  - 10-seconds
  - Front/Back court
- **Warm Ups**
  - How to line up at the tap
- **Foul Shots/Foul shot rebounding**
- **Inbounding**
- **Press**
- **Press Break**

### Non-Basketball Related Concepts
- **During Games**
  - Refs = coaches responsibility
  - Watch game on bench
  - Check-in - communicate with replacement
  - No trash talking, antics, reactions, faces
  - Words & body language matters
  - Good sportsmanship - what does that look like?
  - Play hard
  - Play until the end - up or down
  - If we are up, no last second shots
  - Out there our heads are up, we are strong and composed
GRADE 2/3

(1) 45-minute practice per week

(1) Coach managed scrimmage per week (45-mins allotted for warm-up and play)

For the Scrimmages:

No scores/records

No fast breaks, advancing the ball quickly utilizing passing allowed (discretion of coaches)

Man to man defense only allowed

No press; half court defense

Important Rules: traveling, double dribble, out of bounds, fouls, and special league rules

Use 3-second rule (with discretion)

Shoot fouls on shooting fouls only

Foul shots can be started from behind the free throw line and go over the line after the attempt.

Use 8 ½ / 9 foot baskets

Use “Biddle” size ball

Games will be composed of two 15-minute halves running time

ALL players play an equal amount of time. Substitutions at each five minute interval.

NO set offensive plays
Hello 2/3 Youth Basketball Coaches-

I wanted to briefly provide you with some guidelines pertaining to your weekly scrimmages.

In the 2/3 Scrimmage League it is our intent is to improve the quality of the participation at these grades by providing them with one 45-minute practice per week and one 45-minute block for scrimmaging against another team.

The scrimmage should be managed by both coaches. The coaches should serve in the capacity of coach and official. The goal is to get the kids to PLAY and ENJOY basketball. Too many whistles will make it choppy and not very fun. Too few whistles will make it a free for all.

Coaches should facilitate scrimmages as opportunities to learn. We want to get to the point of continuity, but it may require stopping occasionally to briefly explain a rule or concept to everyone.

Areas to focus on:

1. **Help control the pace.** After a rebound, coaches should be able to talk to the kid bringing the ball up, telling him/her to slow down if needed. Fast breaks shouldn't be completely eliminated, that's contrary to basketball instincts, however a game of constant fast break is not productive. Hopefully you can help find a balance.

2. **Some important rules should be enforced all of the time; double dribble, out of bounds, and fouls.** Kids can learn the physical boundaries as well as their personal boundaries, and allowing kids to dribble after they have used up their dribble is not healthy for the offense or defense. Some discretion can be used with traveling.

3. Games will be composed of two 15-minute halves running time. **ALL players play an equal amount of time.**

4. Remember the term **MANAGED SCRIMMAGE** and what the intent of 2nd and 3rd grade basketball is. By talking to kids, moving them to defend someone else or play in a different position on the floor, or putting the right line-up of players on the court, we can positively influence the scrimmage and keep things productive and moving.

Thanks.
GRADES 4/5

(1) 60-minute practice per week
(1) Game per week managed by officials

No scores/records

Man-to-man defense only

(4) Eight-minute quarters running time

Use 3-second and 10 second rules (with discretion)

Use women-sized basketballs

10 – foot basket will be utilized

ALL players play an equal amount of time. Substitutions halfway through each quarter only.

No press; half court defense.

Once a player has possession of the ball in defensive half (i.e. after a defensive rebound) all opponents must retreat. No slapping at the ball in an attempt to make a steal.

Each team is allowed two timeouts per half. Each timeout will last for one minute. Timeouts do not carry over from one half to the next.

Shoot free throw on shooting fouls only.

Foul shots can be started from behind the free throw line and go over the line after the attempt.

NO set offensive plays

Can do up to 2 set inbounding plays
COACHES: 4/5 Rec Basketball Timeline

6:30 Get into gym. Coaches/players/parents MUST wait in lobby until middle school teams have ended practice.

6:30–6:45 People will enter gym, gym will be getting set-up: bleachers out, score clock set-up, benches for players (ADL: chairs need to be set-up, EMS: has wooden benches). Ref will set the clock to count down to the start time.

Teams should use this time to warm up for the 6:45p.m. game

Warm-ups and the pre-game meeting should all take place prior to 6:45p.m.

Tip off should be at 6:45p.m. sharp!

5 minutes Warm-Ups (for the second game, teams will have 5-minutes on the clock starting when they are able to take the floor)

At 3 minutes Coaches/Captains meeting (1-coach from each team and 1-2 players that coaches select – should be different players each week)

Referees will coordinate a quick 30-second meeting

For the game:

CLOCK ONLY STOPS AT:

- END OF QUARTER
- TIMEOUT (each team has (1)-30 second and (1)-60 second per half, they do not carry over)

CLOCK DOES NOT STOP FOR:

- SUBSTITUTE
- FOUL SHOTS

THE REF WILL STOP THE GAME AT THE DEAD BALL NEAREST THE 4-MINUTE MARK AND CALL FOR SUBS. SUBSTITUTIONS SHOULD TAKE PLACE HALF WAY THROUGH THE QUARTER ONLY. SUBSTITUTING AT ANY OTHER TIMES WILL ONLY SLOW THE GAME DOWN. THE CLOCK DOESN’T STOP WHEN SUBSTITUTIONS HAPPEN. COACHES AND THE REFS SHOULD HELP THE KIDS MATCH UP QUICKLY. WE WILL NOT TAKE THE TIME TO LINE THEM UP AT HALF COURT EACH TIME – THEY NEED TO LEARN TO DO THIS ON THE FLY.

8 minutes Quarter 1
1 minute In between quarters
8 minutes Quarter 2
2 minutes Halftime
8 minutes Quarter 3
1 minute In between quarters
8 minutes Quarter 4

BOTH TEAMS SHAKE HANDS

COACHES – make sure your bench area is picked up (water/Gatorade bottles, clothing, etc.)

After the 2nd game – the referees should be last to leave. Teams, parents, players, coaches cannot stay around in the gym to practice or shoot around.
Grades 6-8

Scores are kept

Fast breaks allowed

Man-to-man and zone defense allowed (zone only allowed for half of the game — i.e. only played in two quarters)

10-foot baskets

(4) Eight-minute running time quarters; stop time for last 30-seconds of each quarter and stop time for shooting fouls.

Boys use regulation sized-ball

Girls use size 28.5 ball

Keep track of personal fouls — not team fouls.

Shoot free throws on shooting fouls only. All fouls in last 30-seconds of the quarter are 1-and-1; unless shooting foul - then awarded 2 or 3 shots respectively.

Foul shots can be started from behind the free throw line and go over the line after the attempt.

Pressing allowed during the 4th quarter if a team is behind by 10 points or more. (pressing allowed only if team is losing)

Defense must be picked up at half-court unless within pressing situation.

(2) one minute times outs per half; timeouts do not carry over to the second half

NO set offensive plays

All players get equal playing time. Substitutions halfway through each quarter only.

Can do up to 2 set inbounding plays

Team records kept. Playoffs at end of season and culminating championship.
Basketball Basics for New Players and Coaches --
Learn the Basic Rules, Concepts, Court Layout, and
Player Positions

FREE! Get 72 of our favorite basketball drills and 32 of our favorite basketball plays.

The rules of basketball, thankfully, are fairly straightforward. However, for the younger
players, some rules can be easily forgotten. The three-second rule addressing how long an
offensive player can be in the key before clearing out is a good example.

Once you have taught the rules of the game to your team, there is a simple way to make
sure that they don’t forget them. Have them tell you the rules. Spend a few minutes during
each practicequizng them. Make it fun. Additionally, you can teach and reinforce the rules
of the game during drills.

Before you can teach the rules to your team, you must know them yourself...

The Rules

Basketball is a team sport. Two teams of five players each try to score by shooting a ball
through a hoop elevated 10 feet above the ground. The game is played on a rectangular
floor called the court, and there is a hoop at each end. The court is divided into two main
sections by the mid-court line. If the offensive team puts the ball into play behind the mid-
court line, it has ten seconds to get the ball over the mid-court line. If it doesn’t, then the
defense gets the ball. Once the offensive team gets the ball over the mid-court line, it can
no longer have possession of the ball in the area in back of the line. If it does, the defense
is awarded the ball.

The ball is moved down the court toward the basket by passing or dribbling. The team with
the ball is called the offense. The team without the ball is called the defense. They try to
steal the ball, contest shots, steal and deflect passes, and garner rebounds.

When a team makes a basket, they score two points and the ball goes to the other team. If
a basket, or field goal, is made outside of the three-point arc, then that basket is worth
three points. A free throw is worth one point. Free throws are awarded to a team according
to some formats involving the number of fouls committed in a half and/or the type of foul
committed. Fouling a shooter always results in two or three free throws being awarded the
shooter, depending upon where he was when he shot. If he was beyond the three-point
line, then he gets three shots. Other types of fouls do not result in free throws being
awarded until a certain number have accumulated during a half. Once that number is
reached, then the player who was fouled is awarded a ‘1-and-1’ opportunity. If he makes
his first free throw, he gets to attempt a second. If he misses the first shot, the ball is live
on the rebound.

Each game is divided into sections. All levels have two halves. In college, each half is
twenty minutes long. In high school and below, the halves are divided into eight (and
sometimes, six) minute quarters. In the pros, quarters are twelve minutes long. There is a
gap of several minutes between halves. Gaps between quarters are relatively short. If the
score is tied at the end of regulation, then overtime periods of various lengths are played
until a winner emerges.

Each team is assigned a basket or goal to defend. This means that the other basket is their
scoring basket. At halftime, the teams switch goals. The game begins with one player from
either team at center court. A referee will toss the ball up between the two. The player that
gets his hands on the ball will tip it to a teammate. This is called a tip-off. In addition to

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stealing the ball from an opposing player, there are other ways for a team to get the ball.

One such way is if the other team commits a foul or violation.

Fouls and Violations

FOULS

Recommended Resources for Youth Coaches
- Coaches Youth Basketball Successfully
- 60 Fun Youth Basketball Drills
- Simple Offense for Youth Basketball

Personal fouls: Personal fouls include any type of illegal physical contact.

- Hitting
- Pushing
- Slapping
- Holding
- Illegal pick/screen -- when an offensive player is moving. When an offensive player sticks out a limb and makes physical contact with a defender in an attempt to block the path of the defender.

Personal foul penalties: If a player is shooting while being fouled, then he gets two free throws if his shot doesn't go in, but only one free throw if his shot does go in.

- Three free throws are awarded if the player is fouled while shooting for a three-point goal and they miss their shot. If a player is fouled while shooting a three-point shot and makes it anyway, he is awarded one free throw. Thus, he could score four points on the play.

- Inbounds. If fouled while not shooting, the ball is given to the team the foul was committed upon. They get the ball at the nearest side or baseline, out of bounds, and have 5 seconds to pass the ball onto the court.

- One & one. If the team committing the foul has seven or more fouls in the game, then the player who was fouled is awarded one free throw. If he makes his first shot, then he is awarded another free throw.

- Ten or more fouls. If the team committing the foul has ten or more fouls, then the fouled player receives two free throws.

Charging. An offensive foul that is committed when a player pushes or runs over a defensive player. The ball is given to the team that the foul was committed upon.

Blocking. Blocking is illegal personal contact resulting from a defender not establishing position in time to prevent an opponent's drive to the basket.

Flagrant foul. Violent contact with an opponent. This includes hitting, kicking, and punching. This type of foul results in free throws plus the offense retaining possession of the ball after the free throws.

Intentional foul. When a player makes physical contact with another player with no reasonable effort to steal the ball, it is a judgment call for the officials.

Technical foul. Technical foul. A player or a coach can commit this type of foul. It does not involve player contact or the ball but is instead about the 'manners' of the game. Foul language, obscenity, obscene gestures, and even arguing can be considered a technical foul, as can technical details regarding filling in the scorebook improperly or dunking during warm-ups.

VIOLATIONS

Walking/Travelling. Taking more than 'a step and a half' without dribbling the ball is travelling. Moving your pivot foot once you've stopped dribbling is travelling.

Carrying/palming. When a player dribbles the ball with his hand too far to the side of or, sometimes, even under the ball.

Double dribble. Dribbling the ball with both hands on the ball at the same time or picking up the dribble and then dribbling again is a double dribble.

Hold ball. Occasionally, two or more opposing players will gain possession of the ball at the same time. In order to avoid a prolonged and/or violent tussle, the referee stops the action and awards the ball to one team or the other on a rotating basis.

Goal-tending. If a defensive player interferes with a shot while it's on the way down toward the basket, while it's on the way up toward the basket after having touched the backboard, or while it's in the cylinder above the rim, it's goal-tending and the shot counts. If committed by an offensive player, it's a violation and the ball is awarded to the opposing team for a throw-in.

Backcourt violation. Once the offense has brought the ball across the mid-court line, they cannot go back across the line during possession. If they do, the ball is awarded to the other team to pass inbounds.

Time restrictions. A player passing the ball inbounds has five seconds to pass the ball.

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he does not, then the ball is awarded to the other team. Other time restrictions include the
rule that a player cannot have the ball for more than five seconds when being closely
guarded and, in some states and levels, shot-clock restrictions requiring a team to attempt
a shot within a given time frame.

Player Positions

Center. Centers are generally your tallest players. They generally are positioned near the
basket.

Offensive -- The center's goal is to get open for a pass and to shoot. They are also
responsible for blocking defenders, known as picking or screening, to open other players up
for driving to the basket for a goal. Centers are expected to get some offensive rebounds
and put-backs.

Defensive -- On defense, the center's main responsibility is to keep opponents from
shooting by blocking shots and passes in the key area. They also are expected to get a lot
of rebounds because they're taller.

Forward. Your next tallest players will most likely be your forwards. While a forward may
be called upon to play under the hoop, they may also be required to operate in the wings
and corner areas.

Offensive -- Forwards are responsible to get free for a pass, take outside shots, drive for
goals, and rebound.

Defensive -- Responsibilities include preventing drives to the goal and rebounding.

Guard. These are potentially your shortest players and they should be really good at
dribbling fast, seeing the court, and passing. It is their job to bring the ball down the court
and set up offensive plays.

Offensive -- Dribbling, passing, and setting up offensive plays are a guard's main
responsibilities. They also need to be able to drive to the basket and to shoot from the
perimeter.

Defensive -- On defense, a guard is responsible for stealing passes, contesting shots,
preventing drives to the hoop, and for boxing out.

Where Should New Players and Coaches Start?

First, we suggest that you focus on learning the basic fundamentals of basketball.

To teach fundamental skills, start with these 72 free basketball drills that include full
diagrams and step by step instructions. They will help you develop strong fundamentals
and basketball skills.

Like any sport, no matter what your age -- whether you're a professional athlete or a youth
player just getting started -- you need strong fundamentals to be successful.

Unfortunately, most people don't really understand what that means.

The fundamentals include working on the little things that make you better -- no matter
what team or coach you play for -- or what offense or defense you are running.

For example, by working on the fundamentals of shooting, you will get better no matter
what team you play for. The fundamentals of shooting include proper foot alignment, leg
bend, hand position, arm angle, follow through, and so on. These are some of the little
things that make a difference. Learn them!

The same goes for eyes ups, foot work, post play, passing, jab steps, jump stops, pivoting,
blocking out, and so on.

We suggest that you start by learning the proper technique and fundamentals for:

- Shooting
- Passing
- Dribbling
- Lay-up
- Jump stops
- Pivoting and footwork
- Jab steps
- Screeching
- Cutting
- Defense
- Rebounding

These are all critical fundamentals to master because they'll make you and your team
better, no matter what age level or situation you might be in.

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5 Tips to Help Coach's Run Their Basketball Drills More Effectively

Tip #1 - Add a competitive aspect to the drill.
Adding a competitive flavor to a basketball drill can make it much more effective because kids will generally work harder and get more focused to master the drill.

Without the competitive aspect, players will quickly get bored and simply go through the motions. We all know you need to be focused and work on the little things to get better.

Use your imagination when adding competition. The possibilities are endless...

- If the drill requires shooting, you can keep track of made baskets and award the winner.
- You can add special rules like: 2 points for charges, 1 point for ball deflections, and 2 points for steals.
- You can award "permissions" every time you notice a kid really doing a good job with the drill. Award the 3 kids with the most "permissions" at the end of practice.
- You can award teams that don't drop a single pass during the entire drill.

These are just a few examples but I'm sure you can come up with more.

Tip #2 - Developing good habits.
It's common for coaches to make the mistake of showing a drill and then walking away trying to get ready for the next drill. Or coaches just aren't watching close enough to notice some bad habits forming.

You need to watch your players very closely and make sure they do the little things.

For example, when running a shooting drill, make sure each player has their knees bent when they catch the ball, pivots correctly, squares their feet to the basket, holds their follow through, and so on.

For a defensive drill you need to make sure they always see man and ball, keep their hands out, keep a wide base, and so on.

Your players will no doubt slide if you don't watch them closely and correct their slippage at all times.

You run drills to develop good basketball habits. And it's impossible to develop good habits unless you watch closely.

Tip #3 - Write down your "points of emphasis".
To avoid forgetting important points, you should have a cheat sheet for every single drill that you run. I personally have a "points of emphasis" section on every practice plan.

These are the things you want to watch closely during the drill to make sure your players are performing this aspect properly.

For example, on a rebounding drill you might put something like:

- Keep elbows out after grabbing the ball.
- Always grab the ball with two hands.
- Use your feet to get under the ball and then go get it.
- Block out.
- Anticipate the rebound and get good position. It's all about positioning.

If you don't write down the important points, it's just too easy to forget them.

Tip #4 - Break things up.
Split drills up through out practice to break up the monotony. Players generally lose focus after working on the same thing.

The more variety the better.

For example, you could do 10 minutes of defensive drills and then change things up to a competitive shooting drill that they enjoy.

Tip #5 - Don't overlook the simple drills.

Often times the simple drills that have been around forever are the best ones.

Don't forget those drills or overlook them just because they are simple. They are often the most effective.
10 Things to Teach Your Kids About Failure

1. Not Everybody Gets A Trophy
   Somewhere along the line we became a society that preached instant gratification. Like a giant carnival, our slogan became "everybody wins all the time." We know it's not true. It's also a terrible example to set. Losing is every bit as important in human growth as winning. Rewarding your child for doing nothing will teach him just that. Nothing.

2. Everyone Has Different Talents
   Maybe your daughter wants to be the next Carrie Underwood. Then you hear her sing. Your son wants to be Evan Longoria. He can't hit the ball off a tee. There are just some things we aren't cut out for. It's best to learn that at an early age. The good news is that they are a champion at something. Guide them towards where their gifts lie.

3. Have Class
   What is one of the most flattering descriptions a person can hear? "He sure has a lot of class." "She sure was a great sport about it." Are you teaching your children how to fail with dignity? How a person accepts failure is an easy indicator of the character within. It also almost guarantees future success. Respect is gained outwardly and inwardly. Coach Dungy is prime example of "class."

4. Learning From Mistakes
   "I think and think for months. For years. Ninety-nine times the conclusion is false. The hundredth time I am right." Who said that? Albert Einstein. Mistakes humble. They can hurt. Yet without them, we are stagnant. Every mistake we make is an educational experience. Every success is built upon a foundation of errors and corrections.

5. Teaching Others
   When we fail, we gain experience. It's important to share that knowledge. Coach Dungy is well-known for mentoring others who have found trouble in life. Instill in your children the responsibility to share their mistakes in hopes to save another from making the same.

6. Leave It All On The Field
   How can it be considered failure if we gave every bit of ourselves in effort? It can't. Boxing legend Joe Frazier once said, "If I lose, I'll walk away and never feel bad because I did all I could. There was nothing more to do." The most common phrase in sports has to be "leave it all on the field!" Explain to your kids to never cheat themselves on effort and they will always gain from it. No matter the outcome.

7. Perseverance
   Dust yourself off and get back on that horse. Determination wins many victories. We should not allow our children to give up on themselves. Maybe your son has brought home two straight failing test grades in math. He thinks there is no way he will ever get it. Help him pick himself back up. Try once more. Do whatever it takes to make it work. Perseverance will eventually lead to positive results and a lifelong lesson never to be forgotten.

8. Know How To Win
   It might sound obvious, but knowing how to win is the easiest way not to lose. For instance, your son is selling popcorn for the Boy Scouts. He knocks on two hundred random doors and sells twenty packages in four hours. A lot of effort for little gain. The next day he sets up a stand in front a busy grocery store. Uniform on. Charm intact. He sells two hundred packages in a single hour. Which was the most successful tactic? Game planning is an essential part of a successful life.

9. Definition Of Success
   Looking into the future, what do you wish for your son? I'm guessing happiness tops that list. He's a respected and honest man. Has a loving wife and a family of his own. I highly doubt you would look into the future and hope he has an awesome car. He has seven hot girlfriends. He's shallow and in it for the money. Yet, that is exactly what is marketed at him. Eternal failure. Society teaches shallowness to be equal to success. As a parent, it is up to you to define what success truly is. It is a battle that you must win.

10. Sense Of Humor
    " Wow, I really messed that up!" Your daughter laughs as she explains how she meant to dye her hair a lighter shade and it turned out bright orange. There are times in life we are going to do really stupid things. The ability to laugh about it sure makes those moments a lot easier to deal with. When you make mistakes in front of your kids, set that example. Don't curse and scream at the sky. Just shake your head and laugh. It happens.

http://www.allprodad.com/top10/parenting/10-things-to-teach-your-kids-about-failure
EJRP Rec Basketball Activity Plan
Session #1
Grades 2-3
Time Length: 45-minutes

Session Goals:
- Meet coaches
- Learn expectations
- Skill Focus: Dribbling
- Have a good first day!

:00-06 Warm-Up Activity: Dribbling obstacle course
- Prior to kids arriving, set-up a series of cones as an obstacle course
  - Try and incorporate some changes of direction/speed – maybe dribble backwards, have course finish with a shot from the block
  - If there is an additional coach, have them coach kids through the course, while another coach welcomes players as they arrive. Have them grab a basketball and dribble through the course.
  - After players complete the course, have them get in line and do it again
  - For players completing it multiple times, have them switch dribbling hands, or time them and see if they can do it faster than their previous time

:06-10 Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches
- Let them know that you are excited to be here
- Tell them we have 5 things that we expect of every player:
  - To have a good attitude
  - To give their best effort
  - To try new things
  - To make mistakes
  - And to get better at basketball
- Let them know that it is important that when a coach is speaking they are listening.
- And when they hear a whistle that they need to freeze, hold the ball, close their mouth, and listen.

:10-15 Activity 1: Practice stopping on the whistle
- We are going to practice stopping on the whistle. When I say go, everyone should dribble around the gym, wherever they want, but when they hear the whistle, they need to stop, hold the ball, close their mouth, and listen.
- Let them dribble randomly, blow whistle.
- After a couple, instruct them to come to a jump stop (landing on two feet) when they hear the whistle [DEMONSTRATE]. They should end up in triple threat position – for right handed people: ball on right side of body, low athletic body stance, right foot in front.
• After a few, add a pivot [DEMONSTRATE]. So on the whistle, they jump stop into triple threat, and pivot 360 degrees (not in one step, but in multiple). Have them try pivoting on their other foot.

:15:25 Activity 2: Getting comfortable with the ball
• Have each kid find their own space with a ball, somewhere that they can see you.
• Try each of the following for 10-30 seconds – keep it moving so one thing doesn’t get boring. Note: a coach/coaches should be demonstrating all, while players do it too.
  o (Each in both directions) - around the waist, around both legs together, around each leg individually, figure 8 through legs
  o Tap ball between hands over head, with hands extended out straight forward, with hands extended towards the floor
  o Have kids on one knee and dribbling – other hand (note: they can find whatever knee/position is comfortable for them – no right or wrong)
  o Now standing – dribble around right leg, left leg, figure 8 dribble (note: this may look ugly – and that is ok).
• Move kids to the baseline – depending on numbers and gym space, you may need to have them get in lines so that everyone is not going at the same time.
  o Let them know this is not a race, but about practicing dribbling under control. Kids can use whatever hand they want.
  o On “go” have the first group walk and dribble towards the other baseline. If multiple groups, yell “go” for the second group when the first gets to the foul line.
  o If you have additional help, they can stand at halfcourt and/or the opposite foul line and hold up numbers in their hands. Kids should yell out the number that the coach in front of them is showing – encouraging eyes up while dribbling.
  o When the kids get to the opposite baseline, have them wait there until everyone is finished.
  o Ask them what good dribbling looks like? Listen for some of the following, and if they aren’t said, add them or ask more pointed questions to get these answers:
    ▪ Using your finger tips and not your palm
    ▪ Bending your knees and staying low
    ▪ Dribbling the ball below your waist
    ▪ Keep your eyes up
    ▪ Being in control of the ball
      • Example of how to get these answers—demonstrate—should I be dribbling like this (dribble with head staring at ground) or like this (dribble with eyes up)?
  o Have them repeat dribbling and walking to the other side, thinking about good dribbling.
  o Do this again, once up the court for: jogging & dribbling, running & dribbling, and once where they walk & dribble, but on the whistle they run & dribble and the next whistle back to walking & dribbling.

:25:30 Conditioning & Water Break
• Dribble relay race
- Break them into an appropriate number of teams. Have coaches join teams when possible. Make sure there are the same number of participants per team – or have someone go twice.
- Identify the dribble relay race course and set up start point accordingly – can do sideline to sideline or baseline to baseline. Have them sit down after they have completed the relay.
  - Race!
  - Repeat with opposite hand dribbling.
  - If you want, repeat again with dribbling backwards (shorten distance).
- Water break

30:35  Knowledge & Rules: Court Terminology
- Every kid should be holding a basketball. You are going to say the name of a part of the court, and they should dribble to where they think it is and when they get there they should freeze and stop dribbling. Run through the following terms. If kids aren’t in the right spots, get them to the right spots. Let them go anywhere that the answer is correct – i.e. there are two, long sidelines, so anywhere on either sideline is correct. Some areas will be cramped, but that is okay. Repeat some as you go. Keep it moving along. Make sure to repeat the word once all of the kids are there correctly and stopped dribbling.
  - Baseline
  - Sideline
  - Half Court
  - The paint
  - The block or the post
  - The wing
  - Top of the key
  - Foul line
  - Lane line
  - Three point line

35:40  Activity 3: Dribble Knock-Out
- Have all of the players start with a ball inbetween the baseline and three point arc. Tell them we are playing dribble knock out. The goal is to keep dribbling your ball without any part of you or the ball going on or over the baseline or three point line. If it does, they need to go to the other side of the court and start playing down there. Note: if they get knocked out from the other side, they return to the original side. The goal is to keep your dribble for as long as you can and not switch sides. You are allowed to knock other people’s balls away, but you also need to continue dribbling yours

40:45  Activity 4: Red Light, Green Light
- A coach can be “it” first. Have all of the players line up on the opposite baseline. Start by playing without the ball. The “it” player/coach starts on one baseline, facing all of the players who are on the other baseline. When s/he turns to face the wall, s/he yells “green light.” All of the players then attempt to get to the other baseline. When the “it” player turns back around to face them, s/he yells “red light.” All of the players must make a jump stop, landing in triple threat body position – low athletic stance, right foot in front.
If the “it” player sees anyone continue to move during the “red light” s/he points them out and tells them to go back. The player(s) identified must go back to the baseline, but then can participate again on the next green light. The “it” players turns and faces the wall again, yelling “green light” and turning back with a “red light,” as they choose. This continues until one of the players reaches the opposite baseline during a green light. That player becomes the new “it.”

- Repeat with basketballs and dribbling – coming to a jump stop/triple threat and holding the ball on the red lights.

:45 Closing
- Have the players put the balls away.
- Call everyone in to a huddle.
- Thank everyone for a good job and that you will see them again in two days.
- Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #2
Grades 2-3
Time Length: 45-minutes

Session Goals:
• Skill Focus: Passing

:00:-06 Warm-Up Activity: Partner Pass Tag
• As kids arrive, have them grab a ball and a partner and start passing back and forth (chest passes to start). Set kids up so they are near the center of the floor. When the coach yells “go” whoever doesn’t have the ball is “it” and whoever has (or is about to receive) the ball needs to dribble away. Allow for a few seconds for the tag game to take place then call them back. Start the passing again, and yelling “go” periodically. Switch the type of pass each time from chest to bounce to overhead.

:06:-10 Welcome & Introductions
• Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
• Introduce yourself and all other coaches
• Remind them we have 5 things that we expect of every player:
  o To have a good attitude
  o To give their best effort
  o To try new things
  o To make mistakes
  o And to get better at basketball
• Let them know that it is important that when a coach is speaking they are listening.
• And when they hear a whistle that they need to freeze, hold the ball, close their mouth, and listen.
• Read (or have a kid read) the Sportsmanship Pledge (“Welcome to Essex....")
  o Ask them what does sportsmanship look like?
    ▪ Should hear things like: saying good job to teammate, helping player up off the floor, not trash talking, not questioning the referees, listening to your coach, etc.
  o Ask them what it means when it says “Let the Players Play?”
    ▪ Try to get them to say they understand their job is to be a player and play, and nothing else – they don’t have to worry about the things that they cannot control like the coaching, reffing, or spectators. They just have to do their best as a player.

:10:-18 Activity 1: Passing & Receiving
• Have kids find a space and pass against the wall – chest, bounce, and overhead. Let them start for 30-60 seconds, blow whistle, talk about how we pass the ball:
  o Two hands on the ball, step into our pass, square to our target, eye contact, end with thumbs pointed down
  o Continue.
o After 30-60 seconds, blow whistle, talk about how we receive the ball:
  - Show a target, soft hands, eye contact, square to passer
  - Continue. This is all just a quick warm up, and passing back and forth against the wall isn’t overly exciting, so don’t carry on too long.

- Have kids get in groups of four, make a square and start passing. They can pass to anyone in the square, but have to say the name of the person they are passing to. Provide reminders of good passing and receiving. Switch pass types periodically.
- Stop. Announce that after each pass, the passer must do one push-up. Continue for 30-60 seconds. Stop and announce that after passing, must do one sit-up. Continue.
- Now have the kids form a triangle, with one kid in the middle and play monkey in the middle. If the person in the middle gets the ball, they switch with whoever the last offensive player to touch it was.

:18:25 Activity 2:
- Put a coach with a small group of players and a ball. Have the players line up on the baseline, at the lane line. Have the coach with the ball at the top of the key. The first player should run towards the coach. Coach passes the ball to the player when they are half way up the key. The player should catch the ball utilizing a jump stop, landing in triple threat (low & athletic, ball on right side, right foot forward). Then pass back to coach and return to end of line.
- Progress to catching in triple threat, pivoting to face hoop, and shooting. Note: have players catching the ball on the block or close to it.
- Have coach move to the elbow. Now ball starts with player at baseline. They pass to coach at the elbow and follow pass, they go around the coach and take a hand-off on the inside (in the paint), take a dribble or two and take a shot (or a lay-up). Change the type of pass from player to coach. Focus on quality passing.

:25:30 Conditioning & Water Break
- Dribble, Jump Stop, Pivot, Pass Relay
  - Break into even groups (or plan to have a player go twice). Have a relay race. The first player in line dribbles to a cone, does a jump stop, pivots 180 degrees, and passes back (chest in first race) to the next teammate in line. Repeat with bounce pass and over the head. If time permits, do one more race, moving the cones out farther, and have them do a baseball pass back to the line.
- Water break

:30:35 Knowledge & Rules: Inbounding the ball
- Quick review of the court terminology from the other day. Ask kids to raise their hand and identify each of the following.
  - Sideline
  - Half Court
  - The paint
  - The block or the post
  - The wing
  - Top of the key
  - Foul line
- Lane line
- Three point line

- Inbounding the ball
  - Talk about some of the rules of inbounding the ball – you have five seconds from when the referee hands it to you, you cannot step onto the court, you cannot leave the area where the ball is being inbounded (within three feet).
  - Get kids in groups of three – one inbounder, one defender, and one offensive player. Have them find a spot of the floor where the inbounder can set up. Have the coach yell “go” and start counting to five. The inbounder has to get the ball in successfully to his partner in 5 seconds. The defender will play on the inbounder (not the other offensive player). If the offense is successful, the defender does two push-ups. If the defender steals the ball, deflects it out of bounds, or if the pass does not successfully make it to the offensive player, the offensive does two push ups. Rotate positions. Have each player inbound once. Do a second round where the defensive player guards the other offensive player, and they need to get the ball in. All of the same rules.

:35:45  Activity 3:  Passing Gauntlet
- Put 1 defender at each of the following spots:
  - Foul line – their zone is from the baseline to the foul line
  - Half court – their zone is from the foul line to half court
  - Opposite foul line – their zone is from half court to the foul line
  - Opposite base line – their zone is from the foul line to the baseline

- All of the other kids should be in two lines where the lane lines meet the baseline – one line with balls. The goal is for the offensive players to go in pairs, starting from the baseline, and to try and pass back and forth until they get to the opposite baseline. NO Dribbling! They do not need to pass back and forth and stay in a straight line. They might start out doing this, and if other groups don't start to move to different areas of the floor, asking them some questions to get that to happen. The defenders defend their area as soon as someone enters their zone, but must wait at their spot until that happens. Send the next offensive pair when the first is either unsuccessful (ball is stolen, they dribble, or lose their ball out of bounds) or successfully gets over half court (they will continue to get all the way to the baseline while the other pair begins).
- Have kids come back and get in line if they are successful or not and do it again.
- Switch the defenders after a few minutes.
- Note: You can put several variations as needed – utilize coach defenders, put 1 defender in some zones and 3 in others, allow them to take up to three dribbles

:45  Closing
- Have the players put the balls away.
- Call everyone in to a huddle.
- Thank everyone for a good job and that you will see them again next week.
- Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #3
Grades 2-3
Time Length: 45-minutes

Session Goals:
- Skill Focus: Lay-ups

00:06  Warm-Up Activity: Full court lay-ups
- As kids arrive, have them grab a ball and start participating in full court lay-ups. Each kid dribbles their own ball the length of the floor and takes a lay-up, gets their own rebound, and continues back down the other side of the floor. Remember that you have not yet reviewed how to do lay-ups so this all may not look great. That is okay! You can offer individual instruction, comments, and praise as you go, but don’t plan to change the world at this point. It is just a warm-up.
- Periodically blow the whistle. Ask the kids to come to a jump stop on the whistle and be in triple threat position (right foot in front, ball on right side, holding ball tightly). Then have them continue. Progress so on the whistle they jump stop, pivot 180 degrees, and then proceed in the other direction. Don’t expect much out of left handed lay-ups! However, encourage them to dribble with their left hand when going down that side of the court and to try and shoot left handed.
- If time permits you could add some other elements: i.e. instead of lay-ups have them do jump stops on the block and then take a shot, or change pace of drill periodically – walking, jogging, sprinting.

06:10  Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches
- Remind them we have 5 things that we expect of every player:
  - To have a good attitude
  - To give their best effort
  - To try new things
  - To make mistakes
  - And to get better at basketball
- Ask them what they should be doing when a coach is talking? (listen)
- Ask them what they should do when they hear a whistle? (freeze, hold the ball, close their mouth, and listen)
- Tell them that with the weather, it is important that they do not wear their basketball shoes to practice, but rather should wear another pair and change into their basketball shoes when they get here – so that their shoes are not wet when they go on the court.

10:20  Activity 1: Lay-up fundamentals
- BRIEFLY, discuss the basic mechanics of a lay-up
  - DEMONSTRATE as you very briefly explain the following. Either have a coach demonstrate as you explain or bring up one kid to model as you talk about things.
- Push off from one foot and go up with the other leg
- Imagine that your knee and elbow of the arm you are shooting with are connected with a string; so as your arm goes up, your leg does too
- Push the ball with one hand; your other hand can help support the ball
- Get a good angle to the hoop
- Use the backboard
- Practice the footwork.
  - Have the kids stand up without a ball and find their own space. Have them start with their feet shoulder width apart. Have them step forward with their left foot and go up with their right foot. After just two, have them add in their right hand going up. Remind them about the string between their elbow and knee. Have them freeze when their right leg and right arm are up.
  - Practice the footwork & hand going off from the right foot and up with the left.
- Add a ball & shoot off the wall.
  - Have them practice the same thing, but add a ball and have them shoot the ball off the wall. Make sure they line up close to the wall. Have them pick a spot/block on the wall to try and hit. Have them do five on the right and five on the left. Note: opposite hand lay-ups are likely to be very challenging for most. That is okay. Acknowledge it, but still encourage the practice – it is the only way to get better.
- Lay-up lines.
  - Use multiple hoops and split the group up. Have a lay-up line on the right side of the hoop on the wing at the three point line, and a rebounding line on the left side on the wing at the three point line. The first player in the right line should have a ball and dribble in for a lay-up while the player from the left line comes in simultaneously for the rebound. After rebounding, s/he should then pass the ball (emphasize good, two handed chest passes) to the next person in the right line. The players should switch lines. After each player has gone through a few times, switch to the left side. Only do the left side briefly.
  - Kids should be dribbling with their outside hand – right from right side and left from left side.
  - Really focus on the footwork. As kids are going up, praise good footwork (plant with left, up with right), and correct improper footwork. Disregard if ball goes in hoop or not.
  - In addition to footwork, look for proper angles to the hoop and using the backboard. Again, praise those who do these things well, even if ball doesn’t go in hoop. Similarly, just because the ball goes in does not mean it was a good lay-up.
  - If they are getting this pretty well, you can add a second ball to keep things moving.
- Passing lay-ups.
  - Keep the two lines on the same sides. Now start by having the first player in the right line pass the ball to the first player in the left line. After they pass, they should make a basket cut (cut to the hoop) at a good angle (45 degrees) towards the block. The player in the left line should pass it back to the player cutting to the hoop, who will then take a lay-up (ideally this is happening without a dribble).
You may have to move the left line to the elbow to create a better pass to the player cutting to the block. The left line is responsible for following their pass and getting the rebound, and passing it to the next player in the right line. Continue. You do not have to try this from the left side.

- This will be more challenging and will require some timing and teamwork. It is okay if it is unsuccessful at first. Hopefully it slowly improves.

20:25 Activity 2: Lay-ups under pressure

- You can do this on both sides of the floor. Have two lines at half court – one line near the sideline, and one line (each player with a ball) about 10 feet from the sideline (towards center of court). The player at the front of the inside line passes the ball to the first player in the outside line. The player who receives the pass then dribbles as fast as they can, under control, and takes a lay-up from the right side. The player who passed the ball has the job of following (note: not running next to, or ahead of, but following) the player going for a lay-up. WITHOUT touching the player, the chaser is trying to mimic the idea of there being pressure on the shooter. They can yell, clap, and stomp their feet as the trailer, but may not interfere physically with the shooter. The shooter gets their own rebound and dribbles to half court to join the lines at half court that are going to the other hoop.

- Emphasize fundamentals of dribbling under control, planting left foot, up with right leg and right hand, good angle, using backboard, etc.

- After a couple of minutes, alter the drill slightly by having the chasers run side by side with the shooter, but still have no interference with them.

- NOTE: both of these are a good experience for kids to shoot under pressure. It also should be fun – allowing kids, to yell, whistle, clap, and stomp to try and distract the shooter. Do not permit any contact with the shooter, as we want them to be going up confidently.

25:30 Conditioning & Water Break

- Go back to the same drill that you used in warm-ups – everyone has a ball, and using the full court, both hoops, players dribble and take a lay-up, get their own rebound, and head up the court the other direction. Start with two lines at half court facing opposite hoops, on the right side. However, now you are going to time them for a minute and see how many they can get as a group. Have a coach count at each hoop and tally the combined total after 60-seconds. Note: Tell them you are only counting ones that go in AND are done by going off from the correct foot with the correct hand. You want them to balance pushing the ball up the court and taking a shot quickly, but being under control and using good form. Announce the total at the conclusion of the 60-seconds.

- Do this again. Challenge them to beat their first number. Remind them of one or two things that they need to clean up (slow down your dribble as you get to the hoop, focus on your footwork, use the backboard, etc.).

- Repeat this once more. The third time you could maybe pick a number for them to try and get.

- Water break.

30:35 Knowledge & Rules:
• Quick review on inbounding the ball (ask them to raise their hand to be called on):
  o How long do you have to inbound the ball once the referee hands it to you? (5-seconds)
  o Are you allowed to step onto the court when you are passing it in? (No)
  o Are you allowed to leave the area where you are inbounding the ball from? (No – not more than three feet)
  • Note: this would be a good time to add the exception to this rule – after a made basket. Explain/show that after a made basket, the team inbounding the ball is allowed to run the baseline. All other rules still apply.
  o Can you dribble the ball when you are inbounding it? (No)

• Continue with the quiz theme to review some basics about basketball
  o How many players are on the court for one team at a time? (5)
  o How many points is a foul shot worth? (1)?
  o When does a player get to shoot a foul shot? (when they are fouled while shooting)
  o How many points is a shot made from inside the three point arc worth? (2)
  o How many points is a shot made from behind the three point arc worth? (3)
  o When is the ball or a player considered out of bounds? (When the ball or player step on or over the sideline or baseline)

:35:45 Activity 3: Partner Lay-Ups

• Run this drill at both hoops simultaneously. There are two lines – the first of one line is on the block (left side of floor) – rest of the line is on the baseline, the first player of the second line is on the wing near the sideline (left side of floor) – rest of the line is on the sideline. There is a coach is in the paint with a ball. The coach throws the ball off the backboard to mimic a missed shot. The player on block jumps up and catches the ball over their head (and ideally in the air). When they catch it, they yell “ball” to let their teammates know that they have possession of the ball. The player on the wing should then yell “side” to let their teammate know that someone is open on the side of the court. They should be going towards the pass. The rebounder should come down with the ball, pivot on their outside foot, and make a good pass to the outlet player. The rebounder should not dribble the ball! The outlet will then dribble towards the center of the floor and towards the other hoop. The rebounding player will follow their pass, running out towards the wing, and then along the sideline towards the other hoop. As the players get to the other side, the player with the ball will make a jump stop at the top of the key. The player running along the sideline will take a 45 degree cut towards the basket, receive a chest pass when they are out on the wing, take a couple of dribbles, and take a lay-up. The passer will follow and get the rebound/ball that goes through the hoop, and give it to the coach. The players will then get in the line they were not in the first time, at the end of the floor where they ended. This set-up is happening on both sides of the floor.
  o You can do this with two balls (one on each side of the floor) to start, but could consider adding two more balls, once things get moving, so things are moving quicker.
  o You can switch the pass to go to the player as they are closer to the block, instead of on the wing, so they don’t dribble and just take a lay-up off from the pass.
o After a few, coaches can add a little defense to players taking lay-ups as they see fit – putting a hand up, giving the player a little contact, clapping, etc. Different approaches may be better for different kids to keep it interesting, challenging, and fun.

o If time permits, you can try the left side.

o If they are getting it quickly, you could challenge them to see how many lay-ups they can make in a row. Or see how many the group can complete in one minute.

o As a progression, you could have the passer then play defense after they pass against the player dribbling in for the lay-up.

o This is the final activity of the practice, so try and incorporate some of the elements above to have them leaving on a positive, fun note.

o EMPHASIZE – hearing “ball” and “side” every time, keeping ball up high on rebound (no dribble), outside pivot foot, good pass to outlet, outlet player coming to the ball, good dribbling, good jump stop, hard cut to the hoop, good angle to the hoop, lay-up fundamentals.

:45  Closing

• Have the players put the balls away.
• Call everyone in to a huddle.
• Thank everyone for a good job and that you will see them again in two days.
• Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #4
Grades 2-3
Time Length: 45-minutes

Session Goals:
• Skill Focus: Shooting

:00:08 Warm-Up Activity:
• As kids arrive, they should grab a ball. Have them do full court lay-ups on the right side, using both hoops. Each player dribbles their own ball, takes a lay-up, gets the rebound, and continues up the other side of the court. About every minute switch:
  o Right
    • Lay-ups
    • Jump stops on the block, jump shots
    • Jump stops half way up the lane line, jump shots
    • Jump stops on the elbow, jump shots
  o Repeat left side

:08:10 Welcome & Introductions
• Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
• Introduce yourself and all other coaches

:10:20 Activity 1: Shooting fundamentals - BEEF
• BRIEFLY discuss and demonstrate the BEEF principles of a good shot. Either have a coach model or bring up a kid. Go through each of the four BEEF principles. A good way is to have them demonstrate the right way and the wrong way for each principle:
  o Balance – feet about should width apart, right foot slightly in front, and squared up to the hoop
  o Elbow in line
  o Eyes on the front of the rim
  o Follow through – shoot by flicking the wrist and ending with your hand in the cookie jar. Note – this can only be accomplished by shooting with your finger tips, not the palm of your hand
• Practice shooting – without the ball
  o Have all of the players stand up, find their own space, and walk through the BEEF principles as a group without a ball. Call out each principle as you go. Do this a few times.
• Wall Shooting
  o Have the players each get a ball and stand just a few feet away from the wall. Have them pick a spot/block on the wall to aim for/keep their eyes on. Walk the players through their shot as a group. Have players try and shoot one handed.
    • Balance – feet about should width apart, right foot slightly in front, and squared up to the wall
• Elbow in line – have them try and get the ball resting on their shooting hand, with their elbow in. A good way to do this is to hold the ball in their hand, with their hand straight out in front of them. Then, with the ball in their hand, they swing their hand around and get it in place. The ball should be in their fingertips, not palm. You can tell this by looking for “daylight” between the ball and their palm. If they absolutely cannot hold the ball in one hand, they can use their other hand for support. Emphasize that the support hand is only there for that, and should not be involved in the shot.
• Eyes on the target – a spot/block on the wall
• Shoot
• Follow through – shoot by flicking the wrist and ending with your hand in the cookie jar.
  o Do this as a group about five times.

• Partner shooting.
  o Now have them partner up and have just one ball per group. Have them stand about six feet apart. They will need to imagine where the hoop would be – in terms of putting their eyes on the target. Have each pair go at their own pace, but have the partner without the ball lead the process by saying “balance.” “Elbow.” “Eyes.” “Follow-through.” On “follow-through,” the player with the ball shoots the ball over to their partner. They should still be shooting one handed if they can.

• Shooting on the hoop.
  o Utilize as many baskets as you have. Have each player get a ball and form a line in front of the hoop. One at a time have them shoot, get their own rebound, and go to the back of the line. These shots should be from the center of the floor, just in front of the basket. Encourage these shots to be one handed. They should be trying to just get the ball up over the rim and in the hoop. Provide reminders about BEEF.
  o After everyone has gone a few times, try the same thing from the block, using the backboard.
  o Try the other block after everyone has gone a few times.
  o Remember, it is not about the ball going in, but about the BEEF. Celebrate and praise good form, regardless of what happens with the ball. Challenge each kid to better themselves. Those who have it down can be encouraged to get more rotation on the ball, or try jumping and releasing the ball in the air.

:20:25 Activity 2: Team Hot Spots
• Keep players at the same hoops they are at. Just one ball per group now. Put the ball in the front of the line, at the right block, and have everyone fill in behind. Explain that we are going to have a game to see which team can make their shots the fastest. The player in the front of the line will shoot the ball, get their own rebound, and pass to the next player in line. They then get in the back of the line. Once the team has made three baskets, their team moves to the next spot. Use five spots – block, elbow, foul shot, elbow, block. If it seems like closer would be better, don’t go all the way out to the elbow/foul line, and just go half way up the lane line between the baseline and the foul line.
25-30 Conditioning & Water Break
- Run this on both sides of the floor.
  - Have a line of kids in the corner. The first player runs to the other baseline, touches the line (the next player in line can start when the player in front of them touches the opposite baseline), then runs to half court. At half court they do 5 jumping jacks. Next they run up to the foul line (or just in front of the foul line if that is more appropriate). The coach will pass them a ball and they shoot. If it goes in, they get in the back of the line. If they miss it, they have to start at the baseline and run to half court and back, before getting back in line.
  - Water break.

30-35 Knowledge & Rules:
- Quiz questions (call on kids raising their hand). You will probably want a coach or player out on the floor demonstrating these things as you announce them.
  - How many seconds does your team have to dribble the ball past half court? (10 seconds)
  - Once your team crosses the half court line, are you allowed to go back over the line? (No). If you do, what is it called and what happens? (Back court – referee blows whistle, other team gets the ball out of bounds)
  - If you have the basketball and want to move somewhere on the floor with it, what do you have to do while you are moving? (Dribble). If you don’t dribble, what is the violation called and what happens? (Travel – referee blows whistle, other team gets the ball out of bounds).
  - Once you start dribbling, and then stop, what are the two choices that you have remaining? (Pass or shoot). What can you not do again? (Dribble). What is it called if you dribble again and what happens? (Double Dribble – referee blows whistle, other team gets the ball out of bounds).

35-40 Activity 3: Shooting off the pass & dribble
- Set this activity up on both ends of the floor. Have one line of players on the block and another line out on the wing. The first two players in line on the block should have a ball. The first player in line on the wing is going to cut to the elbow, catch a chest pass from the player on the block, square up, take two or three dribbles, jump stop, and shoot. They will follow their shot, get their own rebound, and give it to the next player in line on the block. Start this drill on the left side of the floor. Players switch lines after their turn.
- After a couple of minutes, eliminate the dribble, so they catch, square, and shoot. Watch the footwork. Remind them to catch the ball in triple threat (pivoting off from left foot) so they can go right into their shot (right foot slightly in front, ball on right side).
- Move the line that was out on the wing to the elbow. Now have them cut from the elbow to the wing, catch, square (now pivoting off from right foot), and shoot.

40-45 Activity 4: Knock Out
- Split the group up evenly at two hoops. Explain the game of knock out. If a player gets knocked out, they simply go join the group on the other end of the gym.
Knock Out – group is in a line at the foul line. The first two players in line have balls. The first player shoots a foul shot. At any point in time after s/he releases the ball, the second player can attempt a foul shot. The first player must make a basket before the second player, or else they are knocked out. If they don’t make their foul shot, they follow their shot, get their own rebound, and shoot again. They can shoot from where they get the rebound or dribble in for a closer shot/lay-up. The only required shot is that the first one is from the foul line. If they score before the second player, they pass the ball to the next player in line, and get in the back of the line. If the second player scores first, they must get their ball, pass it to the next player in line, and then they go and join the game on the other side of the gym. Players are not allowed to interfere with or touch the other players basketball.

:45 Closing

• Have the players put the balls away.
• Call everyone in to a huddle.
• Thank everyone for a good job and that you will see them again not next week, because of Thanksgiving, but the week after.
• Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #5
Grades 2-3
Time Length: 45-minutes

Session Goals:
- Skill Focus: Offensive Movement – with and without the ball

00:08 Warm-Up Activity: No Dribble Fastbreak vs. Zero
- As kids arrive have them join the group activity.
- Have 3 players on the floor. One on each block and one near the foul line. Have a coach standing in the middle of the paint, throw the ball up off the backboard to simulate a missed shot. Pick a side to throw it off from so that clearly one of the players on the block will get the rebound. When s/he does, have them yell “ball.” The player that was at the foul line should sprint to the correct side of the floor where the ball went and yell “side,” in order to receive the outlet pass. The player on the opposite block should sprint to the middle of the floor to receive a pass from the outlet player. The rebounder should be on their way up the opposite side of the floor to receive the next pass. They should continue to pass the ball forwards – towards the hoop they are attacking, until someone gets to take a lay-up.
- There is no dribbling in this drill. Focus on footwork and kids not traveling. Talk about communication, looking up, and hustling. They shouldn’t be passing the ball backwards. All passes should go ahead. This means they may need to wait a second for their teammate to get ahead. Talk about spacing and balance.
- Progress to 4 players. Maybe progress to 5 players.
- If you think it would be beneficial to change things up, you could:
  - Time groups to see how quickly they get down the floor
  - Call out a certain kind of shot that you want them to take (lay-up, shot from the block, shot from the elbow/corner/wing, etc.)
  - Change the type of pass (chest, bounce, overhead)

08:10 Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches
- Remind them we have 5 things that we expect of every player:
  - To have a good attitude
  - To give their best effort
  - To try new things
  - To make mistakes
  - And to get better at basketball

10:20 Activity 1: Basket Cuts & Relocating
- Let them know that we are working on offense today and that means when our team has the ball.
• Let them know that good offense looks like one player with the ball and the other four players moving without the ball. The only offensive player that is allowed to stand still is the player with the ball.

• Have them form a line a the top of the key on either the left or right side, each player should grab a ball. Have a coach stand out on the wing. Run this on both sides of the floor.

• The first thing we are going to work on is a “basket cut.” That means we cut (run) to the basket. So, each player will pass the ball to the coach, and then make a basket cut. They will get a pass back from the coach for a lay-up or a shot from the block. Demonstrate.

• After a few players go, stop and talk about setting up your defender. Have a coach and player or two coaches demonstrate making the pass to the wing, taking a couple of steps like you are going away from your pass in the opposite direction, and then planting and making a hard basket cut.

• After everyone has gone through a few times, stop and explain that they might not be open after making the basket cut, so then their job is to “relocate,” – which means finding an open space (somewhere where none of their teammates are) on the floor. Have a coach or player demonstrate passing, setting up defender, making a basket cut, and then relocate to the corner on the same side as the wing. The wing (coach) then passes to the player in the corner, who catches, squares up, and shoots. The player gets their own rebound, and gets back in line.

20:25 Activity 2: V-Cuts
• Explain that in order to get away from their defender, a good tactic is a “V-cut.” Talk about how a V-cut is a movement away from where you actually want to go, so that you bring your defender there, and then plant your foot and making a hard cut to where you do want go. Hopefully you can free yourself up from your defender long enough to get open to catch a pass from your teammate.

• Have one line of players each with a ball a the top of the key on one side. Have another line of players on the wing. Have a coach on the block. Run this at both ends of the floor.

• Have the player on the wing cut down to the block, plant their foot, high five the coach, and then cut to another spot on that side of the floor (corner, wing, elbow). They receive a pass from the top of the key. When they catch it, they should square up, take two dribbles in and shoot. Players get their own rebound and get in the line at the top of the key with their ball. Players that have passed from the top of the key should get in line on the wing.

• Switch sides of the floor.

• Switch the coach location for the V-cut. V-cuts do not only have to take place from the block, but can happen anywhere.

• Switch the location of the V-cut line to the elbow and/or corner. From the elbow, they could V-cut in the corner to the block. From the corner they could V-cut at the elbow to the block or to the wing.

25:30 Conditioning & Water Break
• Have two teams – one on each side of the floor. Put the lines on the right side of the floor.
Basket Cut Lay-Ups: In 60-seconds have the teams compete for who can make the most lay-ups off from basket cuts (like in the first drill – kids in line at top of key, coach on wing, kids pass to coach, basket cut, get ball back for a lay-up).

V-Cut Relay: Staying in your teams, start both groups on the baseline in the center of the floor. The kids will go in order. The first kid will sprint to the foul line, v-cut, sprint back to the baseline, and tag the next player to go. After each player has done that, when you get back to the first player, s/he needs to v-cut at the top of the key. After everyone does that, they need to v-cut at half-court. First team to complete the set wins.

- Water break.

30:35 Knowledge & Rules: REVIEW

- Quiz questions (call on kids raising their hand). You will probably want a coach or player out on the floor demonstrating these things as you announce them.
  - How many seconds does your team have to dribble the ball past half court? (10 seconds)
  - Once your team crosses the half court line, are you allowed to go back over the line? (No). If you do, what is it called and what happens? (Back court – referee blows whistle, other team gets the ball out of bounds)
  - If you have the basketball and want to move somewhere on the floor with it, what do you have to do while you are moving? (Dribble). If you don’t dribble, what is the violation called and what happens (Travel – referee blows whistle, other team gets the ball out of bounds).
  - Once you start dribbling, and then stop, what are the two choices that you have remaining? (Pass or shoot). What can you not do again? (Dribble). What is it called if you dribble again and what happens? (Double Dribble – referee blows whistle, other team gets the ball out of bounds).

35:40 Activity 3: Shot Fakes & Jab Steps

- Get players in a line, each with a ball, at the top of the key. Run this on both sides of the floor.
- You are going to work on one on one moves to the hoop. The coach will act as a mock defender in the paint.
- The first thing we are going to work on is shot fakes. Shot fakes are intended to draw your defender in close to you so that as they come up to defend or block your shot, you can dribble by them.
- To start, the first player in line will spin the ball out and catch it at the foul line (in triple threat position – low, athletic body position, right foot slightly in front, ball on right side). S/he will then make a shot fake by bringing the ball up like they are going to shoot and by looking at the hoop with their eyes. They should remain in their low body position though. After the fake, they should step forward with their right leg, take a couple of dribbles to the right side of the hoop to get close enough for a lay-up. Demonstrate.
- After going through, switch so that they cross step with their right leg to the left and dribble in for a left handed lay-up or shot from the block.
- Now move the line up to the foul line. Now we are going to work on the jab step. The jab step is intended to back your defender off from you so that you have the freedom to
shoot. To make a good jab step, you start in triple threat position, step hard and fast with your right leg to the right, then bring your foot back and shoot. Demonstrate.

- Repeat the drill from before, but from the foul line and with the jab step. Still have them spin the ball out and catch it. Still have a coach mimic a defender.

:40-:45 Activity 4: 1 v 1’s and 2 v 2’s

- If you have enough players, set this up on both sides of the floor and have a coach run each group. Or just run it as one group at one hoop.

- Start with one player on the baseline at each lane line. Have a coach on the baseline with a ball in the center of the hoop. As soon as the coach rolls the ball out, both players will compete for it. Whoever gets it is on offense and whoever doesn’t is on defense. Have them play 1 on 1 to the basket. Just play for 1 shot.
  
  - Kids can hustle and dive for the ball.
  
  - Encourage kids to use a shot fake or jab step in their attack.

- Progress to adding a second line on each side, just outside of the lane line. Make sure the players know who is on their team prior to the start each time. Alternate it so that teammates are in every other group along the baseline. Run the activity like before, but now 2 vs. 2.
  
  - Encourage kids to use a shot fake or jab step in their attack.
  
  - Encourage offensive players without the ball to move – basket cut or V-cut.

:45 Closing

- Have the players put the balls away.

- Call everyone in to a huddle.

- Thank everyone for a good job and that you will see them again in two days.

- Everyone put hands into middle and on three yell “Basketball!”
**EJRP Rec Basketball Activity Plan**  
**Session #6**  
**Grades 2-3**  
**Time Length: 45-minutes**

**Session Goals:**
- Skill Focus: Picks/Screens

:00::08  
**Warm-Up Activity: Kentucky Drill**
- Have a line of kids on the left lane line, on the baseline, with the first two kids in line with a ball. Set up the same on the other end of the floor. The line is facing the opposite baseline (so all of the kids are on the baseline, not on the court). There should be a coach out on the wing, on the same side of the floor as the line of kids, on each end of the floor. The first player in line starts by passing an outlet pass to the coach (note – the second player will repeat this as soon as the coach is ready for the second pass). They follow their pass and run to the outside of the coach (between the coach and the sideline). The coach will throw the ball, bounce the ball, roll the ball – all at varying speeds and difficulties - towards the other hoop on the right side. The player will chase it down and dribble in for a right handed lay-up. The next player in line at the hoop where the right-handed lay-up is being shot at, should be out on the left block, facing the hoop, in a rebounding position (low athletic stance, hands up). Their job is to jump up and rebound the ball, yelling “ball.” They should pivot on their outside foot and make an outlet pass to the coach on the wing. The drill continues. You should be able to have four balls running at once.
  - After a few minutes, switch the shot type to jump stops on the block, jump shots.
  - After a few minutes, switch the shot type to jump stops on the elbow, jump shots.
  - Coaches should take the liberty to make chasing down the ball fun, challenging, and different for every kid, every time.

:08::10  
**Welcome & Introductions**
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches

:10::20  
**Activity 1: Setting a Pick**
- Discuss and demonstrate the fundamentals of setting a pick.
- Purpose of pick: To get your teammate open
  - Screener
    - Approaches the **defender (not the teammate)** of the teammate they are setting the pick for.
    - Uses non-verbal communication to indicate to teammate that they are setting a pick by holding out a closed fist.
    - Use verbal communication to indicate they are setting a screen by saying “use me.”
- Stops and sets their feet one foot from the individual they are screening. The screener must be set in order for the screen to be legal. Places their hands either down in front of them or across their chest.
  - Player Using Pick
    - Sets up their defender by dragging them away from where the screen is occurring by taking a step or two away.
    - While the screen is being set, runs toward the screen, using the screen by going shoulder (of player using screen) to hip (of screener) so as to prevent the defender from sneaking through.
  - Screener
    - After the player uses the screen, the screener should roll by opening up the side of their body that their teammate just ran off from - almost like when the teammate ran by them with their shoulder to their hip, that they pushed their hips open. As they roll they should get wide and put their hands up, sealing off the defense and getting open for a pass.
- Without a ball, have players get in groups of three, with the player receiving the screen and defender about five feet away from the player who will be setting the screen. Have them practice what was discussed above. Have coaches walk around and correct groups as they go. After each one, have the kids repeat, but switch roles. Make sure that both of the offensive players are doing their jobs. You may want to blow the whistle and get the full group’s attention to reiterate some of the points from the beginning. This will be a little chaotic, but that is okay. This is not with basketballs.

:20:25 Activity 2: Pass & Screen Away
- Place two coaches on the left side of the floor on the wing. The coach closer to the sideline should have a ball, the coach closer to the center of the floor should not. Make a line of kids at the top of the key, with one ball at the front of the line. Place a player on the right side wing on offense and then have a line on the wing above the three point line. Have a player play defense on the wing and a line more in the corner, outside the three point line, for players to replace the defender.
- The player at the top of the key will pass the ball to the coach without a ball on the left side. After they pass, they will screen away for their teammate on the right wing. The teammate on the wing will set up the defender, use the screen, and flash to the paint near the foul line. The screener will set the screen and then roll to the right side block. The coach who received the pass will pass to the player flashing to the paint (high player). The coach who already had a ball and was closer to the sideline will pass the ball to the screener, who has now rolled to the hoop and has their hands up, ready to receive a pass (low player). Both players, upon catching the pass, will square up and shoot, getting their own rebound. One ball goes to the coach on the sideline and one to the line at the top of the key. Players will rotate from the passer line to the offensive player on the wing line, to the defensive line.
  - Each coach should watch their respective offensive player to ensure that they have done everything correctly and offer positive feedback and constructive criticism.
  - Run this very slowly to start. It will take some time to get it going, as there is a lot going on in the drill.
• Note: Utilizing the second ball and second coach can complicate this drill. It is great if it can be accomplished because it really reinforces the concept of rolling after you set a pick, by rewarding the roller every time. If it proves to be too challenging, you could eliminate the second coach that has the ball to start. Then, the coach who receives the pass from the top of the key can choose to either pass to the player receiving the screen OR the screener who is rolling. This keeps both players honest.

:25:30 Conditioning & Water Break
• Over Under Relay
  o Break the group into teams of 6-8 players.
  o Put each team in a single file line. Each player should be a little less than an arm’s length from the player in front of them. There should be a ball at the front of the line.
  o Tell the players that they are going to do a relay. They need to stay facing forwards and hand off the ball to the person behind them. The first player will pass the ball back over (OVER) their head. The second player will grab the ball and pass it between their legs (UNDER) to the person behind them. This pattern will continue until the ball gets to the last person in line. When they get it, they will run to the front of the line with the ball, and begin the process again, starting with passing the ball over their head. The team should keep going until the person who started first in line is back to the front.
  o You can repeat this a second or third time for redemption/improvement.
  o As a variation on the second or third time, the hand offs could occur at waist level, and alternate left and right – first player is facing forwards, but turns their body left, handing off to the second person in line, who then turns right to hand the ball to the third person in line.

• Water break.

:30:35 Knowledge & Rules: Personal Fouls
• Ask players for some examples of fouls. Demonstrate/illustrate some. Try and make sure that the following are discussed: pushing, holding, tripping, reaching in (making contact with the offensive player), blocking (a defensive player gets in the way of an offensive player), charging (an offensive player runs into a defensive player), illegal screen (screener is moving), over the back (player behind another player tries to reach over them).
• Tell them that these are violations and when they happen and a referee sees it, they will blow the whistle and give the ball to the team that got fouled out of bounds.
• If a player was in the act of shooting, then they get to shoot two foul shots.
• Let them know that players are only allowed five personal fouls in a game and then they cannot continue to play.
• Remind them that referees may not always see all of the fouls, and the players just need to keep playing. It is not the players job to call fouls. It is their job to play.

:35:40 Activity 3: On Ball Screen
• Like before, set up three lines: one at the top of the key, one defender line on the left wing, with the first defender playing defense against the first guy in line at the top of the
key with a ball. The third line should be on the right wing. A coach with a ball should be in the right corner.

- The player on the right wing will set a screen for the player at the top of the key. The player at the top of the key will use the screen and drive to the hoop for a lay-up. The screener will roll to the hoop and receive a pass from the coach in the right corner. One ball should be returned to the coach in the corner and one to the line at the top of the key. Players should rotate lines from left to right.

- Note: again, the coach in the corner with the second ball can really enhance this drill, but also make it complex. If it doesn’t work, eliminate the coach with the ball. Instead, the first few times through encourage the player using the screen to drive to the hoop and take a lay-up. Then encourage them to use the screen, but instead of dribbling all the way to the hoop, have them pass to the roller.

:40-:45 Activity 4: Sharks & Minnows

- Select two kids to go and stand in the middle of the gym with their balls. They are the sharks. All of the rest of the kids are minnows.

- The players in the middle will say “Shark Attack!” and when they do, all of the minnows try and dribble to the other side of the floor. If, before they reach the other baseline, one of the sharks tags them, then they become a shark on the next turn. Note: sharks are dribbling too while they are trying to tag people. Once all of the minnows who were not tagged are safe on the other side, all of the old sharks and newly tagged sharks will line up in the center of the gym and repeat. Continue to play until there are two minnows left. They are the winners and the first two sharks in a new game.

:45 Closing

- Have the players put the balls away.
- Call everyone in to a huddle.
- Thank everyone for a good job and that you will see them again next week.
- Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #7
Grades 2-3
Time Length: 45-minutes

Session Goals:
• Skill Focus: Defense

:00:08 Warm-Up Activity:
• Have three lines of players on both sidelines – one at half court and one (10’) away on both sides of half court. If you have pinnies, it would be helpful to split the group in half. Explain that the first player in each line on one sideline will be on one team and the first player in each line on the other sideline will be on the other team. Assign a hoop that each team will be attacking towards. Have a coach stand in the center of the court and bounce/throw/roll a ball out. As soon as the coach does this, both teams can enter the floor. The team that gets the ball will be on offense and the team that does not get possession is on defense. Play 3 v 3 for one shot.
• Focus on big picture things like – communication, finding a player to guard, stopping the ball.

:08:10 Welcome & Introductions
• Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
• Introduce yourself and all other coaches

:10:25 Activity 1: Shell Drill
• Explain and demonstrate the basic tenets of defense:
  ○ Ball – You – (Wo)Man: The correct order of things should always be ball-you-man, as in the ball, you (the defender), and man (the player you are guarding).
  ○ See Both: You always need to see both the ball and the player you are guarding using your peripheral vision. A good test is that you should always be able to make a V with your arms and point to the ball with one hand and the player you are guarding with the other.
  ○ Between Your (Wo)Man and the Basket: You should always be between the player that you are guarding and the hoop.
• Have them get in pairs and spread out on one side of the floor. Everyone should be outside of the paint. One player should be on offense and one on defense. In this drill, the offense is going to pass the ball around. After each pass, they are going to hold the ball for two seconds so the defense can get into the correct position and the coaches can verify they are correct. The defense is just adjusting each time, not trying to intercept the ball. You can run this with 4/5/6 pairs of players on one end of the floor. If you have more, run the drill on both ends of the floor.
• Begin the drill. Adjust players after each pass and/or provide reminders as necessary. After a couple of minutes, switch offense to defense.
• Switch offense to defense again, but have players find a new spot on the floor. Before beginning, cover the concept of ball side and help side of the floor. Explain that the court
can be cut in half through the center of the hoop. The side that the ball is on is called the ball side. The side that the ball is not on is called the help side. If the player that they are guarding is on the help side of the floor, then they should have one foot on the ball side of the floor and one foot on the help side of the floor. They still should see both the ball and the player they are guarding. Their purpose is to be closer to the ball and help one of their teammates if they get beat. Because the player that they are guarding is further away from the ball, they will have time to recover, if the ball is passed.

- Continue the drill with the offense passing the ball around and defense shifting to the correct positions, now incorporating ball and help side.

:25/-30 Conditioning & Water Break

- Get the players to stand in a grid of some kind – 3 x 3, 4 x 4. It doesn’t have to be perfectly even. They should be an arms length away from a player in any direction.
- Have a coach at half court with a ball. Let the players know that they are going to pretend they are playing defense against the coach. Remind them of staying in a low, athletic body position, arms out, palms up.
- As the coach in the center dribbles, s/he should move in different directions (left, right, forwards, backwards) and the players should move accordingly.
- Explain that whenever a player picks up their dribble they are considered “dead,” because they cannot dribble again and have to pass or shoot. It means that the player guarding the person with the ball yells “dead” repeatedly and gets close up on the player, following the ball with both hands. Other teammates would deny their player the ball. So, whenever the coach picks up the ball, the players should yell repeatedly “dead, dead, dead, dead, dead, etc.” They should have both hands following the ball.
- Begin the drill, moving in different directions and occasionally picking up the ball for the “dead” call.
- After a minute or two, tell them that when a player that you are guarding shoots, you yell “shot,” so that your teammates know to box out their player. So now when the coach picks up the ball, they should all be yelling “dead,” and if the coach then shoots (note: just shoot in the air, not actually at the hoop), the players should yell “shot” and then turn to box out. Run this through for a few minutes with different movements, dead, and shot.
- Water break.

:30/-35 Activity 2: Zig Zag Dribble

- Have them get in pairs with a ball and line up on the baseline. Have only three groups go at a time so there is enough space.
- Explain that this drill is for the dribbler to work on their dribbling skills and for the defender to work on their positioning. The dribbler is not trying to beat the defender and the defender is not trying to steal the ball.
- Demonstrate with two coaches or a coach and a player.
  - The dribbler should take 3-5 dribbles in one direction at a 45-degree angle, then do a crossover dribble, and dribble 3-5 dribbles in the other direction. They should do this all the way across the gym. They should focus on dribbling with their fingertips, keeping their eyes up, and keeping their dribbling below the waist. They should be dribbling with their outside hand – so when dribbling to the right, using their right hand.
• The defender should be an arm’s length away from the dribbler. They should be in a low, athletic body stance, with their arms out, palms up. They should have their head on the ball and be looking at the belly button of the dribbler. On the crossovers, the defender should drop step.
• Have three groups go at a time. Send the next waive once they cross half court. Have the groups stop at the opposite baseline. Once all groups have gone, have them switch roles and come back.
• Go through twice.

35-40 Activity 3: Closeouts

• Have a line of players underneath the hoop and a line in the right corner. Have a coach with a ball on the left wing. The first player in each line steps up onto the court. The player underneath the hoop is defending the player in the corner. Since the player they are guarding is on the help side of the floor, they should have one foot on the help side and one foot on the ball side, seeing both the ball and the player they are guarding. The coach will pass the ball to the player in the corner. The defensive player will practice closing out. This means in their low, athletic stance, they will sprint to the ball, as they get close, they will use short choppy steps. They will put their hands up and get to a position one step away from the player with the ball. They will shade them away from the center of the floor. Have the player who receives the pass wait until the defender arrives, and then allow them to play 1 on 1 to the hoop for one shot. Focus on the closeout skills.

40-45 Activity 4: Team Hot Spots

• Split the group in half and use two hoops (or if you have access to more hoops, make more groups). Just one ball per group. Put the ball in the front of the line, at the right block, and have everyone fill in behind. Explain that we are going to have a game to see which team can make their shots the fastest. The player in the front of the line will shoot the ball, get their own rebound, and pass to the next player in line. They then get in the back of the line. Once the team has made three baskets, their team moves to the next spot. Use five spots – block, elbow, foul shot, elbow, block. If it seems like closer would be better, don’t go all the way out to the elbow/foul line, and just go half way up the lane line between the baseline and the foul line.

45 Closing
• Have the players put the balls away.
• Call everyone in to a huddle.
• Thank everyone for a good job and that you will see them again in two days.
• Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #8
Grades 2-3
Time Length: 45-minutes

Session Goals:
- Skill Focus: Rebounding/Boxing Out

:00-:08 Warm-Up Activity: Box & Transition
- Get two teams out on the floor – ideally 4 v 4 or 5 v 5, but you can start with even 3 v 3. They don’t need pinnies.
- Have a coach at the foul line with a ball. Have one team be on offense and one team on defense. Have the offense spread out somewhere inside the three point area. Have the defense each find someone to guard. Have all of the defenders get set up correctly – ball-you-(wo)man, between their (wo)man and the basket.
- The coach will shoot the ball. All of the defensive players should yell “shot,” and turn and box out their player – initiating contact with their butt and back, in a low, athletic body stance, with their feet wide, elbows out, and hands up. The offensive players are not competing for the rebound, they are simply bodies for now. One of the defensive players should get the rebound and pivot to the outside. One of their teammates should go to the side and yell “side.” They should begin a fast break to the other end of the floor with no dribbling and score a lay up. After they score, they should hustle back to the baseline and get ready to join again (note – make sure they run back on the outside of the court so as to not interfere with the drill). The players who were on offense and just serving as bodies to box out will not interfere with the fast break. For the next group, they now are the defensive players and 4 or 5 new players should step out as a new offense.
- Continue the drill.
- As a progression, you could allow the offense to compete for the rebound, and if the offense gets it, they could then play for a basket at that hoop. Or even if the offense gets it, you could say that whatever team gets the rebound is going to fast break without dribbling, to the other hoop. The team that doesn’t get the rebound will stay and compete again against the next group for the rebound and the chance to fast break.

:08-:10 Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches

:10-:20 Activity 1: Partner Box Out
- Briefly demonstrate how to box out by using two coaches or a coach and a player. Explain that the purpose of boxing out is so that you can get the rebound. The idea is that you create space by blocking the other player from getting close to the hoop. Tell them that they are allowed to move their body in front of another player to block them out, but cannot grab or hold the player. To do this, you have to initiate contact with the other player with your butt and your back. It is important to stay in a low, athletic body stance,
and to get wide, with your elbows out and hands up in the air. Once you make contact with the player that you are boxing out, you can feel the direction they are moving and move with them to keep them away from the ball.

- Have players get in pairs with someone of similar size. Have each pair get a ball.
- Ask groups to spread out on the floor. One player will be on offense. They will place the ball on the floor (so it is not bouncing or rolling) and take four big steps away. The other player will then set up like they are playing defense against that player – they should be in between the ball and the offensive player, with their back to the ball. When the coach yells “shot,” the defensive players will attempt to box out the offensive players for three seconds. The offensive player will try and get the ball. After the coach yells “shot,” s/he should count aloud “one thousand one, one thousand two, one thousand three.” If the defensive player was successful in keeping the offensive player away from the ball, the offensive player should do two push-ups. If the offensive player was successful in obtaining the ball, the defensive player should do two push-ups. The players should switch roles. Once everyone is ready, the coach will start the drill again by yelling “shot” and counting.
- Offer some suggestions to groups of kids as you go. If there are noticeable trends, give the whole group a quick reminder.
- Go through a few times – probably so each kid boxes out three times.

:20:25 Activity 2:
- Have three players lay down in the middle of the paint with their heads towards the foul line. Have a coach in the middle of the foul line shoot a ball. As soon as he does, all players not in the drill can yell “shot.” The three players get to their feet and compete for the rebound. Whoever gets the rebound is now on offense and tries to score at that hoop. The two players who don’t get the rebound play defense. Play until someone scores.
- Run this at as many hoops as you have coaches.

:25:30 Conditioning & Water Break
- Split the group in half. One team at each hoop with a ball. Have the team form a line on the right side of the hoop, facing the basket. The first player in line will throw the ball up of the backboard, and then run up to half court, touch the line, and get back in line. The next player in line will jump up and catch the ball. Come back down. Then jump and throw it up off the backboard, and repeat what the first player did. A coach will be counting on each side to see how many times the ball is thrown off from the backboard on their side in 60-seconds.
- Encourage them to get ready when they are next in line by getting their hands up. They also can go faster if they jump up to grab the ball off from the backboard, instead of waiting for it to come to them.
- Go a second time to see if each team can improve/beat the other team.
- Water break.

:30:40 Knowledge/Rules: Foul Shot Rebounding
- Get everyone on the baseline. Line up a group for foul shots – a shooter at the line and two teammates in the middle lane spaces. The opposing team should have four players,
two in the low spaces and two in the spaces next to the foul line. Remember that we are now “1-up” and don’t use the lowest space.

- Tell them that each player must be inside of their area and not on or over any of the lines.
- When the ball is released by the shooter, all of the players in the lane spaces can attempt to get the rebound.
- The shooter and any of the players not in the lane spaces must wait until the ball hits the rim.
- Players who are not in the lane spaces must both be behind the three point line and behind the foul line extended.
- The role of the two players in the lowest lane spaces is to initiate contact and box out the players in the second space.
- The role of the two players in the second spaces is to be creative and try to get an inside body position for the rebound. They can do this by creating space between themselves and the lowest player, by beating the low player to the paint, by going around them, etc.
- One of the highest two players must say aloud “I got shooter.” This means their job is to box out the shooter. The other high player will pinch down and help their low teammate box out the middle player.
- The shooter must start behind the line, but can jump over in the act of shooting.
- After briefly discussing each of the roles of players, have them practice. If you can, use both sides of the floor. After each shot, have players rotate clockwise so they get to experience each spot.
- Make sure that one of the high players says “I got shooter” every time.
- Make sure that both of the low players initiate contact and box out the second up players.

:40:45 Activity 3: Pass & Replace Lay-Ups
- Get a line of players on each baseline. One ball with the player at the front of the line. On both sides of the floor, have a player on the wing (foul line extended), at half court (near the sideline), and on the wing (foul line extended) on the other side of the floor. When you say go, the player on the baseline (this happens on both sides of the floor) passes the ball to the wing and replaces that player. The player on the wing passes the ball to the player at half court and replaces that player. The player at half court passes to the wing in front of them and replaces them. The player on the wing dribbles in for a right handed lay-up. The next player in line on the baseline should be out on the block on the left side, ready to jump up and get the rebound, pivot on their outside foot, and pass the ball to the wing. After their lay-up, the player should get to the back of the line.
- Run the drill for 60-seconds and keep track of how many lay-ups are made.
- Do it again and try and beat the first number.
- Do it once or twice more and set goals for the total number.

:45 Closing
- Have the players put the balls away.
- Call everyone in to a huddle.
- Thank everyone for a good job and that you will see them again next week.
- Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #9
Grades 2-3
Time Length: 45-minutes

Session Goals:
- Skill Focus: Review & Practice Skills

:00-:08 Warm-Up Activity: Football Patterns
- Run this on both sides of the floor simultaneously.
- Have a line of players on the baseline, just outside the lane line. The first player should stand next to the second player. The second player has a ball. The first player will run a football pattern. The player with the ball will act as an inbounds and pass the other player the ball. Once the player receives the pass, they will dribble to the other hoop for a lay-up. After the inbounds passes, they will become the receiver. After the receiver makes the lay-up, they will get in the back of the line at that hoop.
- For the players making cuts, focus on sharp, hard cuts. You should see changes of pace and planting feet. Also, they should pretend like there is a defender and set the defender up, by pretending to go one way, then going the other.
- For players inbounding, make sure that they have plenty of space on the baseline and that they inbound correctly – not stepping on or over the line in the course of the pass. Some patterns make allow for a chest pass, while others will require a baseball pass. Inbounders will need to know their own strength and sometimes pass the ball early, in anticipation of where a player will be.
- Here are some patterns to try. Change them up every couple of minutes:
  - Out – run straight up the lane line to the elbow, make a hard cut to the sideline
  - Hitch – run straight up the lane line to the elbow, cut back towards the baseline at a 45 degree angle towards the corner
  - Flag – run straight up the lane line to the elbow, cut at a 45 degree angle towards where the halfway line meets the sideline.
  - Out & up – run straight up the lane line to the elbow, make a hard curl to the sideline, when you get close to the sideline, cut up towards the other hoop.
- After some, you can change the type of shot that the player takes from a lay-up to a jump stop on the block with a jump shot, or shot from the elbow or wing.

:08-:10 Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches

:10-:20 Activity 1: Shell Drill (Review)
- Review some of the basic tenets of defense:
  - Ball – You – (Wo)Man: The correct order of things should always be ball-you-(wo)man, as in the ball, you (the defender), and (wo)man (the player you are guarding).
o See Both: You always need to see both the ball and the player you are guarding using your peripheral vision. A good test is that you should always be able to make a V with your arms and point to the ball with one hand and the player you are guarding with the other.

o Between Your (Wo)Man and the Basket: You should always be between the player that you are guarding and the hoop.

o Ball Side and Help Side of the Floor: If the player that they are guarding is on the help side of the floor, then they should have one foot on the ball side of the floor and one foot on the help side of the floor. They still should see both the ball and the player they are guarding. Their purpose is to be closer to the ball and help one of their teammates if they get beat. Because the player that they are guarding is further away from the ball, they will have time to recover, if the ball is passed.

- Have them get in pairs and spread out on one side of the floor. Everyone should be outside of the paint. One player should be on offense and one on defense. In this drill, the offense is going to pass the ball around. After each pass, they are going to hold the ball for two seconds so the defense can get into the correct position and the coaches can verify they are correct. The defense is just adjusting each time, not trying to intercept the ball. You can run this with 4/5/6 pairs of players on one end of the floor. If you have more, run the drill on both ends of the floor. Use pinnies to indicate teams.

- Begin the drill. Adjust players after each pass and/or provide reminders as necessary. After a couple of minutes, switch offense to defense.

- Switch offense to defense again, but have players find a new spot on the floor.

- As a progression you can allow each offensive player to take up to three dribbles.

- As a progression you can allow for a shot after X number of passes. When the shot goes up, players should yell “shot” and box out. Play through to the rebound.

:20:25 Activity 2: Taking a Charge

- Explain that a charge is a personal foul in basketball. It is when an offensive player runs into a defensive player who is stationary, has both feet firmly planted on the floor, and established their position on the floor before the offense. Have two coaches demonstrate.

- Put a line of players on the baseline under the hoop and a line of players on the right wing.

- The first player in each line should step out. The player who is in the paint is guarding the player on the wing. There should be a coach with a ball on the left wing. Because the person the player is guarding is on the help side, the defender should have one foot on the help side of the floor and one foot on the ball side of the floor. They should see both the ball and the person they are defending.

- Once the player is in the correct position, the coach will pass the ball to the player on the wing. That player will drive to the hoop. The defender will set up to take a charge – two feet on the floor, stationary, there before the offense. The offensive player should purposely run into the defender, causing a charge. Note: they should not do this maliciously, but should go ahead and seek out making contact in order to create the foul.

- Evaluate and comment on each player as they go. After each one, the players should get in the back of the opposite line.

- Run this on both sides of the floor if you have two coaches.
25:30 Knowledge & Rules: Tap Play
   • Explain that at the start of the game, there is a jump ball. One player from each team is in
     the circle in the middle. All four other players must be outside of the circle and still at
     the jump. Explain that we want to balance the floor and put one player on each side of
     the circle – like a diamond – one on each side and one towards each hoop.
   • Bring out five players and run a 5 vs. zero jump ball. Have them play through to a lay-up.
   • Bring out the next five players and do it again. Do this a few times. Allow different
     players to jump each time.
   • After a few, now bring out two groups of five in different color pinnies. Run a jump ball
     and play live just through the first possession.

30:45 Scrimmage
   • Run a 5 v. 5, full-court scrimmage.
   • Manage the scrimmage – call out of bounds, travels, double dribbles, and fouls.
   • Stop occasionally if needed to make key points.
   • Substitute players in as necessary.

45 Closing
   • Have the players put the balls away.
   • Call everyone in to a huddle.
   • Thank everyone for a good job and that you will see them in two days.
   • Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #10
Grades 2-3
Time Length: 45-minutes

Session Goals:
- Skill Focus: Review & Practice Skills

00:08 Warm-Up Activity: Cone Zones
- Break the group into two teams with pinnies.
- Create three cone zones. Spread them out in different parts of the gym – but not in corners. They should be accessible from multiple sides. You can just use three cones for each one and make a triangle, or you could use four and make a square, or more and make a circle. They should be approximately 4-5 feet in diameter.
- Teams score a point by passing the ball to a player in the cone zone. Only offensive (the team with the ball) players are allowed in the cone zone. Defenders can be as close as they want, but not in the zone. Players are only allowed to pass the ball – no dribbling and no traveling. Teams can score in any of the zones, but not the same one twice in a row. A travel results in a turnover.
- Start by throwing out a ball and letting them go.
- Things to look for: moving without the ball, communication, finding open space, seeing open players, pivoting, good on and off the ball defense, different pass types, pass fakes one way and then going the other.
- As a progression, you could introduce a second ball.

08:10 Welcome & Introductions
- Bring the kids in. Let them know that tonight is the last night and that after break they will be on their teams and start their weekly practices and games.

10:20 Activity 1: Closeouts
- Have a coach under the hoop, on the baseline, with a ball. Place a defensive player directly under the hoop in the paint. Form three lines of players – one in each corner and one at the foul line.
- The defensive player is going to play defense for three possessions, one vs. each line.
- The defensive player should start with their back to the coach, looking towards the foul line.
- The coach will roll the ball to the first player in one of the lines.
- For the line in the left corner, when the offensive player receives the ball, they will attempt to drive to the hoop by going baseline. The defensive player should closeout – staying in an athletic stance, sprinting to the ball, and using short choppy steps as they get there, with both of their hands up. They should shade the player (with their right foot slightly in front) to the baseline (away from the center of the floor), but not allow them to go baseline. The way they stop this is by putting their foot on the baseline before the offense gets there. The offensive player should make their best attempt to beat the
defense on the baseline, but not commit a foul. If the defense successfully stops them, they should crossover and go the other way. They should play live 1 vs. 1 for a shot.

- For the line at the foul line, when the offensive player receives the ball, they will square up and shoot. The defensive player should closeout appropriately, contest the shot, yell “shot” and then box out. The players should compete for the rebound if the shot doesn’t go in. If the offense gets it, they can play for one more shot. If the defense gets it, it is over.

- For the line in the right corner, when the offensive player receives the ball, they will drive to the hoop and commit an offensive foul. The defensive player should step towards the player, then establish their position – stationary, two feet planted, established position before offense gets there. The offensive player should purposely run into the defense – but in a controlled way.

- As soon as the play is over, the coach should be given the ball, and the defensive player should return to their spot under the hoop. The offensive player should rotate lines clockwise.

- The coach should roll the ball to another line, and continue until the defensive player has played against all three lines. The coach should change the order each time so the defensive player does not know where the ball is going.

- A coach can run this on each end of the floor. Go through until every player has played defense.

:20:25 Activity 2: X Passing

- At the center of the floor, form four lines, set up like an X. They should be a couple of steps beyond the center circle. There should be two balls – one at the front of two of the lines that are next to each other.

- The players in the front of the two lines with balls are going to pass (chest pass) the ball to the line across from them, and follow their pass, getting in the back of the line they passed to. This will be happening simultaneously. After players pass, they should cut straight across. Passers need to pay attention and pass only when there are openings.

- Receivers should show a target. Passers should say the name of the player they are passing to.

- This will take a little for them to figure it out. It may start slow and the balls may collide at times – with each other or with players. Just have them quickly regroup and continue. If just one ball is lost due to a bad pass, have the other lines continue passing back and forth, when the other two lines recover.

- After a while, switch to bounce passes.

- After a while, switch to over the head passes.

:25:30 Activity 3: Shooting Competition

- Break the group into two teams – one on each end of the floor. Once on their teams, have them find a partner and get one ball between them and their partner. If there is an odd number, just have an individual player with their own ball.

- Let them know it is a competition of how many baskets their team (all of the players at their hoop) can score in one minute. One partner shoots, while the other rebounds, and then they switch roles. This is constantly happening throughout the 60-seconds, after every shot. There will be multiple people shooting at each hoop (i.e. if you have 12 kids
in your program, there will be 6 at each end of the floor, in 3 pairs, each pair with a ball. So at any given moment there will be 3 people shooting and 3 rebounding. If you have an odd number, one individual will both shoot and get his/her own rebound throughout the competition.

- Players can shoot from wherever they want, just never from the same spot throughout the competition.
- Run it for 60-seconds, with a coach keeping track of the number of makes at each hoop.
- Play again for another 60-seconds.
- If time permits, play a third time.

:30-:45 Scrimmage
- Run a 5 v. 5, full-court scrimmage.
- At the start talk about what to do when you are not in the game/scrimmage:
  - Sit and watch the game
  - Listen to the coach so that you know what is happening when you go in
  - When you go in, you need to hustle on and yell the name of your teammate that you are coming in for.
  - When you go in, you need to ask your teammate who they are guarding.
  - If you are in the game and someone is coming in for you, you need to communicate to them who you are guarding.
  - When someone is coming in for you, you need to hustle off so that the game can re-start.
- Manage the scrimmage – call out of bounds, travels, double dribbles, and fouls.
- Stop occasionally if needed to make key points.
- Substitute players more rapidly than normal – on dead balls. Watch/listen for players communicating as they come on/off, hustling on/off, and then knowing who they are guarding on the next possession.

:45 Closing
- Have the players put the balls away.
- Call everyone in to a huddle.
- Thank everyone for a good job with the pre-season. Let them know that there is no basketball over the break and when they come back they will be on their teams.
- Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #1
Grades 4-5
Time Length: 60-minutes

Session Goals:
- Meet coaches
- Learn expectations
- Skill Focus: Dribbling
- Have a good first day!

:00-:06 Warm-Up Activity: Dribbling obstacle course
- Prior to kids arriving, set-up a series of cones as an obstacle course
  - Try and incorporate some changes of direction/speed – maybe dribble backwards, have course finish with a shot from the block
  - If there is an additional coach, have them coach kids through the course, while another coach welcomes players as they arrive. Have them grab a basketball and dribble through the course.
  - After players complete the course, have them get in line and do it again
  - For players completing it multiple times, have them switch dribbling hands, or time them and see if they can do it faster than their previous time

:06-:10 Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches
- Let them know that you are excited to be here
- Tell them we have 5 things that we expect of every player:
  - To have a good attitude
  - To give their best effort
  - To try new things
  - To make mistakes
  - And to get better at basketball
- Let them know that it is important that when a coach is speaking they are listening.
- And when they hear a whistle that they need to freeze, hold the ball, close their mouth, and listen.

:10-:15 Activity 1: Practice stopping on the whistle
- We are going to practice stopping on the whistle. When I say go, everyone should dribble around the gym, wherever they want, but when they hear the whistle, they need to stop, hold the ball, close their mouth, and listen.
- Let them dribble randomly, blow whistle.
- After a couple, instruct them to come to a jump stop (landing on two feet) when they hear the whistle [DEMONSTRATE]. They should end up in triple threat position – for right handed people: ball on right side of body, low athletic body stance, right foot in front.
• After a few, add a pivot [DEMONSTRATE]. So on the whistle, they jump stop into triple threat, and pivot 360 degrees (not in one step, but in multiple). Have them try pivoting on their other foot.

:15:25 Activity 2: Getting comfortable with the ball

• Have each kid find their own space with a ball, somewhere that they can see you.

• Try each of the following for 10-30 seconds – keep it moving so one thing doesn’t get boring. Note: a coach/coaches should be demonstrating all, while players do it too.
  o (Each in both directions) - around the waist, around both legs together, around each leg individually, figure 8 through legs
  o Tap ball between hands over head, with hands extended out straight forward, with hands extended towards the floor
  o Have kids on one knee and dribbling – other hand (note: they can find whatever knee/position is comfortable for them – no right or wrong)
  o Now standing – dribble around right leg, left leg, figure 8 dribble (note: this may look ugly – and that is ok).

• Move kids to the baseline – depending on numbers and gym space, you may need to have them get in lines so that everyone is not going at the same time.
  o Let them know this is not a race, but about practicing dribbling under control. Kids can use whatever hand they want.
  o On “go” have the first group walk and dribble towards the other baseline. If multiple groups, yell “go” for the second group when the first gets to the foul line.
  o If you have additional help, they can stand at halfcourt and/or the opposite foul line and hold up numbers in their hands. Kids should yell out the number that the coach in front of them is showing – encouraging eyes up while dribbling.
  o When the kids get to the opposite baseline, have them wait there until everyone is finished.
  o Ask them what good dribbling looks like? Listen for some of the following, and if they aren’t said, add them or ask more pointed questions to get these answers:
    ▪ Using your finger tips and not your palm
    ▪ Bending your knees and staying low
    ▪ Dribbling the ball below your waist
    ▪ Keep your eyes up
    ▪ Being in control of the ball
    * Example of how to get these answers—demonstrate – should I be dribbling like this (dribble with head staring at ground) or like this (dribble with eyes up)?
  o Have them repeat dribbling and walking to the other side, thinking about good dribbling.
  o Do this again, once up the court for: walking & crossover dribbling (left hand to right hand on each bounce), jogging & dribbling, running & dribbling, once where they walk & dribble, but on the whistle they run & dribble and the next whistle back to walking & dribbling, and once where they jog and dribble at a 45 degree angle, but change direction with a crossover dribble and go the other way on the whistle.
25:30 Conditioning & Water Break
  - Dribble relay race
    o Break them into an appropriate number of teams. Have coaches join teams when possible. Make sure there are the same number of participants per team – or have someone go twice.
    o Identify the dribble relay race course and set up start point accordingly – can do sideline to sideline or baseline to baseline. Have them sit down after they have completed the relay.
    o Race!
    o Repeat with opposite hand dribbling.
    o If you want, repeat again with dribbling backwards (shorten distance).
  - Water break

30:35 Knowledge & Rules: Court Terminology
  - Every kid should be holding a basketball. You are going to say the name of a part of the court, and they should dribble to where they think it is and when they get there they should freeze and stop dribbling. Run through the following terms. If kids aren’t in the right spots, get them to the right spots. Let them go anywhere that the answer is correct – i.e. there are two, long sidelines, so anywhere on either sideline is correct. Some areas will be cramped, but that is okay. Repeat some as you go. Keep it moving along. Make sure to repeat the word once all of the kids are there correctly and stopped dribbling.
    o Baseline
    o Sideline
    o Half Court
    o The paint
    o The block or the post
    o The wing
    o Top of the key
    o Foul line
    o Three point line

35:40 Activity 3: Dribble Knock-Out
  - Have all of the players start with a ball inbetween the baseline and three point arc. Tell them we are playing dribble knock out. The goal is to keep dribbling your ball without any part of you or the ball going on or over the baseline or three point line. If it does, they need to go to the other side of the court and start playing down there. Note: if they get knocked out from the other side, they return to the original side. The goal is to keep your dribble for as long as you can and not switch sides. You are allowed to knock other people’s balls away, but you also need to continue dribbling yours

40:50 Activity 4: Dribble Gauntlet
  - Put 1 to 2 (depends on your group size) defenders at each of the following spots:
    o Foul line – their zone is from the baseline to the foul line
    o Half court – their zone is from the foul line to half court
    o Opposite foul line – their zone is from half court to the foul line
    o Opposite base line – their zone is from the foul line to the baseline
• All of the other kids should have a ball and be in a single file line on the baseline. The goal is for the offensive players to go one at a time, starting from the center of the baseline, and to try and dribble to the opposite baseline. The defenders defend their area as soon as someone enters their zone, but must wait at their spot until that happens. Send the next offensive player when the first is either unsuccessful (ball is stolen, they dribble or lose their ball out of bounds, or they pick up their dribble) or successfully gets over half court (they will continue to get all the way to the baseline while the next player begins).
• Have kids come back and get in line if they are successful or not and do it again.
• Switch the defenders.
• Note: You can put several variations as needed – utilize coach defenders, make kids dribble with opposite hand or backwards, put 1 defender in some zones and 3 in others.

:50-:60 Scrimmage
• Play 3 v 3, using all hoops available

:60 Closing
• Have the players put the balls away.
• Call everyone in to a huddle.
• Thank everyone for a good job and that you will see them again in two days.
• Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #2
Grades 4-5
Time Length: 60-minutes

Session Goals:
- Skill Focus: Passing

:00:-06  Warm-Up Activity: Partner Pass Tag
- As kids arrive, have them grab a ball and a partner and start passing back and forth (chest passes to start). Set kids up so they are near the center of the floor. When the coach yells “go” whoever doesn’t have the ball is “it” and whoever has (or is about to receive) the ball needs to dribble away. Allow for a few seconds for the tag game to take place then call them back. Start the passing again, and yelling “go” periodically. Switch the type of pass each time from chest to bounce to overhead.

:06:-10  Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches
- Remind them we have 5 things that we expect of every player:
  - To have a good attitude
  - To give their best effort
  - To try new things
  - To make mistakes
  - And to get better at basketball
- Let them know that it is important that when a coach is speaking they are listening.
- And when they hear a whistle that they need to freeze, hold the ball, close their mouth, and listen.
- Read (or have a kid read) the Sportsmanship Pledge (“Welcome to Essex....”)
  - Ask them what does sportsmanship look like?
    - Should hear things like: saying good job to teammate, helping player up off the floor, not trash talking, not questioning the referees, listening to your coach, etc.
  - Ask them what it means when it says “Let the Players Play?”
    - Try to get them to say they understand their job is to be a player and play, and nothing else – they don’t have to worry about the things that they cannot control like the coaching, reffing, or spectators. They just have to do their best as a player.

:10:-18  Activity 1: Passing & Receiving
- Have kids find a space and pass against the wall – chest, bounce, and overhead. Let them start for 30-60 seconds, blow whistle, talk about how we pass the ball:
  - Two hands on the ball, step into our pass, square to our target, eye contact, end with thumbs pointed down
  - Continue.
o After 30-60 seconds, blow whistle, talk about how we receive the ball:
  ▪ Show a target, soft hands, eye contact, square to passer
  o Continue. This is all just a quick warm up, and passing back and forth against the wall isn’t overly exciting, so don’t carry on too long.

• Have kids get in groups of four, make a square and start passing. They can pass to anyone in the square, but have to say the name of the person they are passing to. Provide reminders of good passing and receiving. Switch pass types periodically.
• Stop. Announce that after each pass, the passer must do one push-up. Continue for 30-60 seconds. Stop and announce that after passing, must do one sit-up. Continue.
• Now have the kids form a triangle, with one kid in the middle and play monkey in the middle. If the person in the middle gets the ball, they switch with whoever the last offensive player to touch it was.

:18:25 Activity 2:
• Put a coach with a small group of players and a ball. Have the players line up on the baseline, at the lane line. Have the coach with the ball at the top of the key. The first player should run towards the coach. Coach passes the ball to the player when they are half way up the key. The player should catch the ball utilizing a jump stop, landing in triple threat (low & athletic, ball on right side, right foot forward). Then pass back to coach and return to end of line.
• Progress to catching in triple threat, pivoting to face hoop, and shooting. Note: have players catching the ball on the block or close to it.
• Have coach move to the elbow. Now ball starts with player at baseline. They pass to coach at the elbow and follow pass, they go around the coach and take a hand-off on the inside (in the paint), take a dribble or two and take a shot (or a lay-up). Change the type of pass from player to coach. Focus on quality passing.

:25:30 Conditioning & Water Break
• Dribble, Jump Stop, Pivot, Pass Relay
  o Break into even groups (or plan to have a player go twice). Have a relay race. The first player in line dribbles to a cone, does a jump stop, pivots 180 degrees, and passes back (chest in first race) to the next teammate in line. Repeat with bounce pass and over the head. If time permits, do one more race, moving the cones out farther, and have them do a baseball pass back to the line.

• Water break

:30:35 Knowledge & Rules: Inbounding the ball
• Quick review of the court terminology from the other day. Ask kids to raise their hand and identify each of the following.
  o Sideline
  o Half Court
  o The paint
  o The block or the post
  o The wing
  o Top of the key
  o Foul line
- Lane line
- Three point line

Inbounding the ball
- Talk about some of the rules of inbounding the ball – you have five seconds from when the referee hands it to you, you cannot step onto the court, you cannot leave the area where the ball is being inbounded (within three feet).
- Get kids in groups of three – one inbounder, one defender, and one offensive player. Have them find a spot of the floor where the inbounder can set up. Have the coach yell “go” and start counting to five. The inbounder has to get the ball in successfully to his partner in 5 seconds. The defender will play on the inbounder (not the other offensive player). If the offense is successful, the defender does two push-ups. If the defender steals the ball, deflects it out of bounds, or if the pass does not successfully make it to the offensive player, the offensive does two push ups. Rotate positions. Have each player inbound once. Do a second round where the defensive player guards the other offensive player, and they need to get the ball in. All of the same rules.

:35:45 Activity 3: Passing Gauntlet
- Put 1 defender at each of the following spots:
  - Foul line – their zone is from the baseline to the foul line
  - Half court – their zone is from the foul line to half court
  - Opposite foul line – their zone is from half court to the foul line
  - Opposite base line – their zone is from the foul line to the baseline
- All of the other kids should be in two lines where the lane lines meet the baseline – one line with balls. The goal is for the offensive players to go in pairs, starting from the baseline, and to try and pass back and forth until they get to the opposite baseline. NO Dribbling! They do not need to pass back and forth and stay in a straight line. They might start out doing this, and if other groups don’t start to move to different areas of the floor, asking them some questions to get that to happen. The defenders defend their area as soon as someone enters their zone, but must wait at their spot until that happens. Send the next offensive pair when the first is either unsuccessful (ball is stolen, they dribble, or lose their ball out of bounds) or successfully gets over half court (they will continue to get all the way to the baseline while the other pair begins).
- Have kids come back and get in line if they are successful or not and do it again.
- Switch the defenders after a few minutes.
- Note: You can put several variations as needed – utilize coach defenders, put 1 defender in some zones and 3 in others, allow them to take up to three dribbles

:45:60 Scrimmage
- Play 4 vs. 4, half court, utilizing as many hoops as you have.

:60 Closing
- Have the players put the balls away.
- Call everyone in to a huddle.
- Thank everyone for a good job and that you will see them again next week.
- Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #3
Grades 4-5
Time Length: 60-minutes

Session Goals:
- Skill Focus: Lay-ups

:00:-06  Warm-Up Activity: Full court lay-ups
- As kids arrive, have them grab a ball and start participating in full court lay-ups. Each kid dribbles their own ball the length of the floor and takes a lay-up, gets their own rebound, and continues back down the other side of the floor. Remember that you have not yet reviewed how to do lay-ups so this all may not look great. That is okay! You can offer individual instruction, comments, and praise as you go, but don't plan to change the world at this point. It is just a warm-up.
- Periodically blow the whistle. Ask the kids to come to a jump stop on the whistle and be in triple threat position (right foot in front, ball on right side, holding ball tightly). Then have them continue. Progress so on the whistle they jump stop, pivot 180 degrees, and then proceed in the other direction. Don't expect much out of left handed lay-ups! However, encourage them to dribble with their left hand when going down that side of the court and to try and shoot left handed.
- If time permits you could add some other elements: i.e. instead of lay-ups have them do jump stops on the block and then take a shot, or change pace of drill periodically – walking, jogging, sprinting.

:06:-10  Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches
- Remind them we have 5 things that we expect of every player:
  - To have a good attitude
  - To give their best effort
  - To try new things
  - To make mistakes
  - And to get better at basketball
- Ask them what they should be doing when a coach is talking? (listen)
- Ask them what they should do when they hear a whistle? (freeze, hold the ball, close their mouth, and listen)
- Tell them that with the weather, it is important that they do not wear their basketball shoes to practice, but rather should wear another pair and change into their basketball shoes when they get here – so that their shoes are not wet when they go on the court.

:10:-20  Activity 1: Lay-up fundamentals
- BRIEFLY, discuss the basic mechanics of a lay-up
  - DEMONSTRATE as you very briefly explain the following. Either have a coach demonstrate as you explain or bring up one kid to model as you talk about things.
• Push off from one foot and go up with the other leg
• Imagine that your knee and elbow of the arm you are shooting with are connected with a string; so as your arm goes up, your leg does too
• Push the ball with one hand; your other hand can help support the ball
• Get a good angle to the hoop
• Use the backboard

• Practice the footwork.
  • Have the kids stand up without a ball and find their own space. Have them start with their feet shoulder width apart. Have them step forward with their left foot and go up with their right foot. After just two, have them add in their right hand going up. Remind them about the string between their elbow and knee. Have them freeze when their right leg and right arm are up.
  • Practice the footwork & hand going off from the right foot and up with the left.

• Add a ball & shoot off the wall.
  • Have them practice the same thing, but add a ball and have them shoot the ball off the wall. Make sure they line up close to the wall. Have them pick a spot/block on the wall to try and hit. Have them do five on the right and five on the left.
  Note: opposite hand lay-ups are likely to be very challenging for most. That is okay. Acknowledge it, but still encourage the practice – it is the only way to get better.

• Lay-up lines.
  • Use multiple hoops and split the group up. Have a lay-up line on the right side of the hoop on the wing at the three point line, and a rebounding line on the left side on the wing at the three point line. The first player in the right line should have a ball and dribble in for a lay-up while the player from the left line comes in simultaneously for the rebound. After rebounding, s/he should then pass the ball (emphasize good, two handed chest passes) to the next person in the right line.
  The players should switch lines. After each player has gone through a few times, switch to the left side. Only do the left side briefly.
  • Kids should be dribbling with their outside hand – right from right side and left from left side.
  • Really focus on the footwork. As kids are going up, praise good footwork (plant with left, up with right), and correct improper footwork. Disregard if ball goes in hoop or not.
  • In addition to footwork, look for proper angles to the hoop and using the backboard. Again, praise those who do these things well, even if ball doesn’t go in hoop. Similarly, just because the ball goes in does not mean it was a good lay-up.
  • If they are getting this pretty well, you can add a second ball to keep things moving.

• Passing lay-ups.
  • Keep the two lines on the same sides. Now start by having the first player in the right line pass the ball to the first player in the left line. After they pass, they should make a basket cut (cut to the hoop) at a good angle (45 degrees) towards the block. The player in the left line should pass it back to the player cutting to the hoop, who will then take a lay-up (ideally this is happening without a dribble).
You may have to move the left line to the elbow to create a better pass to the player cutting to the block. The left line is responsible for following their pass and getting the rebound, and passing it to the next player in the right line. Continue. You do not have to try this from the left side.
- This will be more challenging and will require some timing and teamwork. It is okay if it is unsuccessful at first. Hopefully it slowly improves.

:20-:25 Activity 2: Lay-ups under pressure
- You can do this on both sides of the floor. Have two lines at half court – one line near the sideline, and one line (each player with a ball) about 10 feet from the sideline (towards center of court). The player at the front of the inside line passes the ball to the first player in the outside line. The player who receives the pass then dribbles as fast as they can, under control, and takes a lay-up from the right side. The player who passed the ball has the job of following (note: not running next to, or ahead of, but following) the player going for a lay-up. WITHOUT touching the player, the chaser is trying to mimic the idea of there being pressure on the shooter. They can yell, clap, and stomp their feet as the trailer, but may not interfere physically with the shooter. The shooter gets their own rebound and dribbles to half court to join the lines at half court that are going to the other hoop.
- Emphasize fundamentals of dribbling under control, planting left foot, up with right leg and right hand, good angle, using backboard, etc.
- After a couple of minutes, alter the drill slightly by having the chasers run side by side with the shooter, but still have no interference with them.
- NOTE: both of these are a good experience for kids to shoot under pressure. It also should be fun – allowing kids, to yell, whistle, clap, and stomp to try and distract the shooter. Do not permit any contact with the shooter, as we want them to be going up confidently.

:25-:30 Conditioning & Water Break
- Go back to the same drill that you used in warm-ups – everyone has a ball, and using the full court, both hoops, players dribble and take a lay-up, get their own rebound, and head up the court the other direction. Start with two lines at half court facing opposite hoops, on the right side. However, now you are going to time them for a minute and see how many they can get as a group. Have a coach count at each hoop and tally the combined total after 60-seconds. Note: Tell them you are only counting ones that go in AND are done by going off from the correct foot with the correct hand. You want them to balance pushing the ball up the court and taking a shot quickly, but being under control and using good form. Announce the total at the conclusion of the 60-seconds.
- Do this again. Challenge them to beat their first number. Remind them of one or two things that they need to clean up (slow down your dribble as you get to the hoop, focus on your footwork, use the backboard, etc.).
- Repeat this once more. The third time you could maybe pick a number for them to try and get.
- Water break.

:30-:35 Knowledge & Rules:
• Quick review on inbounding the ball (ask them to raise their hand to be called on):
  o How long do you have to inbound the ball once the referee hands it to you? (5-seconds)
  o Are you allowed to step onto the court when you are passing it in? (No)
  o Are you allowed to leave the area where you are inbounding the ball from? (No – not more than three feet)
    ▪ Note: this would be a good time to add the exception to this rule – after a made basket. Explain/show that after a made basket, the team inbounding the ball is allowed to run the baseline. All other rules still apply.
  o Can you dribble the ball when you are inbounding it? (No)
• Continue with the quiz theme to review some basics about basketball
  o How many players are on the court for one team at a time? (5)
  o How many points is a foul shot worth (1)?
  o When does a player get to shoot a foul shot? (when they are fouled while shooting)
  o How many points is a shot made from inside the three point arc worth? (2)
  o How many points is a shot made from behind the three point arc worth? (3)
  o When is the ball or a player considered out of bounds? (When the ball or player step on or over the sideline or baseline)

:35:45 Activity 3: Partner Lay-Ups
• Run this drill at both hoops simultaneously. There are two lines – the first of one line is on the block (left side of floor) – rest of the line is on the baseline, the first player of the second line is on the wing near the sideline (left side of floor) – rest of the line is on the sideline. There is a coach is in the paint with a ball. The coach throws the ball off the backboard to mimic a missed shot. The player on block jumps up and catches the ball over their head (and ideally in the air). When they catch it, they yell “ball” to let their teammates know that they have possession of the ball. The player on the wing should then yell “side” to let their teammate know that someone is open on the side of the court. They should be going towards the pass. The rebounder should come down with the ball, pivot on their outside foot, and make a good pass to the outlet player. The rebounder should not dribble the ball! The outlet will then dribble towards the center of the floor and towards the other hoop. The rebounding player will follow their pass, running out towards the wing, and then along the sideline towards the other hoop. As the players get to the other side, the player with the ball will make a jump stop at the top of the key. The player running along the sideline will take a 45 degree cut towards the basket, receive a chest pass when they are out on the wing, take a couple of dribbles, and take a lay-up. The passer will follow and get the rebound/ball that goes through the hoop, and give it to the coach. The players will then get in the line they were not in the first time, at the end of the floor where they ended. This set-up is happening on both sides of the floor.
  o You can do this with two balls (one on each side of the floor) to start, but could consider adding two more balls, once things get moving, so things are moving quicker.
  o You can switch the pass to go to the player as they are closer to the block, instead of on the wing, so they don’t dribble and just take a lay-up off from the pass.
• After a few, coaches can add a little defense to players taking lay-ups as they see fit – putting a hand up, giving the player a little contact, clapping, etc. Different approaches may be better for different kids to keep it interesting, challenging, and fun.
• If time permits, you can try the left side.
• If they are getting it quickly, you could challenge them to see how many lay-ups they can make in a row. Or see how many the group can complete in one minute.
• As a progression, you could have the passer then play defense after they pass against the player dribbling in for the lay-up.
• Try some of the variations above, or others, to continue this activity, but keeping it fun and interesting.
• EMPHASIZE – hearing “ball” and “side” every time, keeping ball up high on rebound (no dribble), outside pivot foot, good pass to outlet, outlet player coming to the ball, good dribbling, good jump stop, hard cut to the hoop, good angle to the hoop, lay-up fundamentals.

:45:-60 Scrimmage
• Break the kids into teams of 3 for 3v3 games. Run half court scrimmages at as many hoops as you can. Have the teams play for 4 or 5 minutes and then switch who they are playing against. Have them keep score. Briefly review some basics of playing half court – check the ball to start, pass the ball in to start, if the defense gets a turnover, they have to take it out beyond the three point line before they can score. Play losers out (team that got scored on gets next possession). Tell them that all scores are worth one point, but lay-ups are worth two points today.

:60 Closing
• Have the players put the balls away.
• Call everyone in to a huddle.
• Thank everyone for a good job and that you will see them again in two days.
• Everyone put hands into middle and on three yell “Basketball!”
EJRPR Rec Basketball Activity Plan
Session #4
Grades 4-5
Time Length: 60-minutes

Session Goals:
- Skill Focus: Shooting

:00-:08 Warm-Up Activity:
- As kids arrive, they should grab a ball. Have them do full court lay-ups on the right side, using both hoops. Each player dribbles their own ball, takes a lay-up, gets the rebound, and continues up the other side of the court. About every minute switch:
  - Right
    - Lay-ups
    - Jump stops on the block, jump shots
    - Jump stops half way up the lane line, jump shots
    - Jump stops on the elbow, jump shots
  - Repeat left side

:08-:10 Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches

:10-:20 Activity 1: Shooting fundamentals - BEEF
- BRIEFLY discuss and demonstrate the BEEF principles of a good shot. Either have a coach model or bring up a kid. Go through each of the four BEEF principles. A good way is to have them demonstrate the right way and the wrong way for each principle:
  - Balance – feet about should width apart, right foot slightly in front, and squared up to the hoop
  - Elbow in line
  - Eyes on the front of the rim
  - Follow through – shoot by flicking the wrist and ending with your hand in the cookie jar. Note – this can only be accomplished by shooting with your finger tips, not the palm of your hand
- Practice shooting – without the ball
  - Have all of the players stand up, find their own space, and walk through the BEEF principles as a group without a ball. Call out each principle as you go. Do this a few times.
- Wall Shooting
  - Have the players each get a ball and stand just a few feet away from the wall. Have them pick a spot/block on the wall to aim for/keep their eyes on. Walk the players through their shot as a group. Have players try and shoot one handed.
    - Balance – feet about should width apart, right foot slightly in front, and squared up to the wall
• Elbow in line – have them try and get the ball resting on their shooting hand, with their elbow in. A good way to do this is to hold the ball in their hand, with their hand straight out in front of them. Then, with the ball in their hand, they swing their hand around and get it in place. The ball should be in their fingertips, not palm. You can tell this by looking for “daylight” between the ball and their palm. If they absolutely cannot hold the ball in one hand, they can use their other hand for support. Emphasize that the support hand is only there for that, and should not be involved in the shot.
  • Eyes on the target – a spot/block on the wall
  • Shoot
  • Follow through – shoot by flicking the wrist and ending with your hand in the cookie jar.

  o Do this as a group about five times.

• Partner shooting.
  o Now have them partner up and have just one ball per group. Have them stand about six feet apart. They will need to imagine where the hoop would be – in terms of putting their eyes on the target. Have each pair go at their own pace, but have the partner without the ball lead the process by saying “balance.” “Elbow.” “Eyes.” “Follow-through.” On “follow-through,” the player with the ball shoots the ball over to their partner. They should still be shooting one handed if they can.

• Shooting on the hoop.
  o Utilize as many baskets as you have. Have each player get a ball and form a line in front of the hoop. One at a time have them shoot, get their own rebound, and go to the back of the line. These shots should be from the center of the floor, just in front of the basket. Encourage these shots to be one handed. They should be trying to just get the ball up over the rim and in the hoop. Provide reminders about BEEF.
  o After everyone has gone a few times, try the same thing from the block, using the backboard.
  o Try the other block after everyone has gone a few times.
  o Remember, it is not about the ball going in, but about the BEEF. Celebrate and praise good form, regardless of what happens with the ball. Challenge each kid to better themselves. Those who have it down can be encouraged to get more rotation on the ball, or try jumping and releasing the ball in the air.

20:25      Activity 2: Team Hot Spots
• Keep players at the same hoops they are at. Just one ball per group now. Put the ball in the front of the line, at the right block, and have everyone fill in behind. Explain that we are going to have a game to see which team can make their shots the fastest. The player in the front of the line will shoot the ball, get their own rebound, and pass to the next player in line. They then get in the back of the line. Once the team has made three baskets, their team moves to the next spot. Use five spots – block, elbow, foul shot, elbow, block. If it seems like closer would be better, don’t go all the way out to the elbow/foul line, and just go half way up the lane line between the baseline and the foul line.
:25-30 Conditioning & Water Break
  • Run this on both sides of the floor.
    ○ Have a line of kids in the corner. The first player runs to the other baseline, touches the line (the next player in line can start when the player in front of them touches the opposite baseline), then runs to half court. At half court they do 5 jumping jacks. Next they run up to the foul line (or just in front of the foul line if that is more appropriate). The coach will pass them a ball and they shoot. If it goes in, they get in the back of the line. If they miss it, they have to start at the baseline and run to half court and back, before getting back in line.
  • Water break.

:30-35 Knowledge & Rules:
  • Quiz questions (call on kids raising their hand). You will probably want a coach or player out on the floor demonstrating these things as you announce them.
    ○ How many seconds does your team have to dribble the ball past half court? (10 seconds)
    ○ Once your team crosses the half court line, are you allowed to go back over the line? (No). If you do, what is it called and what happens? (Back court – referee blows whistle, other team gets the ball out of bounds)
    ○ If you have the basketball and want to move somewhere on the floor with it, what do you have to do while you are moving? (Dribble). If you don’t dribble, what is the violation called and what happens (Travel – referee blows whistle, other team gets the ball out of bounds).
    ○ Once you start dribbling, and then stop, what are the two choices that you have remaining? (Pass or shoot). What can you not do again? (Dribble). What is it called if you dribble again and what happens? (Double Dribble – referee blows whistle, other team gets the ball out of bounds).

:35-40 Activity 3: Shooting off the pass & dribble
  • Set this activity up on both ends of the floor. Have one line of players on the block and another line out on the wing. The first two players in line on the block should have a ball. The first player in line on the wing is going to cut to the elbow, catch a chest pass from the player on the block, square up, take two or three dribbles, jump stop, and shoot. They will follow their shot, get their own rebound, and give it to the next player in line on the block. Start this drill on the left side of the floor. Players switch lines after their turn.
  • After a couple of minutes, eliminate the dribble, so they catch, square, and shoot. Watch the footwork. Remind them to catch the ball in triple threat (pivoting off from left foot) so they can go right into their shot (right foot slightly in front, ball on right side).
  • Move the line that was out on the wing to the elbow. Now have them cut from the elbow to the wing, catch, square (now pivoting off from right foot), and shoot.

:40-45 Activity 4: Knock Out
  • Split the group up evenly at two hoops. Explain the game of knock out. If a player gets knocked out, they simply go join the group on the other end of the gym.
Knock Out – group is in a line at the foul line. The first two players in line have balls. The first player shoots a foul shot. At any point in time after s/he releases the ball, the second player can attempt a foul shot. The first player must make a basket before the second player, or else they are knocked out. If they don’t make their foul shot, they follow their shot, get their own rebound, and shoot again. They can shoot from where they get the rebound or dribble in for a closer shot/lay-up. The only required shot is that the first one is from the foul line. If they score before the second player, they pass the ball to the next player in line, and get in the back of the line. If the second player scores first, they must get their ball, pass it to the next player in line, and then they go and join the game on the other side of the gym. Players are not allowed to interfere with or touch the other players basketball.

:45-:60 Scrimmage
- Play full court 5 v 5. If you have 15 or more players, then make three teams. If you have 10-14 players, make two teams, and substitute. If you have less than 10, play 3 v 3 or 4 v 4.

:60 Closing
- Have the players put the balls away.
- Call everyone in to a huddle.
- Thank everyone for a good job and that you will see them again not next week, because of Thanksgiving, but the week after.
- Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #5
Grades 4-5
Time Length: 60-minutes

Session Goals:
• Skill Focus: Offensive Movement – with and without the ball

:00-08 Warm-Up Activity: No Dribble Fastbreak vs. Zero
• As kids arrive have them join the group activity.
• Have 3 players on the floor. One on each block and one near the foul line. Have a coach standing in the middle of the paint, throw the ball up off the backboard to simulate a missed shot. Pick a side to throw it off from so that clearly one of the players on the block will get the rebound. When s/he does, have them yell “ball.” The player that was at the foul line should sprint to the correct side of the floor where the ball went and yell “side,” in order to receive the outlet pass. The player on the opposite block should sprint to the middle of the floor to receive a pass from the outlet player. The rebounder should be on their way up the opposite side of the floor to receive the next pass. They should continue to pass the ball forwards – towards the hoop they are attacking, until someone gets to take a lay-up.
• There is no dribbling in this drill. Focus on footwork and kids not traveling. Talk about communication, looking up, and hustling. They shouldn’t be passing the ball backwards. All passes should go ahead. This means they may need to wait a second for their teammate to get ahead. Talk about spacing and balance.
• Progress to 4 players. Maybe progress to 5 players.
• If you think it would be beneficial to change things up, you could:
  o Time groups to see how quickly they get down the floor
  o Call out a certain kind of shot that you want them to take (lay-up, shot from the block, shot from the elbow/corner/wing, etc.)
  o Change the type of pass (chest, bounce, overhead)

:08-10 Welcome & Introductions
• Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
• Introduce yourself and all other coaches
• Remind them we have 5 things that we expect of every player:
  o To have a good attitude
  o To give their best effort
  o To try new things
  o To make mistakes
  o And to get better at basketball

:10-20 Activity 1: Basket Cuts & Relocating
• Let them know that we are working on offense today and that means when our team has the ball.
• Let them know that good offense looks like one player with the ball and the other four players moving without the ball. The only offensive player that is allowed to stand still is the player with the ball.
• Have them form a line at the top of the key on either the left or right side, each player should grab a ball. Have a coach stand out on the wing. Run this on both sides of the floor.
• The first thing we are going to work on is a “basket cut.” That means we cut (run) to the basket. So, each player will pass the ball to the coach, and then make a basket cut. They will get a pass back from the coach for a lay-up or a shot from the block. Demonstrate.
• After a few players go, stop and talk about setting up your defender. Have a coach and player or two coaches demonstrate making the pass to the wing, taking a couple of steps like you are going away from your pass in the opposite direction, and then planting and making a hard basket cut.
• After everyone has gone through a few times, stop and explain that they might not be open after making the basket cut, so then their job is to “relocate,” – which means finding an open space (somewhere where none of their teammates are) on the floor. Have a coach or player demonstrate passing, setting up defender, making a basket cut, and then relocate to the corner on the same side as the wing. The wing (coach) then passes to the player in the corner, who catches, squares up, and shoots. The player gets their own rebound, and gets back in line.

:20:25 Activity 2: V-Cuts
• Explain that in order to get away from their defender, a good tactic is a “V-cut.” Talk about how a V-cut is a movement away from where you actually want to go, so that you bring your defender there, and then plant your foot and making a hard cut to where you do want go. Hopefully you can free yourself up from your defender long enough to get open to catch a pass from your teammate.
• Have one line of players each with a ball at the top of the key on one side. Have another line of players on the wing. Have a coach on the block. Run this at both ends of the floor.
• Have the player on the wing cut down to the block, plant their foot, high five the coach, and then cut to another spot on that side of the floor (corner, wing, elbow). They receive a pass from the top of the key. When they catch it, they should square up, take two dribbles in and shoot. Players get their own rebound and get in the line at the top of the key with their ball. Players that have passed from the top of the key should get in line on the wing.
• Switch sides of the floor.
• Switch the coach location for the V-cut. V-cuts do not only have to take place from the block, but can happen anywhere.
• Switch the location of the V-cut line to the elbow and/or corner. From the elbow, they could V-cut in the corner to the block. From the corner they could V-cut at the elbow to the block or to the wing.

:25:30 Conditioning & Water Break
• Have two teams – one on each side of the floor. Put the lines on the right side of the floor.
- Basket Cut Lay-Ups: In 60-seconds have the teams compete for who can make the most lay-ups off from basket cuts (like in the first drill – kids in line at top of key, coach on wing, kids pass to coach, basket cut, get ball back for a lay-up).

- V-Cut Relay: Staying in your teams, start both groups on the baseline in the center of the floor. The kids will go in order. The first kid will sprint to the foul line, v-cut, sprint back to the baseline, and tag the next player to go. After each player has done that, when you get back to the first player, s/he needs to v-cut at the top of the key. After everyone does that, they need to v-cut at half-court. First team to complete the set wins.

- Water break.

:30-:35  Knowledge & Rules: REVIEW

- Quiz questions (call on kids raising their hand). You will probably want a coach or player out on the floor demonstrating these things as you announce them.
  - How many seconds does your team have to dribble the ball past half court? (10 seconds)
  - Once your team crosses the half court line, are you allowed to go back over the line? (No). If you do, what is it called and what happens? (Back court – referee blows whistle, other team gets the ball out of bounds)
  - If you have the basketball and want to move somewhere on the floor with it, what do you have to do while you are moving? (Dribble). If you don’t dribble, what is the violation called and what happens (Travel – referee blows whistle, other team gets the ball out of bounds).
  - Once you start dribbling, and then stop, what are the two choices that you have remaining? (Pass or shoot). What can you not do again? (Dribble). What is it called if you dribble again and what happens? (Double Dribble – referee blows whistle, other team gets the ball out of bounds).

:35-:40  Activity 3: Shot Fakes & Jab Steps

- Get players in a line, each with a ball, at the top of the key. Run this on both sides of the floor.
- You are going to work on one on one moves to the hoop. The coach will act as a mock defender in the paint.
- The first thing we are going to work on is shot fakes. Shot fakes are intended to draw your defender in close to you so that as they come up to defend or block your shot, you can dribble by them.
- To start, the first player in line will spin the ball out and catch it at the foul line (in triple threat position – low, athletic body position, right foot slightly in front, ball on right side). S/he will then make a shot fake by bringing the ball up like they are going to shoot and by looking at the hoop with their eyes. They should remain in their low body position though. After the fake, they should step forward with their right leg, take a couple of dribbles to the right side of the hoop to get close enough for a lay-up. Demonstrate.
- After going through, switch so that they cross step with their right leg to the left and dribble in for a left handed lay-up or shot from the block.
- Now move the line up to the foul line. Now we are going to work on the jab step. The jab step is intended to back your defender off from you so that you have the freedom to
shoot. To make a good jab step, you start in triple threat position, step hard and fast with your right leg to the right, then bring your foot back and shoot. Demonstrate.

- Repeat the drill from before, but from the foul line and with the jab step. Still have them spin the ball out and catch it. Still have a coach mimic a defender.

:40-:50 Activity 4: 1 v 1’s and 2 v 2’s

- If you have enough players, set this up on both sides of the floor and have a coach run each group. Or just run it as one group at one hoop.
- Start with one player on the baseline at each lane line. Have a coach on the baseline with a ball in the center of the hoop. As soon as the coach rolls the ball out, both players will compete for it. Whoever gets it is on offense and whoever doesn’t is on defense. Have them play 1 on 1 to the basket. Just play for 1 shot.
  - Kids can hustle and dive for the ball.
  - Encourage kids to use a shot fake or jab step in their attack.
- Progress to adding a second line on each side, just outside of the lane line. Make sure the players know who is on their team prior to the start each time. Alternate it so that teammates are in every other group along the baseline. Run the activity like before, but now 2 vs. 2.
  - Encourage kids to use a shot fake or jab step in their attack.
  - Encourage offensive players without the ball to move – basket cut or V-cut.

:50-:60 Scrimmage

- Play half court, 3 v. 3. Change opponents a couple of times.

:60 Closing

- Have the players put the balls away.
- Call everyone in to a huddle.
- Thank everyone for a good job and that you will see them again in two days.
- Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan  
Session #6  
Grades 4-5  
Time Length: 60-minutes

Session Goals:
• Skill Focus: Picks/Screens

:00-08 Warm-Up Activity: Kentucky Drill
  • Have a line of kids on the left lane line, on the baseline, with the first two kids in line with a ball. Set up the same on the other end of the floor. The line is facing the opposite baseline (so all of the kids are on the baseline, not on the court). There should be a coach out on the wing, on the same side of the floor as the line of kids, on each end of the floor. The first player in line starts by passing an outlet pass to the coach (note – the second player will repeat this as soon as the coach is ready for the second pass). They follow their pass and run to the outside of the coach (between the coach and the sideline). The coach will throw the ball, bounce the ball, roll the ball – all at varying speeds and difficulties - towards the other hoop on the right side. The player will chase it down and dribble in for a right handed lay-up. The next player in line at the hoop where the right-handed lay-up is being shot at, should be out on the left block, facing the hoop, in a rebounding position (low athletic stance, hands up). Their job is to jump up and rebound the ball, yelling “ball.” They should pivot on their outside foot and make an outlet pass to the coach on the wing. The drill continues. You should be able to have four balls running at once.
  • After a few minutes, switch the shot type to jump stops on the block, jump shots.
  • After a few minutes, switch the shot type to jump stops on the elbow, jump shots.
  • Coaches should take the liberty to make chasing down the ball fun, challenging, and different for every kid, every time.

:08:10 Welcome & Introductions
• Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
• Introduce yourself and all other coaches

:10:20 Activity 1: Setting a Pick
• Discuss and demonstrate the fundamentals of setting a pick.
• Purpose of pick: To get your teammate open
  ○ Screener
    ▪ Approaches the defender (not the teammate) of the teammate they are setting the pick for.
    ▪ Uses non-verbal communication to indicate to teammate that they are setting a pick by holding out a closed fist.
    ▪ Use verbal communication to indicate they are setting a screen by saying “use me.”
- Stops and sets their feet one foot from the individual they are screening. The screener must be set in order for the screen to be legal. Places their hands either down in front of them or across their chest.

  - **Player Using Pick**
    - Sets up their defender by dragging them away from where the screen is occurring by taking a step or two away.
    - While the screen is being set, runs toward the screen, using the screen by going shoulder (of player using screen) to hip (of screener) so as to prevent the defender from sneaking through.

  - **Screener**
    - After the player uses the screen, the screener should roll by opening up the side of their body that their teammate just ran off from - almost like when the teammate ran by them with their shoulder to their hip, that they pushed their hips open. As they roll they should get wide and put their hands up, sealing off the defense and getting open for a pass.

- Without a ball, have players get in groups of three, with the player receiving the screen and defender about five feet away from the player who will be setting the screen. Have them practice what was discussed above. Have coaches walk around and correct groups as they go. After each one, have the kids repeat, but switch roles. Make sure that both of the offensive players are doing their jobs. You may want to blow the whistle and get the full group’s attention to reiterate some of the points from the beginning. This will be a little chaotic, but that is okay. This is not with basketballs.

20:25  **Activity 2: Pass & Screen Away**

- Place two coaches on the left side of the floor on the wing. The coach closer to the sideline should have a ball, the coach closer to the center of the floor should not. Make a line of kids at the top of the key, with one ball at the front of the line. Place a player on the right side wing on offense and then have a line on the wing above the three point line. Have a player play defense on the wing and a line more in the corner, outside the three point line, for players to replace the defender.

- The player at the top of the key will pass the ball to the coach without a ball on the left side. After they pass, they will screen away for their teammate on the right wing. The teammate on the wing will set up the defender, use the screen, and flash to the paint near the foul line. The screener will set the screen and then roll to the right side block. The coach who received the pass will pass to the player flashing to the paint (high player). The coach who already had a ball and was closer to the sideline will pass the ball to the screener, who has now rolled to the hoop and has their hands up, ready to receive a pass (low player). Both players, upon catching the pass, will square up and shoot, getting their own rebound. One ball goes to the coach on the sideline and one to the line at the top of the key. Players will rotate from the passer line to the offensive player on the wing line, to the defensive line.

  - Each coach should watch their respective offensive player to ensure that they have done everything correctly and offer positive feedback and constructive criticism.
  - Run this very slowly to start. It will take some time to get it going, as there is a lot going on in the drill.
• Note: Utilizing the second ball and second coach can complicate this drill. It is great if it can be accomplished because it really reinforces the concept of rolling after you set a pick, by rewarding the roller every time. If it proves to be too challenging, you could eliminate the second coach that has the ball to start. Then, the coach who receives the pass from the top of the key can choose to either pass to the player receiving the screen OR the screener who is rolling. This keeps both players honest.

:25:-30 Conditioning & Water Break

• Over Under Relay
  o Break the group into teams of 6-8 players.
  o Put each team in a single file line. Each player should be a little less than an arm’s length from the player in front of them. There should be a ball at the front of the line.
  o Tell the players that they are going to do a relay. They need to stay facing forwards and hand off the ball to the person behind them. The first player will pass the ball back over (OVER) their head. The second player will grab the ball and pass it between their legs (UNDER) to the person behind them. This pattern will continue until the ball gets to the last person in line. When they get it, they will run to the front of the line with the ball, and begin the process again, starting with passing the ball over their head. The team should keep going until the person who started first in line is back to the front.
  o You can repeat this a second or third time for redemption/improvement.
  o As a variation on the second or third time, the hand offs could occur at waist level, and alternate left and right – first player is facing forwards, but turns their body left, handing off to the second person in line, who then turns right to hand the ball to the third person in line.

• Water break.

:30:-35 Knowledge & Rules: Personal Fouls

• Ask players for some examples of fouls. Demonstrate/illustrate some. Try and make sure that the following are discussed: pushing, holding, tripping, reaching in (making contact with the offensive player), blocking (a defensive player gets in the way of an offensive player), charging (an offensive player runs into a defensive player), illegal screen (screener is moving), over the back (player behind another player tries to reach over them).
• Tell them that these are violations and when they happen and a referee sees it, they will blow the whistle and give the ball to the team that got fouled out of bounds.
• If a player was in the act of shooting, then they get to shoot two foul shots.
• Let them know that players are only allowed five personal fouls in a game and then they cannot continue to play.
• Remind them that referees may not always see all of the fouls, and the players just need to keep playing. It is not the players job to call fouls. It is their job to play.

:35:-40 Activity 3: On Ball Screen

• Like before, set up three lines: one at the top of the key, one defender line on the left wing, with the first defender playing defense against the first guy in line at the top of the
key with a ball. The third line should be on the right wing. A coach with a ball should be in the right corner.

- The player on the right wing will set a screen for the player at the top of the key. The player at the top of the key will use the screen and drive to the hoop for a lay-up. The screener will roll to the hoop and receive a pass from the coach in the right corner. One ball should be returned to the coach in the corner and one to the line at the top of the key. Players should rotate lines from left to right.
- Note: again, the coach in the corner with the second ball can really enhance this drill, but also make it complex. If it doesn’t work, eliminate the coach with the ball. Instead, the first few times through encourage the player using the screen to drive to the hoop and take a lay-up. Then encourage them to use the screen, but instead of dribbling all the way to the hoop, have them pass to the roller.

:40:-45  Activity 4:  Sharks & Minnows

- Have everyone get a ball and line up on the baseline.
- Select two kids to go and stand in the middle of the gym with their balls. They are the sharks. All of the rest of the kids are minnows.
- The players in the middle will say “Shark Attack!” and when they do, all of the minnows try and dribble to the other side of the floor. If, before they reach the other baseline, one of the sharks tags them, then they become a shark on the next turn. Note: sharks are dribbling too while they are trying to tag people. Once all of the minnows who were not tagged are safe on the other side, all of the old sharks and newly tagged sharks will line up in the center of the gym and repeat. Continue to play until there are two minnows left. They are the winners and the first two sharks in a new game.

:45:-60  Scrimmage:  3 v 2, 2 v 1 Drill

- Make three lines on the baseline. Have one ball at the front of the middle line. Have two players go to the other end of the floor to play defense. One player in low post and one in the high post.
- The first player in each of the three lines will be on offense and travel up the floor to the other hoop in an attempt to score. The two players at the other end will be waiting for their arrival to play defense.
- The offense will stay on offense until they lose possession or score a basket. Whoever the last player on offense was to touch the ball prior to losing possession is the player who is designated to now defend the opposite hoop (where the three lines are).
  - So if O1 (offensive player #1) shoots and scores, s/he is now the sole defender at the other hoop.
  - Or if O1 shoots and misses and one of the defenders rebounds the ball, then O1 was the last to touch the ball prior to losing possession and must get back on defense.
  - Or if O1 attempts a pass and it is stolen by the defense, then O1 must get back on defense.
- The two players that were on defense, are now on offense, attacking the opposite hoop (2 v 1). The 2 v 1 continues at the other end until the players score or the defender gets the ball.
• O2 and O3 (offensive players #2 and #3) now become the defenders for when the drill restarts. Drill restarts with the ball in the middle line.
• Coaches should help keep track of the last offensive player to touch the ball and encourage that player to get back – “Henry, get back. You’re on defense.”
• Encourage the three players to stay spread out on their attack.
• Make sure that when the 2 v 1 is occurring the two players are balancing the floor with one on each side.
• Make sure that the two defenders are communicating and one person is always on the ball.
• Make sure the the one defender is always focusing on stopping the ball first.

:60 Closing
• Have the players put the balls away.
• Call everyone in to a huddle.
• Thank everyone for a good job and that you will see them again next week.
• Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #7
Grades 4-5
Time Length: 60-minutes

Session Goals:
- Skill Focus: Defense

:00-:08 Warm-Up Activity:
- Have three lines of players on both sidelines – one at half court and one (10’) away on both sides of half court. If you have pinnies, it would be helpful to split the group in half. Explain that the first player in each line on one sideline will be on one team and the first player in each line on the other sideline will be on the other team. Assign a hoop that each team will be attacking towards. Have a coach stand in the center of the court and bounce/throw/roll a ball out. As soon as the coach does this, both teams can enter the floor. The team that gets the ball will be on offense and the team that does not get possession is on defense. Play 3 v 3 for one shot.
- Focus on big picture things like – communication, finding a player to guard, stopping the ball.

:08-:10 Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches

:10-:25 Activity 1: Shell Drill
- Explain and demonstrate the basic tenets of defense:
  - Ball – You – (Wo)Man: The correct order of things should always be ball-you-man, as in the ball, you (the defender), and man (the player you are guarding).
  - See Both: You always need to see both the ball and the player you are guarding using your peripheral vision. A good test is that you should always be able to make a V with your arms and point to the ball with one hand and the player you are guarding with the other.
  - Between Your (Wo)Man and the Basket: You should always be between the player that you are guarding and the hoop.
- Have them get in pairs and spread out one side of the floor. Everyone should be outside of the paint. One player should be on offense and one on defense. In this drill, the offense is going to pass the ball around. After each pass, they are going to hold the ball for two seconds so the defense can get into the correct position and the coaches can verify they are correct. The defense is just adjusting each time, not trying to intercept the ball. You can run this with 4/5/6 pairs of players on one end of the floor. If you have more, run the drill on both ends of the floor.
- Begin the drill. Adjust players after each pass and/or provide reminders as necessary. After a couple of minutes, switch offense to defense.
- Switch offense to defense again, but have players find a new spot on the floor. Before beginning, cover the concept of ball side and help side of the floor. Explain that the court
can be cut in half through the center of the hoop. The side that the ball is on is called the ball side. The side that the ball is not on is called the help side. If the player that they are guarding is on the help side of the floor, then they should have one foot on the ball side of the floor and one foot on the help side of the floor. They still should see both the ball and the player they are guarding. Their purpose is to be closer to the ball and help one of their teammates if they get beat. Because the player that they are guarding is further away from the ball, they will have time to recover, if the ball is passed.

- Continue the drill with the offense passing the ball around and defense shifting to the correct positions, now incorporating ball and help side.

:25:30 Conditioning & Water Break

- Get the players to stand in a grid of some kind – 3 x 3, 4 x 4. It doesn’t have to be perfectly even. They should be an arms length away from a player in any direction.
- Have a coach at half court with a ball. Let the players know that they are going to pretend they are playing defense against the coach. Remind them of staying in a low, athletic body position, arms out, palms up.
- As the coach in the center dribbles, s/he should move in different directions (left, right, forwards, backwards) and the players should move accordingly.
- Explain that whenever a player picks up their dribble they are considered “dead,” because they cannot dribble again and have to pass or shoot. It means that the player guarding the person with the ball yells “dead” repeatedly and gets close up on the player, following the ball with both hands. Other teammates would deny their player the ball. So, whenever the coach picks up the ball, the players should yell repeatedly “dead, dead, dead, dead, dead, etc.” They should have both hands following the ball.
- Begin the drill, moving in different directions and occasionally picking up the ball for the “dead” call.
- After a minute or two, tell them that when a player that you are guarding shoots, you yell “shot,” so that your teammates know to box out their player. So now when the coach picks up the ball, they should all be yelling “dead,” and if the coach then shoots (note: just shoot in the air, not actually at the hoop), the players should yell “shot” and then turn to box out. Run this through for a few minutes with different movements, dead, and shot.
- Water break.

:30:35 Activity 2: Zig Zag Dribble

- Have them get in pairs with a ball and line up on the baseline. Have only three groups go at a time so there is enough space.
- Explain that this drill is for the dribbler to work on their dribbling skills and for the defender to work on their positioning. The dribbler is not trying to beat the defender and the defender is not trying to steal the ball.
- Demonstrate with two coaches or a coach and a player.
  - The dribbler should take 3-5 dribbles in one direction at a 45-degree angle, then do a crossover dribble, and dribble 3-5 dribbles in the other direction. They should do this all the way across the gym. They should focus on dribbling with their fingertips, keeping their eyes up, and keeping their dribble below the waist. They should be dribbling with their outside hand — so when dribbling to the right, using their right hand.
• The defender should be an arm’s length away from the dribbler. They should be in a low, athletic body stance, with their arms out, palms up. They should have their head on the ball and be looking at the belly button of the dribbler. On the crossovers, the defender should drop step.
  • Have three groups go at a time. Send the next waive once they cross half court. Have the groups stop at the opposite baseline. Once all groups have gone, have them switch roles and come back.
  • Go through twice.

:35:40   Activity 3: Closeouts
  • Have a line of players underneath the hoop and a line in the right corner. Have a coach with a ball on the left wing. The first player in each line steps up onto the court. The player underneath the hoop is defending the player in the corner. Since the player they are guarding is on the help side of the floor, they should have one foot on the help side and one foot on the ball side, seeing both the ball and the player they are guarding. The coach will pass the ball to the player in the corner. The defensive player will practice closing out. This means in their low, athletic stance, they will sprint to the ball, as they get close, they will use short choppy steps. They will put their hands up and get to a position one step away from the player with the ball. They will shade them away from the center of the floor. Have the player who receives the pass wait until the defender arrives, and then allow them to play 1 on 1 to the hoop for one shot. Focus on the closeout skills.

:40:45   Activity 4: Team Hot Spots
  • Split the group in half and use two hoops (or if you have access to more hoops, make more groups). Just one ball per group. Put the ball in the front of the line, at the right block, and have everyone fill in behind. Explain that we are going to have a game to see which team can make their shots the fastest. The player in the front of the line will shoot the ball, get their own rebound, and pass to the next player in line. They then get in the back of the line. Once the team has made three baskets, their team moves to the next spot. Use five spots – block, elbow, foul shot, elbow, block. If it seems like closer would be better, don’t go all the way out to the elbow/foul line, and just go half way up the lane line between the baseline and the foul line.

:45:60   Scrimmage
  • Scrimmage 5 v 5 full court. Send in subs periodically, reminding them to match up on the fly and communicate with the player they are coming in for.

:60   Closing
  • Have the players put the balls away.
  • Call everyone in to a huddle.
  • Thank everyone for a good job and that you will see them again in two days.
  • Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #8
Grades 4-5
Time Length: 60-minutes

Session Goals:
- Skill Focus: Rebounding/Boxing Out

:00-:08 Warm-Up Activity: Box & Transition
- Get two teams out on the floor – ideally 4 v 4 or 5 v 5, but you can start with even 3 v 3. They don’t need pinnies.
- Have a coach at the foul line with a ball. Have one team be on offense and one team on defense. Have the offense spread out somewhere inside the three point area. Have the defense each find someone to guard. Have all of the defenders get set up correctly – ball-you-(wo)man, between their (wo)man and the basket.
- The coach will shoot the ball. All of the defensive players should yell “shot,” and turn and box out their player – initiating contact with their butt and back, in a low, athletic body stance, with their feet wide, elbows out, and hands up. The offensive players are not competing for the rebound, they are simply bodies for now. One of the defensive players should get the rebound and pivot to the outside. One of their teammates should go to the side and yell “side.” They should begin a fast break to the other end of the floor with no dribbling and score a lay up. After they score, they should hustle back to the baseline and get ready to join again (note – make sure they run back on the outside of the court so as to not interfere with the drill). The players who were on offense and just serving as bodies to box out will not interfere with the fast break. For the next group, they now are the defensive players and 4 or 5 new players should step out as a new offense.
- Continue the drill.
- As a progression, you could allow the offense to compete for the rebound, and if the offense gets it, they could then play for a basket at that hoop. Or even if the offense gets it, you could say that whatever team gets the rebound is going to fast break without dribbling, to the other hoop. The team that doesn’t get the rebound will stay and compete again against the next group for the rebound and the chance to fast break.

:08-:10 Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches

:10-:20 Activity 1: Partner Box Out
- Briefly demonstrate how to box out by using two coaches or a coach and a player. Explain that the purpose of boxing out is so that you can get the rebound. The idea is that you create space by blocking the other player from getting close to the hoop. Tell them that they are allowed to move their body in front of another player to block them out, but cannot grab or hold the player. To do this, you have to initiate contact with the other player with your butt and your back. It is important to stay in a low, athletic body stance,
and to get wide, with your elbows out and hands up in the air. Once you make contact with the player that you are boxing out, you can feel the direction they are moving and move with them to keep them away from the ball.

- Have players get in pairs with someone of similar size. Have each pair get a ball.
- Ask groups to spread out on the floor. One player will be on offense. They will place the ball on the floor (so it is not bouncing or rolling) and take four big steps away. The other player will then set up like they are playing defense against that player – they should be in between the ball and the offensive player, with their back to the ball. When the coach yells “shot,” the defensive players will attempt to box out the offensive players for three seconds. The offensive player will try and get the ball. After the coach yells “shot,” s/he should count aloud “one thousand one, one thousand two, one thousand three.” If the defensive player was successful in keeping the offensive player away from the ball, the offensive player should do two push-ups. If the offensive player was successful in obtaining the ball, the defensive player should do two push-ups. The players should switch roles. Once everyone is ready, the coach will start the drill again by yelling “shot” and counting.

- Offer some suggestions to groups of kids as you go. If there are noticeable trends, give the whole group a quick reminder.
- Go through a few times – probably so each kid boxes out three times.

:20:25 Activity 2:

- Have three players lay down in the middle of the paint with their heads towards the foul line. Have a coach in the middle of the foul line shoot a ball. As soon as he does, all players not in the drill can yell “shot.” The three players get to their feet and compete for the rebound. Whoever gets the rebound is now on offense and tries to score at that hoop. The two players who don’t get the rebound play defense. Play until someone scores.
- Run this at as many hoops as you have coaches.

:25:30 Conditioning & Water Break

- Split the group in half. One team at each hoop with a ball. Have the team form a line on the right side of the hoop, facing the basket. The first player in line will throw the ball up of the backboard, and then run up to half court, touch the line, and get back in line. The next player in line will jump up and catch the ball. Come back down. Then jump and throw it up off the backboard, and repeat what the first player did. A coach will be counting on each side to see how many times the ball is thrown off from the backboard on their side in 60-seconds.
- Encourage them to get ready when they are next in line by getting their hands up. They also can go faster if they jump up to grab the ball off from the backboard, instead of waiting for it to come to them.
- Go a second time to see if each team can improve/beat the other team.
- Water break.

:30:40 Knowledge/Rules: Foul Shot Rebounding

- Get everyone on the baseline. Line up a group for foul shots – a shooter at the line and two teammates in the middle lane spaces. The opposing team should have four players,
two in the low spaces and two in the spaces next to the foul line. Remember that we are now “1-up” and don’t use the lowest space.

- Tell them that each player must be inside of their area and not on or over any of the lines.
- When the ball is released by the shooter, all of the players in the lane spaces can attempt to get the rebound.
- The shooter and any of the players not in the lane spaces must wait until the ball hits the rim.
- Players who are not in the lane spaces must both be behind the three point line and behind the foul line extended.
- The role of the two players in the lowest lane spaces is to initiate contact and box out the players in the second space.
- The role of the two players in the second spaces is to be creative and try to get an inside body position for the rebound. They can do this by creating space between themselves and the lowest player, by beating the low player to the paint, by going around them, etc.
- One of the highest two players must say aloud “I got shooter.” This means their job is to box out the shooter. The other high player will pinch down and help their low teammate box out the middle player.
- The shooter must start behind the line, but can jump over in the act of shooting.
- After briefly discussing each of the roles of players, have them practice. If you can, use both sides of the floor. After each shot, have players rotate clockwise so they get to experience each spot.
- Make sure that one of the high players says “I got shooter” every time.

Make sure that both of the low players initiate contact and box out the second up players.

:40-.45   Activity 3: Pass & Replace Lay-Ups

- Get a line of players on each baseline. One ball with the player at the front of the line. On both sides of the floor, have a player on the wing (foul line extended), at half court (near the sideline), and on the wing (foul line extended) on the other side of the floor. When you say go, the player on the baseline (this happens on both sides of the floor) passes the ball to the wing and replaces that player. The player on the wing passes the ball to the player at half court and replaces that player. The player at half court passes to the wing in front of them and replaces them. The player on the wing dribbles in for a right handed lay-up. The next player in line on the baseline should be out on the block on the left side, ready to jump up and get the rebound, pivot on their outside foot, and pass the ball to the wing. After their lay-up, the player should get to the back of the line.
- Run the drill for 60-seconds and keep track of how many lay-ups are made.
- Do it again and try and beat the first number.
- Do it once or twice more and set goals for the total number.

:45-.60   Scrimmage

- Play either 3 v 3, 4 v 4, or 5 v 5. Whatever is best for your group.

:60   Closing

- Have the players put the balls away.
- Call everyone in to a huddle.
• Thank everyone for a good job and that you will see them again next week.
• Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan

Session #9
Grades 4-5
Time Length: 60-minutes

Session Goals:
- Skill Focus: Review & Practice Skills

00:08 Warm-Up Activity: Football Patterns
- Run this on both sides of the floor simultaneously.
- Have a line of players on the baseline, just outside the lane line. The first player should stand next to the second player. The second player has a ball. The first player will run a football pattern. The player with the ball will act as an inbounder and pass the other player the ball. Once the player receives the pass, they will dribble to the other hoop for a lay-up. After the inbounder passes, they will become the receiver. After the receiver makes the lay-up, they will get in the back of the line at that hoop.
- For the players making cuts, focus on sharp, hard cuts. You should see changes of pace and planting feet. Also, they should pretend like there is a defender and set the defender up, by pretending to go one way, then going the other.
- For players inbounding, make sure that they have plenty of space on the baseline and that they inbound correctly – not stepping on or over the line in the course of the pass. Some patterns make allow for a chest pass, while others will require a baseball pass. Inbounders will need to know their own strength and sometimes pass the ball early, in anticipation of where a player will be.
- Here are some patterns to try. Change them up every couple of minutes:
  o Out – run straight up the lane line to the elbow, make a hard cut to the sideline
  o Hitch – run straight up the lane line to the elbow, cut back towards the baseline at a 45 degree angle towards the corner
  o Flag – run straight up the lane line to the elbow, cut at a 45 degree angle towards where the halfway line meets the sideline.
  o Out & up – run straight up the lane line to the elbow, make a hard cut to the sideline, when you get close to the sideline, cut up towards the other hoop.
- After some, you can change the type of shot that the player takes from a lay-up to a jump stop on the block with a jump shot, or shot from the elbow or wing.

08:10 Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches

10:20 Activity 1: Shell Drill (Review)
- Review some of the basic tenets of defense:
  o Ball – You – (Wo)Man: The correct order of things should always be ball-you-(wo)man, as in the ball, you (the defender), and (wo)man (the player you are guarding).
o See Both: You always need to see both the ball and the player you are guarding using your peripheral vision. A good test is that you should always be able to make a V with your arms and point to the ball with one hand and the player you are guarding with the other.

o Between Your (Wo)Man and the Basket: You should always be between the player that you are guarding and the hoop.

o Ball Side and Help Side of the Floor: If the player that they are guarding is on the help side of the floor, then they should have one foot on the ball side of the floor and one foot on the help side of the floor. They still should see both the ball and the player they are guarding. Their purpose is to be closer to the ball and help one of their teammates if they get beat. Because the player that they are guarding is further away from the ball, they will have time to recover, if the ball is passed.

- Have them get in pairs and spread out on one side of the floor. Everyone should be outside of the paint. One player should be on offense and one on defense. In this drill, the offense is going to pass the ball around. After each pass, they are going to hold the ball for two seconds so the defense can get into the correct position and the coaches can verify they are correct. The defense is just adjusting each time, not trying to intercept the ball. You can run this with 4/5/6 pairs of players on one end of the floor. If you have more, run the drill on both ends of the floor. Use pinnies to indicate teams.

- Begin the drill. Adjust players after each pass and/or provide reminders as necessary. After a couple of minutes, switch offense to defense.

- Switch offense to defense again, but have players find a new spot on the floor.

- As a progression you can allow each offensive player to take up to three dribbles.

- As a progression you can allow for a shot after X number of passes. When the shot goes up, players should yell “shot!” and box out. Play through to the rebound.

:20:-25  Activity 2: Taking a Charge

- Explain that a charge is a personal foul in basketball. It is when an offensive player runs into a defensive player who is stationary, has both feet firmly planted on the floor, and established their position on the floor before the offense. Have two coaches demonstrate.

- Put a line of players on the baseline under the hoop and a line of players on the right wing.

- The first player in each line should step out. The player who is in the paint is guarding the player on the wing. There should be a coach with a ball on the left wing. Because the person the player is guarding is on the help side, the defender should have one foot on the help side of the floor and one foot on the ball side of the floor. They should see both the ball and the person they are defending.

- Once the player is in the correct position, the coach will pass the ball to the player on the wing. That player will drive to the hoop. The defender will set up to take a charge – two feet on the floor, stationary, there before the offense. The offensive player should purposely run into the defender, causing a charge. Note: they should not do this maliciously, but should go ahead and seek out making contact in order to create the foul.

- Evaluate and comment on each player as they go. After each one, the players should get in the back of the opposite line.

- Run this on both sides of the floor if you have two coaches.
Knowledge & Rules: Tap Play
- Explain that at the start of the game, there is a jump ball. One player from each team is in the circle in the middle. All four other players must be outside of the circle and still at the jump. Explain that we want to balance the floor and put one player on each side of the circle – like a diamond – one on each side and one towards each hoop.
- Bring out five players and run a 5 vs. zero jump ball. Have them play through to a lay-up.
- Bring out the next five players and do it again. Do this a few times. Allow different players to jump each time.
- After a few, now bring out two groups of five in different color pinnies. Run a jump ball and play live just through the first possession.

Activity 3: 3/4/5 (Wo)Man Weave
- Explain and run the 3-(wo)man weave. Have three lines at the baseline, with a ball in the middle line. The other two lines should be on the lane line. Keep things close/tight to start. Explain that they pass and follow their pass. As soon as the first group gets to half court, have the next group go. They should end the weave at the other end with a lay-up.
- After a few, if they are getting it, move to 4-(wo)man weave – a lines on each lane line and a line at each three point line. Have the ball start at one of the lane lines. Make sure that the first pass is to the opposite lane line.
- If they are getting this, try 5-(wo)man weave, with a line at each of the lane lines, a line at each of the three point lines, and one in the center. Make sure that the first pass goes to one of the lane lines and the second pass goes to the opposite lane line.
- Encourage crisp passes. Make sure they are following their pass. Make sure that they are coming to the ball. Make sure that they are communicating who they are passing to.

Activity 4: High 5 Drill
- Put a line of defenders on one sideline, foul line extended. Put a line of offensive players on the other sideline, foul line extended.
- The first player from each line goes. The offensive player has a ball. The two players go to meet at the middle of the foul line to give each other a high five. The defensive player does a shuffle slide to get there. The offensive player dribbles.
- After the high five, the defender shuffle slides to the baseline, while the offensive player dribbles to half court. After the defensive player reaches the baseline, they now step out to play 1 vs. 1. After the offensive player reaches half court, they dribble back towards the hoop to play 1 vs. 1. Play live until the ball goes in the hoop or the defense gains possession.
- Run this at both ends of the floor.

Scrimmage
- Run a 4 v. 4, full-court scrimmage. Only allow dribbling in the paint.
- Manage the scrimmage – call out of bounds, travels, double dribbles, and fouls.
- Stop occasionally if needed to make key points.
- Substitute players in as necessary.

Closing
• Have the players put the balls away.
• Call everyone in to a huddle.
• Thank everyone for a good job and that you will see them in two days.
• Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #10
Grades 4-5
Time Length: 60-minutes

Session Goals:
- Skill Focus: Review & Practice Skills

:00-08 Warm-Up Activity: Cone Zones
- Break the group into two teams with pinnies.
- Create three cone zones. Spread them out in different parts of the gym – but not in corners. They should be accessible from multiple sides. You can just use three cones for each one and make a triangle, or you could use four and make a square, or more and make a circle. They should be approximately 4-5 feet in diameter.
- Teams score a point by passing the ball to a player in the cone zone. Only offensive (the team with the ball) players are allowed in the cone zone. Defenders can be as close as they want, but not in the zone. Players are only allowed to pass the ball – no dribbling and no traveling. Teams can score in any of the zones, but not the same one twice in a row. A travel results in a turnover.
- Start by throwing out a ball and letting them go.
- Things to look for: moving without the ball, communication, finding open space, seeing open players, pivoting, good on and off the ball defense, different pass types, pass fakes one way and then going the other.
- As a progression, you could introduce a second ball.

:08-10 Welcome & Introductions
- Bring the kids in. Let them know that tonight is the last night and that after break they will be on their teams and start their weekly practices and games.

:10-20 Activity 1: Closeouts
- Have a coach under the hoop, on the baseline, with a ball. Place a defensive player directly under the hoop in the paint. Form three lines of players – one in each corner and one at the foul line.
- The defensive player is going to play defense for three possessions, one vs. each line.
- The defensive player should start with their back to the coach, looking towards the foul line.
- The coach will roll the ball to the first player in one of the lines.
- For the line in the left corner, when the offensive player receives the ball, they will attempt to drive to the hoop by going baseline. The defensive player should closeout – staying in an athletic stance, sprinting to the ball, and using short choppy steps as they get there, with both of their hands up. They should shade the player (with their right foot slightly in front) to the baseline (away from the center of the floor), but not allow them to go baseline. The way they stop this is by putting their foot on the baseline before the offense gets there. The offensive player should make their best attempt to beat the
defense on the baseline, but not commit a foul. If the defense successfully stops them, they should crossover and go the other way. They should play live 1 vs. 1 for a shot.

- For the line at the foul line, when the offensive player receives the ball, they will square up and shoot. The defensive player should closeout appropriately, contest the shot, yell “shot” and then box out. The players should compete for the rebound if the shot doesn’t go in. If the offense gets it, they can play for one more shot. If the defense gets it, it is over.

- For the line in the right corner, when the offensive player receives the ball, they will drive to the hoop and commit an offensive foul. The defensive player should step towards the player, then establish their position – stationary, two feet planted, established position before offense gets there. The offensive player should purposely run into the defense – but in a controlled way.

- As soon as the play is over, the coach should be given the ball, and the defensive player should return to their spot under the hoop. The offensive player should rotate lines clockwise.

- The coach should roll the ball to another line, and continue until the defensive player has played against all three lines. The coach should change the order each time so the defensive player does not know where the ball is going.

- A coach can run this on each end of the floor. Go through until every player has played defense.

:20:-25 Activity 2: X Passing

- At the center of the floor, form four lines, set up like an X. They should be a couple of steps beyond the center circle. There should be two balls – one at the front of two of the lines that are next to each other.

- The players in the front of the two lines with balls are going to pass (chest pass) the ball to the line across from them, and follow their pass, getting in the back of the line they passed to. This will be happening simultaneously. After players pass, they should cut straight across. Passers need to pay attention and pass only when there are openings.

- Receivers should show a target. Passers should say the name of the player they are passing to.

- This will take a little for them to figure it out. It may start slow and the balls may collide at times – with each other or with players. Just have them quickly regroup and continue. If just one ball is lost due to a bad pass, have the other lines continue passing back and forth, when the other two lines recover.

- After a while, switch to bounce passes.

- After a while, switch to over the head passes.

:25:-30 Water Break

:30:-40 Activity 3: Defending the Post

- Get your group out along the three point line. Put a player on the block. Demonstrate how to play defense on the post. Explain that we always want to “front the post,” meaning that we have a hand denying the pass. Note: we are talking about 3/4 fronting the post, not fully fronting. When the ball is above the foul line extended (have a ball out on the wing, above the foul line), we play “above” the player. This means that if you
were standing at half court and looking at the hoop, and the ball was on the right side of the floor: if the ball is on the right wing and above the foul line, the defensive player would be have their right hand up and in the passing lane, and right foot in front the player, left foot behind the player, and their back would be more towards the paint/foul line. When the ball moves (via dribble or pass) below the foul line extended, we front the post from “below.” This means that the defensive player would be using their left hand to deny the pass, their left foot would be in front of the player, and their back would be more towards the baseline. When the player has to switch from fronting the post on the high side vs. the low side (or vice versa), they should get there by going in front of the player (in between the ball and the player). This should happen quickly. For 1/2 of a second the player’s back will be to the player they are guarding, but they will maintain contact. Demonstrate this with a coach and the ball being passed from the wing, above the foul line, to the corner. Watch this 2-minute video to make this all clear: https://www.youtube.com/watch?v=AmcJme9vJnI

- Set up the drill with three lines – one at the baseline on the lane line, one at the wing – above the foul line, and one in the corner. There should be a ball at the front of the wing line. The first two players from the baseline should step out. One is on offense on the block, posting up. One is playing defense.
- Have the defender front the post on the high side. The wing should pass the ball to the corner. The defender should step in front of the player quickly and get to the low side position. The corner should pass the ball up to the wing, and the defender should go back to the high side. The wing should pass back to the corner, and the defender should go back to the low side – stepping in front of the player. Now the drill goes live, with either the wing or the corner trying to get the ball into the post player, the post player trying to get open on the low post, and the defender trying to deny the pass. The corner and wing can continue to pass the ball between each other if they don’t have a good entry opportunity.
- If the defender denies the pass attempt or steals it, the drill is over. If the pass gets to the offensive player, they should play live 1 vs. 1 for a shot.
- Rotate. Have the offensive player go to defense. The defender gets in line at the wing. The wing gets in line at the corner. The corner gets in line at the baseline.
- Run this with a coach at each end of the floor.
- The focus should be on the defensive alignment. We have not had the chance to review post up moves, post entry passes, etc., so the rest of those things may not be the best – but that is the fun part of the drill. For the defensive alignment, look for the correct position – high or low side, hand in the passing lane, and foot in front.

:40:45 Activity 4: Shooting Competition
- Break the group into two teams – one on each end of the floor. Once on their teams, have them find a partner and get one ball between them and their partner. If there is an odd number, just have an individual player with their own ball.
- Let them know it is a competition of how many baskets their team (all of the players at their hoop) can score in one minute. One partner shoots, while the other rebounds, and then they switch roles. This is constantly happening throughout the 60-seconds, after every shot. There will be multiple people shooting at each hoop (i.e. if you have 12 kids in your program, there will be 6 at each end of the floor, in 3 pairs, each pair with a ball.
So at any given moment there will be 3 people shooting and 3 rebounding. If you have an odd number, one individual will both shoot and get his/her own rebound throughout the competition.

- Players can shoot from wherever they want, just never from the same spot throughout the competition.
- Run it for 60-seconds, with a coach keeping track of the number of makes at each hoop.
- Play again for another 60-seconds.
- If time permits, play a third time.

:45-:60 Scrimmage
- Run a 5 v. 5, full-court scrimmage.
- At the start talk about what to do when you are not in the game/scrimmage:
  - Sit and watch the game
  - Listen to the coach so that you know what is happening when you go in
  - When you go in, you need to hustle on and yell the name of your teammate that you are coming in for.
  - When you go in, you need to ask your teammate who they are guarding.
  - If you are in the game and someone is coming in for you, you need to communicate to them who you are guarding.
  - When someone is coming in for you, you need to hustle off so that the game can re-start.
- Manage the scrimmage – call out of bounds, travels, double dribbles, and fouls.
- Stop occasionally if needed to make key points.
- Substitute players more rapidly than normal – on dead balls. Watch/listen for players communicating as they come on/off, hustling on/off, and then knowing who they are guarding on the next possession.

:60 Closing
- Have the players put the balls away.
- Call everyone in to a huddle.
- Thank everyone for a good job with the pre-season. Let them know that there is no basketball over the break and when they come back they will be on their teams.
- Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #1
Grades 6-8
Time Length: 60-minutes

Session Goals:
- Meet coaches
- Learn expectations
- Skill Focus: Dribbling
- Have a good first day!

:00:06 Warm-Up Activity: Dribbling obstacle course
- Prior to kids arriving, set-up a series of cones as an obstacle course
  - Try and incorporate some changes of direction/speed – maybe dribble backwards, have course finish with a shot from the block
  - If there is an additional coach, have them coach kids through the course, while another coach welcomes players as they arrive. Have them grab a basketball and dribble through the course.
  - After players complete the course, have them get in line and do it again
  - For players completing it multiple times, have them switch dribbling hands, or time them and see if they can do it faster than their previous time

:06:10 Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches
- Let them know that you are excited to be here
- Tell them we have 5 things that we expect of every player:
  - To have a good attitude
  - To give their best effort
  - To try new things
  - To make mistakes
  - And to get better at basketball
- Let them know that it is important that when a coach is speaking they are listening.
- And when they hear a whistle that they need to freeze, hold the ball, close their mouth, and listen.

:10:15 Activity 1: Practice stopping on the whistle
- We are going to practice stopping on the whistle. When I say go, everyone should dribble around the gym, wherever they want, but when they hear the whistle, they need to stop, hold the ball, close their mouth, and listen.
- Let them dribble randomly, blow whistle.
- After a couple, instruct them to come to a jump stop (landing on two feet) when they hear the whistle [DEMONSTRATE]. They should end up in triple threat position – for right handed people: ball on right side of body, low athletic body stance, right foot in front.
• After a few, add a pivot [DEMONSTRATE]. So on the whistle, they jump stop into triple threat, and pivot 360 degrees (not in one step, but in multiple). Have them try pivoting on their other foot.

:15:25 Activity 2: Getting comfortable with the ball

• Have each kid find their own space with a ball, somewhere that they can see you.
• Try each of the following for 10-30 seconds – keep it moving so one thing doesn’t get boring. Note: a coach/coaches should be demonstrating all, while players do it too.
  o (Each in both directions) - around the waist, around both legs together, around each leg individually, figure 8 through legs
  o Tap ball between hands over head, with hands extended out straight forward, with hands extended towards the floor
  o Have kids on one knee and dribbling – other hand (note: they can find whatever knee/position is comfortable for them – no right or wrong)
  o Now standing – dribble around right leg, left leg, figure 8 dribble (note: this may look ugly – and that is ok).
• Move kids to the baseline – depending on numbers and gym space, you may need to have them get in lines so that everyone is not going at the same time.
  o Let them know this is not a race, but about practicing dribbling under control. Kids can use whatever hand they want.
  o On “go” have the first group walk and dribble towards the other baseline. If multiple groups, yell “go” for the second group when the first gets to the foul line.
  o If you have additional help, they can stand at halfcourt and/or the opposite foul line and hold up numbers in their hands. Kids should yell out the number that the coach in front of them is showing – encouraging eyes up while dribbling.
  o When the kids get to the opposite baseline, have them wait there until everyone is finished.
  o Ask them what good dribbling looks like? Listen for some of the following, and if they aren’t said, add them or ask more pointed questions to get these answers:
    ▪ Using your finger tips and not your palm
    ▪ Bending your knees and staying low
    ▪ Dribbling the ball below your waist
    ▪ Keep your eyes up
    ▪ Being in control of the ball
  • Example of how to get these answers– demonstrate – should I be dribbling like this (dribble with head staring at ground) or like this (dirbble with eyes up)?
  o Have them repeat dribbling and walking to the other side, thinking about good dribbling.
  o Do this again, once up the court for: walking & crossover dribbling (left hand to right hand on each bounce), jogging & dribbling, running & dribbling, once where they walk & dribble, but on the whistle they run & dribble and the next whistle back to walking & dribbling, and once where they jog and dribble at a 45 degree angle, but change direction with a crossover dribble and go the other way on the whistle.
:25:-30 Conditioning & Water Break

- Dribble relay race
  o Break them into an appropriate number of teams. Have coaches join teams when possible. Make sure there are the same number of participants per team – or have someone go twice.
  o Identify the dribble relay race course and set up start point accordingly – can do sideline to sideline or baseline to baseline. Have them sit down after they have completed the relay.
  o Race!
  o Repeat with opposite hand dribbling.
  o If you want, repeat again with dribbling backwards (shorten distance).
- Water break

:30:-35 Knowledge & Rules: Court Terminology

- Every kid should be holding a basketball. You are going to say the name of a part of the court, and they should dribble to where they think it is and when they get there they should freeze and stop dribbling. Run through the following terms. If kids aren’t in the right spots, get them to the right spots. Let them go anywhere that the answer is correct – i.e. there are two, long sidelines, so anywhere on either sideline is correct. Some areas will be cramped, but that is okay. Repeat some as you go. Keep it moving along. Make sure to repeat the word once all of the kids are there correctly and stopped dribbling.
  o Baseline
  o Sideline
  o Half Court
  o The paint
  o The block or the post
  o The wing
  o Top of the key
  o Foul line
  o Three point line

:35:-40 Activity 3: Dribble Knock-Out

- Have all of the players start with a ball inbetween the baseline and three point arc. Tell them we are playing dribble knock out. The goal is to keep dribbling your ball without any part of you or the ball going on or over the baseline or three point line. If it does, they need to go to the other side of the court and start playing down there. Note: if they get knocked out from the other side, they return to the original side. The goal is to keep your dribble for as long as you can and not switch sides. You are allowed to knock other people’s balls away, but you also need to continue dribbling yours

:40:-50 Activity 4: Dribble Gauntlet

- Put 1 to 2 (depends on your group size) defenders at each of the following spots:
  o Foul line – their zone is from the baseline to the foul line
  o Half court – their zone is from the foul line to half court
  o Opposite foul line – their zone is from half court to the foul line
  o Opposite base line – their zone is from the foul line to the baseline
• All of the other kids should have a ball and be in a single file line on the baseline. The goal is for the offensive players to go one at a time, starting from the center of the baseline, and to try and dribble to the opposite baseline. The defenders defend their area as soon as someone enters their zone, but must wait at their spot until that happens. Send the next offensive player when the first is either unsuccessful (ball is stolen, they dribble or lose their ball out of bounds, or they pick up their dribble) or successfully gets over half court (they will continue to get all the way to the baseline while the next player begins).
• Have kids come back and get in line if they are successful or not and do it again.
• Switch the defenders.
• Note: You can put several variations as needed – utilize coach defenders, make kids dribble with opposite hand or backwards, put 1 defender in some zones and 3 in others

:50-60 Scrimmage
• Play 3 v 3, using all hoops available

:60 Closing
• Have the players put the balls away.
• Call everyone in to a huddle.
• Thank everyone for a good job and that you will see them again in two days.
• Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #2
Grades 6-8
Time Length: 60-minutes

Session Goals:
- Skill Focus: Passing

:00-:06 Warm-Up Activity: Partner Pass Tag
- As kids arrive, have them grab a ball and a partner and start passing back and forth (chest passes to start). Set kids up so they are near the center of the floor. When the coach yells “go” whoever doesn’t have the ball is “it” and whoever has (or is about to receive) the ball needs to dribble away. Allow for a few seconds for the tag game to take place then call them back. Start the passing again, and yelling “go” periodically. Switch the type of pass each time from chest to bounce to overhead.

:06-:10 Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches
- Remind them we have 5 things that we expect of every player:
  o To have a good attitude
  o To give their best effort
  o To try new things
  o To make mistakes
  o And to get better at basketball
- Let them know that it is important that when a coach is speaking they are listening.
- And when they hear a whistle that they need to freeze, hold the ball, close their mouth, and listen.
- Read (or have a kid read) the Sportsmanship Pledge (“Welcome to Essex….”)
  o Ask them what does sportsmanship look like?
    ▪ Should hear things like: saying good job to teammate, helping player up off the floor, not trash talking, not questioning the referees, listening to your coach, etc.
  o Ask them what it means when it says “Let the Players Play?”
    ▪ Try to get them to say they understand their job is to be a player and play, and nothing else – they don’t have to worry about the things that they cannot control like the coaching, reffing, or spectators. They just have to do their best as a player.

:10-:18 Activity 1: Passing & Receiving
- Have kids find a space and pass against the wall – chest, bounce, and overhead. Let them start for 30-60 seconds, blow whistle, talk about how we pass the ball:
  o Two hands on the ball, step into our pass, square to our target, eye contact, end with thumbs pointed down
  o Continue.
After 30-60 seconds, blow whistle, talk about how we receive the ball:
  - Show a target, soft hands, eye contact, square to passer
  - Continue. This is all just a quick warm up, and passing back and forth against the wall isn’t overly exciting, so don’t carry on too long.

- Have kids get in groups of four, make a square and start passing. They can pass to anyone in the square, but have to say the name of the person they are passing to. Provide reminders of good passing and receiving. Switch pass types periodically.
- Stop. Announce that after each pass, the passer must do one push-up. Continue for 30-60 seconds. Stop and announce that after passing, must do one sit-up. Continue.
- Now have the kids form a triangle, with one kid in the middle and play monkey in the middle. If the person in the middle gets the ball, they switch with whoever the last offensive player to touch it was.

:18:25 Activity 2:
- Put a coach with a small group of players and a ball. Have the players line up on the baseline, at the lane line. Have the coach with the ball at the top of the key. The first player should run towards the coach. Coach passes the ball to the player when they are half way up the key. The player should catch the ball utilizing a jump stop, landing in triple threat (low & athletic, ball on right side, right foot forward). Then pass back to coach and return to end of line.
- Progress to catching in triple threat, pivoting to face hoop, and shooting. Note: have players catching the ball on the block or close to it.
- Have coach move to the elbow. Now ball starts with player at baseline. They pass to coach at the elbow and follow pass, they go around the coach and take a hand-off on the inside (in the paint), take a dribble or two and take a shot (or a lay-up). Change the type of pass from player to coach. Focus on quality passing.

:25:30 Conditioning & Water Break
- Dribble, Jump Stop, Pivot, Pass Relay
  - Break into even groups (or plan to have a player go twice). Have a relay race. The first player in line dribbles to a cone, does a jump stop, pivots 180 degrees, and passes back (chest in first race) to the next teammate in line. Repeat with bounce pass and over the head. If time permits, do one more race, moving the cones out farther, and have them do a baseball pass back to the line.
- Water break

:30:35 Knowledge & Rules: Inbounding the ball
- Quick review of the court terminology from the other day. Ask kids to raise their hand and identify each of the following.
  - Sideline
  - Half Court
  - The paint
  - The block or the post
  - The wing
  - Top of the key
  - Foul line
o Lane line
o Three point line

• Inbounding the ball
  o Talk about some of the rules of inbounding the ball – you have five seconds from
    when the referee hands it to you, you cannot step onto the court, you cannot leave
    the area where the ball is being inbounded (within three feet).
  o Get kids in groups of three – one inbounder, one defender, and one offensive
    player. Have them find a spot of the floor where the inbounder can set up. Have
    the coach yell “go” and start counting to five. The inbounder has to get the ball in
    successfully to his partner in 5 seconds. The defender will play on the inbounder
    (not the other offensive player). If the offense is successful, the defender does
    two push-ups. If the defender steals the ball, deflects it out of bounds, or if the
    pass does not successfully make it to the offensive player, the offensive does two
    push ups. Rotate positions. Have each player inbound once. Do a second round
    where the defensive player guards the other offensive player, and they need to get
    the ball in. All of the same rules.

:35-:45 Activity 3: Passing Gauntlet

• Put 1 defender at each of the following spots:
  o Foul line – their zone is from the baseline to the foul line
  o Half court – their zone is from the foul line to half court
  o Opposite foul line – their zone is from half court to the foul line
  o Opposite base line – their zone is from the foul line to the baseline

• All of the other kids should be in two lines where the lane lines meet the baseline – one
  line with balls. The goal is for the offensive players to go in pairs, starting from the
  baseline, and to try and pass back and forth until they get to the opposite baseline. NO
  DRIBBLING! They do not need to pass back and forth and stay in a straight line. They
  might start out doing this, and if other groups don’t start to move to different areas of the
  floor, asking them some questions to get that to happen. The defenders defend their area
  as soon as someone enters their zone, but must wait at their spot until that happens. Send
  the next offensive pair when the first is either unsuccessful (ball is stolen, they dribble, or
  lose their ball out of bounds) or successfully gets over half court (they will continue to
  get all the way to the baseline while the other pair begins).

• Have kids come back and get in line if they are successful or not and do it again.
• Switch the defenders after a few minutes.
• Note: You can put several variations as needed – utilize coach defenders, put 1 defender
  in some zones and 3 in others, allow them to take up to three dribbles

:45-:60 Scrimmage

• Play 4 vs. 4, half court, utilizing as many hoops as you have.

:60 Closing

• Have the players put the balls away.
• Call everyone in to a huddle.
• Thank everyone for a good job and that you will see them again next week.
• Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #3
Grades 6-8
Time Length: 60-minutes

Session Goals:
• Skill Focus: Lay-ups

:00-06 Warm-Up Activity: Full court lay-ups
• As kids arrive, have them grab a ball and start participating in full court lay-ups. Each kid dribbles their own ball the length of the floor and takes a lay-up, gets their own rebound, and continues back down the other side of the floor. Remember that you have not yet reviewed how to do lay-ups so this all may not look great. That is okay! You can offer individual instruction, comments, and praise as you go, but don’t plan to change the world at this point. It is just a warm-up.
• Periodically blow the whistle. Ask the kids to come to a jump stop on the whistle and be in triple threat position (right foot in front, ball on right side, holding ball tightly). Then have them continue. Progress so on the whistle they jump stop, pivot 180 degrees, and then proceed in the other direction. Don’t expect much out of left handed lay-ups! However, encourage them to dribble with their left hand when going down that side of the court and to try and shoot left handed.
• If time permits you could add some other elements: i.e. instead of lay-ups have them do jump stops on the block and then take a shot, or change pace of drill periodically – walking, jogging, sprinting.

:06-10 Welcome & Introductions
• Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
• Introduce yourself and all other coaches
• Remind them we have 5 things that we expect of every player:
  o To have a good attitude
  o To give their best effort
  o To try new things
  o To make mistakes
  o And to get better at basketball
• Ask them what they should be doing when a coach is talking? (listen)
• Ask them what they should do when they hear a whistle? (freeze, hold the ball, close their mouth, and listen)
• Tell them that with the weather, it is important that they do not wear their basketball shoes to practice, but rather should wear another pair and change into their basketball shoes when they get here – so that their shoes are not wet when they go on the court.

:10-20 Activity 1: Lay-up fundamentals
• BRIEFLY, discuss the basic mechanics of a lay-up
  o DEMONSTRATE as you very briefly explain the following. Either have a coach demonstrate as you explain or bring up one kid to model as you talk about things.
- Push off from one foot and go up with the other leg
- Imagine that your knee and elbow of the arm you are shooting with are connected with a string; so as your arm goes up, your leg does too
- Push the ball with one hand; your other hand can help support the ball
- Get a good angle to the hoop
- Use the backboard

- Practice the footwork.
  - Have the kids stand up without a ball and find their own space. Have them start with their feet shoulder width apart. Have them step forward with their left foot and go up with their right foot. After just two, have them add in their right hand going up. Remind them about the string between their elbow and knee. Have them freeze when their right leg and right arm are up.
  - Practice the footwork & hand going off from the right foot and up with the left.

- Add a ball & shoot off the wall.
  - Have them practice the same thing, but add a ball and have them shoot the ball off the wall. Make sure they line up close to the wall. Have them pick a spot/block on the wall to try and hit. Have them do five on the right and five on the left. Note: opposite hand lay-ups are likely to be very challenging for most. That is okay. Acknowledge it, but still encourage the practice – it is the only way to get better.

- Lay-up lines.
  - Use multiple hoops and split the group up. Have a lay-up line on the right side of the hoop on the wing at the three point line, and a rebounding line on the left side on the wing at the three point line. The first player in the right line should have a ball and dribble in for a lay-up while the player from the left line comes in simultaneously for the rebound. After rebounding, s/he should then pass the ball (emphasize good, two handed chest passes) to the next person in the right line. The players should switch lines. After each player has gone through a few times, switch to the left side. Only do the left side briefly.
    - Kids should be dribbling with their outside hand – right from right side and left from left side.
    - Really focus on the footwork. As kids are going up, praise good footwork (plant with left, up with right), and correct improper footwork. Disregard if ball goes in hoop or not.
    - In addition to footwork, look for proper angles to the hoop and using the backboard. Again, praise those who do these things well, even if ball doesn’t go in hoop. Similarly, just because the ball goes in does not mean it was a good lay-up.
    - If they are getting this pretty well, you can add a second ball to keep things moving.

- Passing lay-ups.
  - Keep the two lines on the same sides. Now start by having the first player in the right line pass the ball to the first player in the left line. After they pass, they should make a basket cut (cut to the hoop) at a good angle (45 degrees) towards the block. The player in the left line should pass it back to the player cutting to the hoop, who will then take a lay-up (ideally this is happening without a dribble).
You may have to move the left line to the elbow to create a better pass to the player cutting to the block. The left line is responsible for following their pass and getting the rebound, and passing it to the next player in the right line. Continue. You do not have to try this from the left side.

- This will be more challenging and will require some timing and teamwork. It is okay if it is unsuccessful at first. Hopefully it slowly improves.

:20-25 Activity 2: Lay-ups under pressure

- You can do this on both sides of the floor. Have two lines at half court – one line near the sideline, and one line (each player with a ball) about 10 feet from the sideline (towards center of court). The player at the front of the inside line passes the ball to the first player in the outside line. The player who receives the pass then dribbles as fast as they can, under control, and takes a lay-up from the right side. The player who passed the ball has the job of following (note: not running next to, or ahead of, but following) the player going for a lay-up. WITHOUT touching the player, the chaser is trying to mimic the idea of there being pressure on the shooter. They can yell, clap, and stomp their feet as the trailer, but may not interfere physically with the shooter. The shooter gets their own rebound and dribbles to half court to join the lines at half court that are going to the other hoop.

- Emphasize fundamentals of dribbling under control, planting left foot, up with right leg and right hand, good angle, using backboard, etc.

- After a couple of minutes, alter the drill slightly by having the chasers run side by side with the shooter, but still have no interference with them.

- NOTE: both of these are a good experience for kids to shoot under pressure. It also should be fun – allowing kids, to yell, whistle, clap, and stomp to try and distract the shooter. Do not permit any contact with the shooter, as we want them to be going up confidently.

:25-30 Conditioning & Water Break

- Go back to the same drill that you used in warm-ups – everyone has a ball, and using the full court, both hoops, players dribble and take a lay-up, get their own rebound, and head up the court the other direction. Start with two lines at half court facing opposite hoops, on the right side. However, now you are going to time them for a minute and see how many they can get as a group. Have a coach count at each hoop and tally the combined total after 60-seconds. Note: Tell them you are only counting ones that go in AND are done by going off from the correct foot with the correct hand. You want them to balance pushing the ball up the court and taking a shot quickly, but being under control and using good form. Announce the total at the conclusion of the 60-seconds.

- Do this again. Challenge them to beat their first number. Remind them of one or two things that they need to clean up (slow down your dribble as you get to the hoop, focus on your footwork, use the backboard, etc.).

- Repeat this once more. The third time you could maybe pick a number for them to try and get.

- Water break.

:30-35 Knowledge & Rules:
• Quick review on inbounding the ball (ask them to raise their hand to be called on):
  o How long do you have to inbound the ball once the referee hands it to you? (5-seconds)
  o Are you allowed to step onto the court when you are passing it in? (No)
  o Are you allowed to leave the area where you are inbounding the ball from? (No -- not more than three feet)
    ▪ Note: this would be a good time to add the exception to this rule – after a made basket. Explain/show that after a made basket, the team inbounding the ball is allowed to run the baseline. All other rules still apply.
  o Can you dribble the ball when you are inbounding it? (No)
• Continue with the quiz theme to review some basics about basketball
  o How many players are on the court for one team at a time? (5)
  o How many points is a foul shot worth (1)?
  o When does a player get to shoot a foul shot? (when they are fouled while shooting)
  o How many points is a shot made from inside the three point arc worth? (2)
  o How many points is a shot made from behind the three point arc worth? (3)
  o When is the ball or a player considered out of bounds? (When the ball or player step on or over the sideline or baseline)

:35:45     Activity 3: Partner Lay-Ups
• Run this drill at both hoops simultaneously. There are two lines – the first of one line is on the block (left side of floor) – rest of the line is on the baseline, the first player of the second line is on the wing near the sideline (left side of floor) – rest of the line is on the sideline. There is a coach is in the paint with a ball. The coach throws the ball off the backboard to mimic a missed shot. The player on block jumps up and catches the ball over their head (and ideally in the air). When they catch it, they yell “ball” to let their teammates know that they have possession of the ball. The player on the wing should then yell “side” to let their teammate know that someone is open on the side of the court. They should be going towards the pass. The rebounder should come down with the ball, pivot on their outside foot, and make a good pass to the outlet player. The rebounder should not dribble the ball! The outlet will then dribble towards the center of the floor and towards the other hoop. The rebounding player will follow their pass, running out towards the wing, and then along the sideline towards the other hoop. As the players get to the other side, the player with the ball will make a jump stop at the top of the key. The player running along the sideline will take a 45 degree cut towards the basket, receive a chest pass when they are out on the wing, take a couple of dribbles, and take a lay-up. The passer will follow and get the rebound/ball that goes through the hoop, and give it to the coach. The players will then get in the line they were not in the first time, at the end of the floor where they ended. This set-up is happening on both sides of the floor.
  o You can do this with two balls (one on each side of the floor) to start, but could consider adding two more balls, once things get moving, so things are moving quicker.
  o You can switch the pass to go to the player as they are closer to the block, instead of on the wing, so they don’t dribble and just take a lay-up off from the pass.
o After a few, coaches can add a little defense to players taking lay-ups as they see fit – putting a hand up, giving the player a little contact, clapping, etc. Different approaches may be better for different kids to keep it interesting, challenging, and fun.
o If time permits, you can try the left side.
o If they are getting it quickly, you could challenge them to see how many lay-ups they can make in a row. Or see how many the group can complete in one minute.
o As a progression, you could have the passer then play defense after they pass against the player dribbling in for the lay-up.
o Try some of the variations above, or others, to continue this activity, but keeping it fun and interesting.
o EMPHASIZE – hearing “ball” and “side” every time, keeping ball up high on rebound (no dribble), outside pivot foot, good pass to outlet, outlet player coming to the ball, good dribbling, good jump stop, hard cut to the hoop, good angle to the hoop, lay-up fundamentals.

:45-60 Scrimmage

• Break the kids into teams of 3 for 3v3 games. Run half court scrimmages at as many hoops as you can. Have the teams play for 4 or 5 minutes and then switch who they are playing against. Have them keep score. Briefly review some basics of playing half court – check the ball to start, pass the ball in to start, if the defense gets a turnover, they have to take it out beyond the three point line before they can score. Play losers out (team that got scored on gets next possession). Tell them that all scores are worth one point, but lay-ups are worth two points today.

:60 Closing

• Have the players put the balls away.
• Call everyone in to a huddle.
• Thank everyone for a good job and that you will see them again in two days.
• Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #4
Grades 6-8
Time Length: 60-minutes

Session Goals:
- Skill Focus: Shooting

:00-:08 Warm-Up Activity:
- As kids arrive, they should grab a ball. Have them do full court lay-ups on the right side, using both hoops. Each player dribbles their own ball, takes a lay-up, gets the rebound, and continues up the other side of the court. About every minute switch:
  o Right
    - Lay-ups
    - Jump stops on the block, jump shots
    - Jump stops half way up the lane line, jump shots
    - Jump stops on the elbow, jump shots
  o Repeat left side

:08-:10 Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches

:10-:20 Activity 1: Shooting fundamentals - BEEF
- BRIEFLY discuss and demonstrate the BEEF principles of a good shot. Either have a coach model or bring up a kid. Go through each of the four BEEF principles. A good way is to have them demonstrate the right way and the wrong way for each principle:
  o Balance – feet about should width apart, right foot slightly in front, and squared up to the hoop
  o Elbow in line
  o Eyes on the front of the rim
  o Follow through – shoot by flicking the wrist and ending with your hand in the cookie jar. Note – this can only be accomplished by shooting with your finger tips, not the palm of your hand
- Practice shooting – without the ball
  o Have all of the players stand up, find their own space, and walk through the BEEF principles as a group without a ball. Call out each principle as you go. Do this a few times.
- Wall Shooting
  o Have the players each get a ball and stand just a few feet away from the wall. Have them pick a spot/block on the wall to aim for/keep their eyes on. Walk the players through their shot as a group. Have players try and shoot one handed.
    - Balance – feet about should width apart, right foot slightly in front, and squared up to the wall
- Elbow in line – have them try and get the ball resting on their shooting hand, with their elbow in. A good way to do this is to hold the ball in their hand, with their hand straight out in front of them. Then, with the ball in their hand, they swing their hand around and get it in place. The ball should be in their fingertips, not palm. You can tell this by looking for “daylight” between the ball and their palm. If they absolutely cannot hold the ball in one hand, they can use their other hand for support. Emphasize that the support hand is only there for that, and should not be involved in the shot.
- Eyes on the target – a spot/block on the wall
- Shoot
- Follow through – shoot by flicking the wrist and ending with your hand in the cookie jar.
  - Do this as a group about five times.
- Partner shooting.
  - Now have them partner up and have just one ball per group. Have them stand about six feet apart. They will need to imagine where the hoop would be – in terms of putting their eyes on the target. Have each pair go at their own pace, but have the partner without the ball lead the process by saying “balance.” “Elbow.” “Eyes.” “Follow-through.” On “follow-through,” the player with the ball shoots the ball over to their partner. They should still be shooting one handed if they can.
- Shooting on the hoop.
  - Utilize as many baskets as you have. Have each player get a ball and form a line in front of the hoop. One at a time have them shoot, get their own rebound, and go to the back of the line. These shots should be from the center of the floor, just in front of the basket. Encourage these shots to be one handed. They should be trying to just get the ball up over the rim and in the hoop. Provide reminders about BEEF.
  - After everyone has gone a few times, try the same thing from the block, using the backboard.
  - Try the other block after everyone has gone a few times.
  - Remember, it is not about the ball going in, but about the BEEF. Celebrate and praise good form, regardless of what happens with the ball. Challenge each kid to better themselves. Those who have it down can be encouraged to get more rotation on the ball, or try jumping and releasing the ball in the air.

:20:25 Activity 2: Team Hot Spots
- Keep players at the same hoops they are at. Just one ball per group now. Put the ball in the front of the line, at the right block, and have everyone fill in behind. Explain that we are going to have a game to see which team can make their shots the fastest. The player in the front of the line will shoot the ball, get their own rebound, and pass to the next player in line. They then get in the back of the line. Once the team has made three baskets, their team moves to the next spot. Use five spots – block, elbow, foul shot, elbow, block. If it seems like closer would be better, don’t go all the way out to the elbow/foul line, and just go half way up the lane line between the baseline and the foul line.
25:30 Conditioning & Water Break
- Run this on both sides of the floor.
  - Have a line of kids in the corner. The first player runs to the other baseline, touches the line (the next player in line can start when the player in front of them touches the opposite baseline), then runs to half court. At half court they do 5 jumping jacks. Next they run up to the foul line (or just in front of the foul line if that is more appropriate). The coach will pass them a ball and they shoot. If it goes in, they get in the back of the line. If they miss it, they have to start at the baseline and run to half court and back, before getting back in line.
- Water break.

30:35 Knowledge & Rules:
- Quiz questions (call on kids raising their hand). You will probably want a coach or player out on the floor demonstrating these things as you announce them.
  - How many seconds does your team have to dribble the ball past half court? (10 seconds)
  - Once your team crosses the half court line, are you allowed to go back over the line? (No). If you do, what is it called and what happens? (Back court – referee blows whistle, other team gets the ball out of bounds)
  - If you have the basketball and want to move somewhere on the floor with it, what do you have to do while you are moving? (Dribble). If you don’t dribble, what is the violation called and what happens (Travel – referee blows whistle, other team gets the ball out of bounds).
  - Once you start dribbling, and then stop, what are the two choices that you have remaining? (Pass or shoot). What can you not do again? (Dribble). What is it called if you dribble again and what happens? (Double Dribble – referee blows whistle, other team gets the ball out of bounds).

35:40 Activity 3: Shooting off the pass & dribble
- Set this activity up on both ends of the floor. Have one line of players on the block and another line out on the wing. The first two players in line on the block should have a ball. The first player in line on the wing is going to cut to the elbow, catch a chest pass from the player on the block, square up, take two or three dribbles, jump stop, and shoot. They will follow their shot, get their own rebound, and give it to the next player in line on the block. Start this drill on the left side of the floor. Players switch lines after their turn.
- After a couple of minutes, eliminate the dribble, so they catch, square, and shoot. Watch the footwork. Remind them to catch the ball in triple threat (pivoting off from left foot) so they can go right into their shot (right foot slightly in front, ball on right side).
- Move the line that was out on the wing to the elbow. Now have them cut from the elbow to the wing, catch, square (now pivoting off from right foot), and shoot.

40:45 Activity 4: Knock Out
- Split the group up evenly at two hoops. Explain the game of knock out. If a player gets knocked out, they simply go join the group on the other end of the gym.
• Knock Out – group is in a line at the foul line. The first two players in line have balls. The first player shoots a foul shot. At any point in time after s/he releases the ball, the second player can attempt a foul shot. The first player must make a basket before the second player, or else they are knocked out. If they don’t make their foul shot, they follow their shot, get their own rebound, and shoot again. They can shoot from where they get the rebound or dribble in for a closer shot/lay-up. The only required shot is that the first one is from the foul line. If they score before the second player, they pass the ball to the next player in line, and get in the back of the line. If the second player scores first, they must get their ball, pass it to the next player in line, and then they go and join the game on the other side of the gym. Players are not allowed to interfere with or touch the other players basketball.

:45-:60 Scrimmage
• Play full court 5 v 5. If you have 15 or more players, then make three teams. If you have 10-14 players, make two teams, and substitute. If you have less than 10, play 3 v 3 or 4 v 4.

:60 Closing
• Have the players put the balls away.
• Call everyone in to a huddle.
• Thank everyone for a good job and that you will see them again not next week, because of Thanksgiving, but the week after.
• Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #5
Grades 6-8
Time Length: 60-minutes

Session Goals:
• Skill Focus: Offensive Movement – with and without the ball

:00-:08 Warm-Up Activity: No Dribble Fastbreak vs. Zero
  • As kids arrive have them join the group activity.
  • Have 3 players on the floor. One on each block and one near the foul line. Have a coach standing in the middle of the paint, throw the ball up off the backboard to simulate a missed shot. Pick a side to throw it off from so that clearly one of the players on the block will get the rebound. When s/he does, have them yell “ball.” The player that was at the foul line should sprint to the correct side of the floor where the ball went and yell “side,” in order to receive the outlet pass. The player on the opposite block should sprint to the middle of the floor to receive a pass from the outlet player. The rebounder should be on their way up the opposite side of the floor to receive the next pass. They should continue to pass the ball forwards – towards the hoop they are attacking, until someone gets to take a lay-up.
  • There is no dribbling in this drill. Focus on footwork and kids not traveling. Talk about communication, looking up, and hustling. They shouldn’t be passing the ball backwards. All passes should go ahead. This means they may need to wait a second for their teammate to get ahead. Talk about spacing and balance.
  • Progress to 4 players. Maybe progress to 5 players.
  • If you think it would be beneficial to change things up, you could:
    o Time groups to see how quickly they get down the floor
    o Call out a certain kind of shot that you want them to take (lay-up, shot from the block, shot from the elbow/corner/wing, etc.)
    o Change the type of pass (chest, bounce, overhead)

:08-:10 Welcome & Introductions
  • Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
  • Introduce yourself and all other coaches
  • Remind them we have 5 things that we expect of every player:
    o To have a good attitude
    o To give their best effort
    o To try new things
    o To make mistakes
    o And to get better at basketball

:10-:20 Activity 1: Basket Cuts & Relocating
  • Let them know that we are working on offense today and that means when our team has the ball.
• Let them know that good offense looks like one player with the ball and the other four players moving without the ball. The only offensive player that is allowed to stand still is the player with the ball.

• Have them form a line at the top of the key on either the left or right side, each player should grab a ball. Have a coach stand out on the wing. Run this on both sides of the floor.

• The first thing we are going to work on is a “basket cut.” That means we cut (run) to the basket. So, each player will pass the ball to the coach, and then make a basket cut. They will get a pass back from the coach for a lay-up or a shot from the block. Demonstrate.

• After a few players go, stop and talk about setting up your defender. Have a coach and player or two coaches demonstrate making the pass to the wing, taking a couple of steps like you are going away from your pass in the opposite direction, and then planting and making a hard basket cut.

• After everyone has gone through a few times, stop and explain that they might not be open after making the basket cut, so then their job is to “relocate,” – which means finding an open space (somewhere where none of their teammates are) on the floor. Have a coach or player demonstrate passing, setting up defender, making a basket cut, and then relocate to the corner on the same side as the wing. The wing (coach) then passes to the player in the corner, who catches, squares up, and shoots. The player gets their own rebound, and gets back in line.

:20:-25 Activity 2: V-Cuts

• Explain that in order to get away from their defender, a good tactic is a “V-cut.” Talk about how a V-cut is a movement away from where you actually want to go, so that you bring your defender there, and then plant your foot and making a hard cut to where you do want go. Hopefully you can free yourself up from your defender long enough to get open to catch a pass from your teammate.

• Have one line of players each with a ball at the top of the key on one side. Have another line of players on the wing. Have a coach on the block. Run this at both ends of the floor.

• Have the player on the wing cut down to the block, plant their foot, high five the coach, and then cut to another spot on that side of the floor (corner, wing, elbow). They receive a pass from the top of the key. When they catch it, they should square up, take two dribbles in and shoot. Players get their own rebound and get in the line at the top of the key with their ball. Players that have passed from the top of the key should get in line on the wing.

• Switch sides of the floor.

• Switch the coach location for the V-cut. V-cuts do not only have to take place from the block, but can happen anywhere.

• Switch the location of the V-cut line to the elbow and/or corner. From the elbow, they could V-cut in the corner to the block. From the corner they could V-cut at the elbow to the block or to the wing.

:25:-30 Conditioning & Water Break

• Have two teams – one on each side of the floor. Put the lines on the right side of the floor.
Basket Cut Lay-Ups: In 60-seCONDS have the teams compete for who can make the most lay-ups off from basket cuts (like in the first drill – kids in line at top of key, coach on wing, kids pass to coach, basket cut, get ball back for a lay-up).

V-Cut Relay: Staying in your teams, start both groups on the baseline in the center of the floor. The kids will go in order. The first kid will sprint to the foul line, v-cut, sprint back to the baseline, and tag the next player to go. After each player has done that, when you get back to the first player, s/he needs to v-cut at the top of the key. After everyone does that, they need to v-cut at half-court. First team to complete the set wins.

- Water break.

30:35 Knowledge & Rules: REVIEW
- Quiz questions (call on kids raising their hand). You will probably want a coach or player out on the floor demonstrating these things as you announce them.
  - How many seconds does your team have to dribble the ball past half court? (10 seconds)
  - Once your team crosses the half court line, are you allowed to go back over the line? (No). If you do, what is it called and what happens? (Back court – referee blows whistle, other team gets the ball out of bounds)
  - If you have the basketball and want to move somewhere on the floor with it, what do you have to do while you are moving? (Dribble). If you don’t dribble, what is the violation called and what happens (Travel – referee blows whistle, other team gets the ball out of bounds).
  - Once you start dribbling, and then stop, what are the two choices that you have remaining? (Pass or shoot). What can you not do again? (Dribble). What is it called if you dribble again and what happens? (Double Dribble – referee blows whistle, other team gets the ball out of bounds).

35:40 Activity 3: Shot Fakes & Jab Steps
- Get players in a line, each with a ball, at the top of the key. Run this on both sides of the floor.
- You are going to work on one on one moves to the hoop. The coach will act as a mock defender in the paint.
- The first thing we are going to work on is shot fakes. Shot fakes are intended to draw your defender in close to you so that as they come up to defend or block your shot, you can dribble by them.
- To start, the first player in line will spin the ball out and catch it at the foul line (in triple threat position – low, athletic body position, right foot slightly in front, ball on right side). S/he will then make a shot fake by bringing the ball up like they are going to shoot and by looking at the hoop with their eyes. They should remain in their low body position though. After the fake, they should step forward with their right leg, take a couple of dribbles to the right side of the hoop to get close enough for a lay-up. Demonstrate.
- After going through, switch so that they cross step with their right leg to the left and dribble in for a left handed lay-up or shot from the block.
- Now move the line up to the foul line. Now we are going to work on the jab step. The jab step is intended to back your defender off from you so that you have the freedom to
shoot. To make a good jab step, you start in triple threat position, step hard and fast with your right leg to the right, then bring your foot back and shoot. Demonstrate.

- Repeat the drill from before, but from the foul line and with the jab step. Still have them spin the ball out and catch it. Still have a coach mimic a defender.

:40-:50 Activity 4: 1 v 1’s and 2 v 2’s

- If you have enough players, set this up on both sides of the floor and have a coach run each group. Or just run it as one group at one hoop.
- Start with one player on the baseline at each lane line. Have a coach on the baseline with a ball in the center of the hoop. As soon as the coach rolls the ball out, both players will compete for it. Whoever gets it is on offense and whoever doesn’t is on defense. Have them play 1 on 1 to the basket. Just play for 1 shot.
  - Kids can hustle and dive for the ball.
  - Encourage kids to use a shot fake or jab step in their attack.
- Progress to adding a second line on each side, just outside of the lane line. Make sure the players know who is on their team prior to the start each time. Alternate it so that teammates are in every other group along the baseline. Run the activity like before, but now 2 vs. 2.
  - Encourage kids to use a shot fake or jab step in their attack.
  - Encourage offensive players without the ball to move – basket cut or V-cut.

:50-:60 Scrimmage

- Play half court, 3 v. 3. Change opponents a couple of times.

:60 Closing

- Have the players put the balls away.
- Call everyone in to a huddle.
- Thank everyone for a good job and that you will see them again in two days.
- Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #6
Grades 6-8
Time Length: 60-minutes

Session Goals:
- Skill Focus: Picks/Screens

:00-:08 Warm-Up Activity: Kentucky Drill
- Have a line of kids on the left lane line, on the baseline, with the first two kids in line with a ball. Set up on the same on the other end of the floor. The line is facing the opposite baseline (so all of the kids are on the baseline, not on the court). There should be a coach out on the wing, on the same side of the floor as the line of kids, on each end of the floor. The first player in line starts by passing an outlet pass to the coach (note – the second player will repeat this as soon as the coach is ready for the second pass). They follow their pass and run to the outside of the coach (between the coach and the sideline). The coach will throw the ball, bounce the ball, roll the ball – all at varying speeds and difficulties - towards the other hoop on the right side. The player will chase it down and dribble in for a right handed lay-up. The next player in line at the hoop where the right-handed lay-up is being shot at, should be out on the left block, facing the hoop, in a rebounding position (low athletic stance, hands up). Their job is to jump up and rebound the ball, yelling “ball.” They should pivot on their outside foot and make an outlet pass to the coach on the wing. The drill continues. You should be able to have four balls running at once.
  - After a few minutes, switch the shot type to jump stops on the block, jump shots.
  - After a few minutes, switch the shot type to jump stops on the elbow, jump shots.
  - Coaches should take the liberty to make chasing down the ball fun, challenging, and different for every kid, every time.

:08-:10 Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches

:10-:20 Activity 1: Setting a Pick
- Discuss and demonstrate the fundamentals of setting a pick.
- Purpose of pick: To get your teammate open
  - Screener
    - Approaches the **defender (not the teammate)** of the teammate they are setting the pick for.
    - Uses non-verbal communication to indicate to teammate that they are setting a pick by holding out a closed fist.
    - Use verbal communication to indicate they are setting a screen by saying “use me.”
• Stops and sets their feet one foot from the individual they are screening. The screener must be set in order for the screen to be legal. Places their hands either down in front of them or across their chest.
  o Player Using Pick
    • Sets up their defender by dragging them away from where the screen is occurring by taking a step or two away.
    • While the screen is being set, runs toward the screen, using the screen by going shoulder (of player using screen) to hip (of screener) so as to prevent the defender from sneaking through.
  o Screener
    • After the player uses the screen, the screener should roll by opening up the side of their body that their teammate just ran off from - almost like when the teammate ran by them with their shoulder to their hip, that they pushed their hips open. As they roll they should get wide and put their hands up, sealing off the defense and getting open for a pass.
  • Without a ball, have players get in groups of three, with the player receiving the screen and defender about five feet away from the player who will be setting the screen. Have them practice what was discussed above. Have coaches walk around and correct groups as they go. After each one, have the kids repeat, but switch roles. Make sure that both of the offensive players are doing their jobs. You may want to blow the whistle and get the full group's attention to reiterate some of the points from the beginning. This will be a little chaotic, but that is okay. This is not with basketballs.

:20:25  Activity 2:  Pass & Screen Away
• Place two coaches on the left side of the floor on the wing. The coach closer to the sideline should have a ball, the coach closer to the center of the floor should not. Make a line of kids at the top of the key, with one ball at the front of the line. Place a player on the right side wing on offense and then have a line on the wing above the three point line. Have a player play defense on the wing and a line more in the corner, outside the three point line, for players to replace the defender.
• The player at the top of the key will pass the ball to the coach without a ball on the left side. After they pass, they will screen away for their teammate on the right wing. The teammate on the wing will set up the defender, use the screen, and flash to the paint near the foul line. The screener will set the screen and then roll to the right side block. The coach who received the pass will pass to the player flashing to the paint (high player). The coach who already had a ball and was closer to the sideline will pass the ball to the screener, who has now rolled to the hoop and has their hands up, ready to receive a pass (low player). Both players, upon catching the pass, will square up and shoot, getting their own rebound. One ball goes to the coach on the sideline and one to the line at the top of the key. Players will rotate from the passer line to the offensive player on the wing line, to the defensive line.
  o Each coach should watch their respective offensive player to ensure that they have done everything correctly and offer positive feedback and constructive criticism.
  o Run this very slowly to start. It will take some time to get it going, as there is a lot going on in the drill.
• Note: Utilizing the second ball and second coach can complicate this drill. It is great if it can be accomplished because it really reinforces the concept of rolling after you set a pick, by rewarding the roller every time. If it proves to be too challenging, you could eliminate the second coach that has the ball to start. Then, the coach who receives the pass from the top of the key can choose to either pass to the player receiving the screen OR the screener who is rolling. This keeps both players honest.

:25:30 Conditioning & Water Break
• Over Under Relay
  o Break the group into teams of 6-8 players.
  o Put each team in a single file line. Each player should be a little less than an arm’s length from the player in front of them. There should be a ball at the front of the line.
  o Tell the players that they are going to do a relay. They need to stay facing forwards and hand off the ball to the person behind them. The first player will pass the ball back over (OVER) their head. The second player will grab the ball and pass it between their legs (UNDER) to the person behind them. This pattern will continue until the ball gets to the last person in line. When they get it, they will run to the front of the line with the ball, and begin the process again, starting with passing the ball over their head. The team should keep going until the person who started first in line is back to the front.
  o You can repeat this a second or third time for redemption/improvement.
  o As a variation on the second or third time, the hand offs could occur at waist level, and alternate left and right – first player is facing forwards, but turns their body left, handing off to the second person in line, who then turns right to hand the ball to the third person in line.

• Water break.

:30:35 Knowledge & Rules: Personal Fouls
• Ask players for some examples of fouls. Demonstrate/illustrate some. Try and make sure that the following are discussed: pushing, holding, tripping, reaching in (making contact with the offensive player), blocking (a defensive player gets in the way of an offensive player), charging (an offensive player runs into a defensive player), illegal screen (screener is moving), over the back (player behind another player tries to reach over them).
• Tell them that these are violations and when they happen and a referee sees it, they will blow the whistle and give the ball to the team that got fouled out of bounds.
• If a player was in the act of shooting, then they get to shoot two foul shots.
• Let them know that players are only allowed five personal fouls in a game and then they cannot continue to play.
• Remind them that referees may not always see all of the fouls, and the players just need to keep playing. It is not the players job to call fouls. It is their job to play.

:35:40 Activity 3: On Ball Screen
• Like before, set up three lines: one at the top of the key, one defender line on the left wing, with the first defender playing defense against the first guy in line at the top of the
key with a ball. The third line should be on the right wing. A coach with a ball should be in the right corner.

- The player on the right wing will set a screen for the player at the top of the key. The player at the top of the key will use the screen and drive to the hoop for a lay-up. The screener will roll to the hoop and receive a pass from the coach in the right corner. One ball should be returned to the coach in the corner and one to the line at the top of the key. Players should rotate lines from left to right.

- Note: again, the coach in the corner with the second ball can really enhance this drill, but also make it complex. If it doesn’t work, eliminate the coach with the ball. Instead, the first few times through encourage the player using the screen to drive to the hoop and take a lay-up. Then encourage them to use the screen, but instead of dribbling all the way to the hoop, have them pass to the roller.

:40-:45   Activity 4: Sharks & Minnows

- Have everyone get a ball and line up on the baseline.
- Select two kids to go and stand in the middle of the gym with their balls. They are the sharks. All of the rest of the kids are minnows.
- The players in the middle will say “Shark Attack!” and when they do, all of the minnows try and dribble to the other side of the floor. If, before they reach the other baseline, one of the sharks tags them, then they become a shark on the next turn. Note: sharks are dribbling too while they are trying to tag people. Once all of the minnows who were not tagged are safe on the other side, all of the old sharks and newly tagged sharks will line up in the center of the gym and repeat. Continue to play until there are two minnows left. They are the winners and the first two sharks in a new game.

:45-:60   Scrimmage: 3 v 2, 2 v 1 Drill

- Make three lines on the baseline. Have one ball at the front of the middle line. Have two players go to the other end of the floor to play defense. One player in low post and one in the high post.
- The first player in each of the three lines will be on offense and travel up the floor to the other hoop in an attempt to score. The two players at the other end will be waiting for their arrival to play defense.
- The offense will stay on offense until they lose possession or score a basket. Whoever the last player on offense was to touch the ball prior to losing possession is the player who is designated to now defend the opposite hoop (where the three lines are).
  - So if O1 (offensive player #1) shoots and scores, s/he is now the sole defender at the other hoop.
  - Or if O1 shoots and misses and one of the defenders rebounds the ball, then O1 was the last to touch the ball prior to losing possession and must get back on defense.
  - Or if O1 attempts a pass and it is stolen by the defense, then O1 must get back on defense.
- The two players that were on defense, are now on offense, attacking the opposite hoop (2 v 1). The 2 v 1 continues at the other end until the players score or the defender gets the ball.
• O2 and O3 (offensive players #2 and #3) now become the defenders for when the drill restarts. Drill restarts with the ball in the middle line.
• Coaches should help keep track of the last offensive player to touch the ball and encourage that player to get back—"Henry, get back. You're on defense."
• Encourage the three players to stay spread out on their attack.
• Make sure that when the 2 v 1 is occurring the two players are balancing the floor with one on each side.
• Make sure that the two defenders are communicating and one person is always on the ball.
• Make sure the the one defender is always focusing on stopping the ball first.

:60 Closing
• Have the players put the balls away.
• Call everyone in to a huddle.
• Thank everyone for a good job and that you will see them again next week.
• Everyone put hands into middle and on three yell "Basketball!"
EJRP Rec Basketball Activity Plan
Session #7
Grades 6-8
Time Length: 60-minutes

Session Goals:
- Skill Focus: Defense

:00:-08 Warm-Up Activity:
- Have three lines of players on both sidelines – one at half court and one (10’) away on both sides of half court. If you have pinnies, it would be helpful to split the group in half. Explain that the first player in each line on one sideline will be on one team and the first player in each line on the other sideline will be on the other team. Assign a hoop that each team will be attacking towards. Have a coach stand in the center of the court and bounce/throw/roll a ball out. As soon as the coach does this, both teams can enter the floor. The team that gets the ball will be on offense and the team that does not get possession is on defense. Play 3 v 3 for one shot.
- Focus on big picture things like – communication, finding a player to guard, stopping the ball.

:08:-10 Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches

:10:-25 Activity 1: Shell Drill
- Explain and demonstrate the basic tenets of defense:
  - Ball – You – (Wo)Man: The correct order of things should always be ball-you-man, as in the ball, you (the defender), and man (the player you are guarding).
  - See Both: You always need to see both the ball and the player you are guarding using your peripheral vision. A good test is that you should always be able to make a V with your arms and point to the ball with one hand and the player you are guarding with the other.
  - Between Your (Wo)Man and the Basket: You should always be between the player that you are guarding and the hoop.
- Have them get in pairs and spread out on one side of the floor. Everyone should be outside of the paint. One player should be on offense and one on defense. In this drill, the offense is going to pass the ball around. After each pass, they are going to hold the ball for two seconds so the defense can get into the correct position and the coaches can verify they are correct. The defense is just adjusting each time, not trying to intercept the ball. You can run this with 4/5/6 pairs of players on one end of the floor. If you have more, run the drill on both ends of the floor.
- Begin the drill. Adjust players after each pass and/or provide reminders as necessary. After a couple of minutes, switch offense to defense.
- Switch offense to defense again, but have players find a new spot on the floor. Before beginning, cover the concept of ball side and help side of the floor. Explain that the court
can be cut in half through the center of the hoop. The side that the ball is on is called the ball side. The side that the ball is not on is called the help side. If the player that they are guarding is on the help side of the floor, then they should have one foot on the ball side of the floor and one foot on the help side of the floor. They still should see both the ball and the player they are guarding. Their purpose is to be closer to the ball and help one of their teammates if they get beat. Because the player that they are guarding is further away from the ball, they will have time to recover, if the ball is passed.

- Continue the drill with the offense passing the ball around and defense shifting to the correct positions, now incorporating ball and help side.

:25:-:30 Conditioning & Water Break

- Get the players to stand in a grid of some kind – 3 x 3, 4 x 4. It doesn’t have to be perfectly even. They should be an arms length away from a player in any direction.
- Have a coach at half court with a ball. Let the players know that they are going to pretend they are playing defense against the coach. Remind them of staying in a low, athletic body position, arms out, palms up.
- As the coach in the center dribbles, s/he should move in different directions (left, right, forwards, backwards) and the players should move accordingly.
- Explain that whenever a player picks up their dribble they are considered “dead,” because they cannot dribble again and have to pass or shoot. It means that the player guarding the person with the ball yells “dead” repeatedly and gets close up on the player, following the ball with both hands. Other teammates would deny their player the ball. So, whenever the coach picks up the ball, the players should yell repeatedly “dead, dead, dead, dead, dead, etc.” They should have both hands following the ball.
- Begin the drill, moving in different directions and occasionally picking up the ball for the “dead” call.
- After a minute or two, tell them that when a player that you are guarding shoots, you yell “shot,” so that your teammates know to box out their player. So now when the coach picks up the ball, they should all be yelling “dead,” and if the coach then shoots (note: just shoot in the air, not actually at the hoop), the players should yell “shot” and then turn to box out. Run this through for a few minutes with different movements, dead, and shot.
- Water break.

:30:-:35 Activity 2: Zig Zag Dribble

- Have them get in pairs with a ball and line up on the baseline. Have only three groups go at a time so there is enough space.
- Explain that this drill is for the dribbler to work on their dribbling skills and for the defender to work on their positioning. The dribbler is not trying to beat the defender and the defender is not trying to steal the ball.
- Demonstrate with two coaches or a coach and a player.
  - The dribbler should take 3-5 dribbles in one direction at a 45-degree angle, then do a crossover dribble, and dribble 3-5 dribbles in the other direction. They should do this all the way across the gym. They should focus on dribbling with their fingertips, keeping their eyes up, and keeping their dribble below the waist. They should be dribbling with their outside hand – so when dribbling to the right, using their right hand.
- The defender should be an arm’s length away from the dribbler. They should be in a low, athletic body stance, with their arms out, palms up. They should have their head on the ball and be looking at the belly button of the dribbler. On the crossovers, the defender should drop step.
- Have three groups go at a time. Send the next waive once they cross half court. Have the groups stop at the opposite baseline. Once all groups have gone, have them switch roles and come back.
- Go through twice.

35:40 Activity 3: Closeouts
- Have a line of players underneath the hoop and a line in the right corner. Have a coach with a ball on the left wing. The first player in each line steps up onto the court. The player underneath the hoop is defending the player in the corner. Since the player they are guarding is on the help side of the floor, they should have one foot on the help side and one foot on the ball side, seeing both the ball and the player they are guarding. The coach will pass the ball to the player in the corner. The defensive player will practice closing out. This means in their low, athletic stance, they will sprint to the ball, as they get close, they will use short choppy steps. They will put their hands up and get to a position one step away from the player with the ball. They will shade them away from the center of the floor. Have the player who receives the pass wait until the defender arrives, and then allow them to play 1 on 1 to the hoop for one shot. Focus on the closeout skills.

40:45 Activity 4: Team Hot Spots
- Split the group in half and use two hoops (or if you have access to more hoops, make more groups). Just one ball per group. Put the ball in the front of the line, at the right block, and have everyone fill in behind. Explain that we are going to have a game to see which team can make their shots the fastest. The player in the front of the line will shoot the ball, get their own rebound, and pass to the next player in line. They then get in the back of the line. Once the team has made three baskets, their team moves to the next spot. Use five spots – block, elbow, foul shot, elbow, block. If it seems like closer would be better, don’t go all the way out to the elbow/foul line, and just go halfway up the lane line between the baseline and the foul line.

45:60 Scrimmage
- Scrimmage 5 v 5 full court. Send in subs periodically, reminding them to match up on the fly and communicate with the player they are coming in for.

60 Closing
- Have the players put the balls away.
- Call everyone in to a huddle.
- Thank everyone for a good job and that you will see them again in two days.
- Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #8
Grades 6-8
Time Length: 60-minutes

Session Goals:
- Skill Focus: Rebounding/Boxing Out

:00:08  Warm-Up Activity: Box & Transition
- Get two teams out on the floor – ideally 4 v 4 or 5 v 5, but you can start with even 3 v 3. They don’t need pinnies.
- Have a coach at the foul line with a ball. Have one team be on offense and one team on defense. Have the offense spread out somewhere inside the three point area. Have the defense each find someone to guard. Have all of the defenders get set up correctly – ball-you-(wo)man, between their (wo)man and the basket.
- The coach will shoot the ball. All of the defensive players should yell “shot,” and turn and box out their player – initiating contact with their butt and back, in a low, athletic body stance, with their feet wide, elbows out, and hands up. The offensive players are not competing for the rebound, they are simply bodies for now. One of the defensive players should get the rebound and pivot to the outside. One of their teammates should go to the side and yell “side.” They should begin a fast break to the other end of the floor with no dribbling and score a lay up. After they score, they should hustle back to the baseline and get ready to join again (note – make sure they run back on the outside of the court so as to not interfere with the drill). The players who were on offense and just serving as bodies to box out will not interfere with the fast break. For the next group, they now are the defensive players and 4 or 5 new players should step out as a new offense.
- Continue the drill.
- As a progression, you could allow the offense to compete for the rebound, and if the offense gets it, they could then play for a basket at that hoop. Or even if the offense gets it, you could say that whatever team gets the rebound is going to fast break without dribbling, to the other hoop. The team that doesn’t get the rebound will stay and compete again against the next group for the rebound and the chance to fast break.

:08:10  Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches

:10:20  Activity 1: Partner Box Out
- Briefly demonstrate how to box out by using two coaches or a coach and a player. Explain that the purpose of boxing out is so that you can get the rebound. The idea is that you create space by blocking the other player from getting close to the hoop. Tell them that they are allowed to move their body in front of another player to block them out, but cannot grab or hold the player. To do this, you have to initiate contact with the other player with your butt and your back. It is important to stay in a low, athletic body stance,
and to get wide, with your elbows out and hands up in the air. Once you make contact with the player that you are boxing out, you can feel the direction they are moving and move with them to keep them away from the ball.

- Have players get in pairs with someone of similar size. Have each pair get a ball.
- Ask groups to spread out on the floor. One player will be on offense. They will place the ball on the floor (so it is not bouncing or rolling) and take four big steps away. The other player will then set up like they are playing defense against that player – they should be in between the ball and the offensive player, with their back to the ball. When the coach yells “shot,” the defensive players will attempt to box out the offensive players for three seconds. The offensive player will try and get the ball. After the coach yells “shot,” s/he should count aloud “one thousand one, one thousand two, one thousand three.” If the defensive player was successful in keeping the offensive player away from the ball, the offensive player should do two push-ups. If the offensive player was successful in obtaining the ball, the defensive player should do two push-ups. The players should switch roles. Once everyone is ready, the coach will start the drill again by yelling “shot” and counting.
- Offer some suggestions to groups of kids as you go. If there are noticeable trends, give the whole group a quick reminder.
- Go through a few times – probably so each kid boxes out three times.

20:25 Activity 2:
- Have three players lay down in the middle of the paint with their heads towards the foul line. Have a coach in the middle of the foul line shoot a ball. As soon as he does, all players not in the drill can yell “shot.” The three players get to their feet and compete for the rebound. Whoever gets the rebound is now on offense and tries to score at that hoop. The two players who don’t get the rebound play defense. Play until someone scores.
- Run this at as many hoops as you have coaches.

25:30 Conditioning & Water Break
- Split the group in half. One team at each hoop with a ball. Have the team form a line on the right side of the hoop, facing the basket. The first player in line will throw the ball up of the backboard, and then run up to half court, touch the line, and get back in line. The next player in line will jump up and catch the ball. Come back down. Then jump and throw it up off the backboard, and repeat what the first player did. A coach will be counting on each side to see how many times the ball is thrown off from the backboard on their side in 60-seconds.
- Encourage them to get ready when they are next in line by getting their hands up. They also can go faster if they jump up to grab the ball off from the backboard, instead of waiting for it to come to them.
- Go a second time to see if each team can improve/beat the other team.
- Water break.

30:40 Knowledge/Rules: Foul Shot Rebounding
- Get everyone on the baseline. Line up a group for foul shots – a shooter at the line and two teammates in the middle lane spaces. The opposing team should have four players,
two in the low spaces and two in the spaces next to the foul line. Remember that we are now “1-up” and don’t use the lowest space.

- Tell them that each player must be inside of their area and not on or over any of the lines.
- When the ball is released by the shooter, all of the players in the lane spaces can attempt to get the rebound.
- The shooter and any of the players not in the lane spaces must wait until the ball hits the rim.
- Players who are not in the lane spaces must both be behind the three point line and behind the foul line extended.
- The role of the two players in the lowest lane spaces is to initiate contact and box out the players in the second space.
- The role of the two players in the second spaces is to be creative and try to get an inside body position for the rebound. They can do this by creating space between themselves and the lowest player, by beating the low player to the paint, by going around them, etc.
- One of the highest two players must say aloud “I got shooter.” This means their job is to box out the shooter. The other high player will pinch down and help their low teammate box out the middle player.
- The shooter must start and end behind the line. They cannot step on or over it.
- After briefly discussing each of the roles of players, have them practice. If you can, use both sides of the floor. After each shot, have players rotate clockwise so they get to experience each spot.
- Make sure that one of the high players says “I got shooter” every time.
- Make sure that both of the low players initiate contact and box out the second up players.

:40:-45 Activity 3: Pass & Replace Lay-Ups

- Get a line of players on each baseline. One ball with the player at the front of the line. On both sides of the floor, have a player on the wing (foul line extended), at half court (near the sideline), and on the wing (foul line extended) on the other side of the floor. When you say go, the player on the baseline (this happens on both sides of the floor) passes the ball to the wing and replaces that player. The player on the wing passes the ball to the player at half court and replaces that player. The player at half court passes to the wing in front of them and replaces them. The player on the wing dribbles in for a right handed lay-up. The next player in line on the baseline should be out on the block on the left side, ready to jump up and get the rebound, pivot on their outside foot, and pass the ball to the wing. After their lay-up, the player should get to the back of the line.
- Run the drill for 60-seconds and keep track of how many lay-ups are made.
- Do it again and try and beat the first number.
- Do it once or twice more and set goals for the total number.

:45:-60 Scrimmage

- Play either 3 v 3, 4 v 4, or 5 v 5. Whatever is best for your group.

:60 Closing

- Have the players put the balls away.
- Call everyone in to a huddle.
• Thank everyone for a good job and that you will see them again next week.
• Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #9
Grades 6-8
Time Length: 60-minutes

Session Goals:
- Skill Focus: Review & Practice Skills

00:08 Warm-Up Activity: Football Patterns
- Run this on both sides of the floor simultaneously.
- Have a line of players on the baseline, just outside the lane line. The first player should stand next to the second player. The second player has a ball. The first player will run a football pattern. The player with the ball will act as an inbounding and pass the other player the ball. Once the player receives the pass, they will dribble to the other hoop for a lay-up. After the inbounding passes, they will become the receiver. After the receiver makes the lay-up, they will get in the back of the line at that hoop.
- For the players making cuts, focus on sharp, hard cuts. You should see changes of pace and planting feet. Also, they should pretend like there is a defender and set the defender up, by pretending to go one way, then going the other.
- For players inbounding, make sure that they have plenty of space on the baseline and that they inbound correctly — not stepping on or over the line in the course of the pass. Some patterns make allow for a chest pass, while others will require a baseball pass. Inboundsers will need to know their own strength and sometimes pass the ball early, in anticipation of where a player will be.
- Here are some patterns to try. Change them up every couple of minutes:
  - Out – run straight up the lane line to the elbow, make a hard cut to the sideline
  - Hitch – run straight up the lane line to the elbow, cut back towards the baseline at a 45 degree angle towards the corner
  - Flag – run straight up the lane line to the elbow, cut at a 45 degree angle towards where the halfway line meets the sideline.
  - Out & up – run straight up the lane line to the elbow, make a hard cut to the sideline, when you get close to the sideline, cut up towards the other hoop.
- After some, you can change the type of shot that the player takes from a lay-up to a jump stop on the block with a jump shot, or shot from the elbow or wing.

08:10 Welcome & Introductions
- Bring the kids in and have them sit down (ask them not to sit on the basketballs – ever!)
- Introduce yourself and all other coaches

10:20 Activity 1: Shell Drill (Review)
- Review some of the basic tenets of defense:
  - Ball – You – (Wo)Man: The correct order of things should always be ball-you-(wo)man, as in the ball, you (the defender), and (wo)man (the player you are guarding).
See Both: You always need to see both the ball and the player you are guarding using your peripheral vision. A good test is that you should always be able to make a V with your arms and point to the ball with one hand and the player you are guarding with the other.

Between Your (Wo)Man and the Basket: You should always be between the player that you are guarding and the hoop.

Ball Side and Help Side of the Floor: If the player that they are guarding is on the help side of the floor, then they should have one foot on the ball side of the floor and one foot on the help side of the floor. They still should see both the ball and the player they are guarding. Their purpose is to be closer to the ball and help one of their teammates if they get beat. Because the player that they are guarding is further away from the ball, they will have time to recover, if the ball is passed.

- Have them get in pairs and spread out on one side of the floor. Everyone should be outside of the paint. One player should be on offense and one on defense. In this drill, the offense is going to pass the ball around. After each pass, they are going to hold the ball for two seconds so the defense can get into the correct position and the coaches can verify they are correct. The defense is just adjusting each time, not trying to intercept the ball. You can run this with 4/5/6 pairs of players on one end of the floor. If you have more, run the drill on both ends of the floor. Use pinnies to indicate teams.

- Begin the drill. Adjust players after each pass and/or provide reminders as necessary. After a couple of minutes, switch offense to defense.

- Switch offense to defense again, but have players find a new spot on the floor.

- As a progression you can allow each offensive player to take up to three dribbles.

- As a progression you can allow for a shot after X number of passes. When the shot goes up, players should yell “shot” and box out. Play through to the rebound.

:20:-25  Activity 2: Taking a Charge

- Explain that a charge is a personal foul in basketball. It is when an offensive player runs into a defensive player who is stationary, has both feet firmly planted on the floor, and established their position on the floor before the offense. Have two coaches demonstrate.

- Put a line of players on the baseline under the hoop and a line of players on the right wing.

- The first player in each line should step out. The player who is in the paint is guarding the player on the wing. There should be a coach with a ball on the left wing. Because the person the player is guarding is on the help side, the defender should have one foot on the help side of the floor and one foot on the ball side of the floor. They should see both the ball and the person they are defending.

- Once the player is in the correct position, the coach will pass the ball to the player on the wing. That player will drive to the hoop. The defender will set up to take a charge – two feet on the floor, stationary, there before the offense. The offensive player should purposely run into the defender, causing a charge. Note: they should not do this maliciously, but should go ahead and seek out making contact in order to create the foul.

- Evaluate and comment on each player as they go. After each one, the players should get in the back of the opposite line.

- Run this on both sides of the floor if you have two coaches.
Knowledge & Rules: Tap Play
- Explain that at the start of the game, there is a jump ball. One player from each team is in the circle in the middle. All four other players must be outside of the circle and still at the jump. Explain that we want to balance the floor and put one player on each side of the circle – like a diamond – one on each side and one towards each hoop.
- Bring out five players and run a 5 vs. zero jump ball. Have them play through to a lay-up.
- Bring out the next five players and do it again. Do this a few times. Allow different players to jump each time.
- After a few, now bring out two groups of five in different color pinnies. Run a jump ball and play live just through the first possession.

Activity 3: 3/4/5 (Wo)Man Weave
- Explain and run the 3-(wo)man weave. Have three lines at the baseline, with a ball in the middle line. The other two lines should be on the lane line. Keep things close/tight to start. Explain that they pass and follow their pass. As soon as the first group gets to half court, have the next group go. They should end the weave at the other end with a lay-up.
- After a few, if they are getting it, move to 4-(wo)man weave – a lines on each lane line and a line at each three point line. Have the ball start at one of the lane lines. Make sure that the first pass is to the opposite lane line.
- If they are getting this, try 5-(wo)man weave, with a line at each of the lane lines, a line at each of the three point lines, and one in the center. Make sure that the first pass goes to one of the lane lines and the second pass goes to the opposite lane line.
- Encourage crisp passes. Make sure they are following their pass. Make sure that they are coming to the ball. Make sure that they are communicating who they are passing to.

Activity 4: High 5 Drill
- Put a line of defenders on one sideline, foul line extended. Put a line of offensive players on the other sideline, foul line extended.
- The first player from each line goes. The offensive player has a ball. The two players go to meet at the middle of the foul line to give each other a high five. The defensive player does a shuffle slide to get there. The offensive player dribbles.
- After the high five, the defender shuffle slides to the baseline, while the offensive player dribbles to half court. After the defensive player reaches the baseline, they now step out to play 1 vs. 1. After the offensive player reaches half court, they dribble back towards the hoop to play 1 vs. 1. Play live until the ball goes in the hoop or the defense gains possession.
- Run this at both ends of the floor.

Scrimmage
- Run a 4 v. 4, full-court scrimmage. Only allow dribbling in the paint.
- Manage the scrimmage – call out of bounds, travels, double dribbles, and fouls.
- Stop occasionally if needed to make key points.
- Substitute players in as necessary.

Closing
• Have the players put the balls away.
• Call everyone in to a huddle.
• Thank everyone for a good job and that you will see them in two days.
• Everyone put hands into middle and on three yell “Basketball!”
EJRP Rec Basketball Activity Plan
Session #10
Grades 6-8
Time Length: 60-minutes

Session Goals:
- Skill Focus: Review & Practice Skills

:00:-08 Warm-Up Activity: Cone Zones
- Break the group into two teams with pinnies.
- Create three cone zones. Spread them out in different parts of the gym – but not in corners. They should be accessible from multiple sides. You can just use three cones for each one and make a triangle, or you could use four and make a square, or more and make a circle. They should be approximately 4-5 feet in diameter.
- Teams score a point by passing the ball to a player in the cone zone. Only offensive (the team with the ball) players are allowed in the cone zone. Defenders can be as close as they want, but not in the zone. Players are only allowed to pass the ball – no dribbling and no traveling. Teams can score in any of the zones, but not the same one twice in a row. A travel results in a turnover.
- Start by throwing out a ball and letting them go.
- Things to look for: moving without the ball, communication, finding open space, seeing open players, pivoting, good on and off the ball defense, different pass types, pass fakes one way and then going the other.
- As a progression, you could introduce a second ball.

:08:-10 Welcome & Introductions
- Bring the kids in. Let them know that tonight is the last night and that after break they will be on their teams and start their weekly practices and games.

:10:-20 Activity 1: Closeouts
- Have a coach under the hoop, on the baseline, with a ball. Place a defensive player directly under the hoop in the paint. Form three lines of players – one in each corner and one at the foul line.
- The defensive player is going to play defense for three possessions, one vs. each line.
- The defensive player should start with their back to the coach, looking towards the foul line.
- The coach will roll the ball to the first player in one of the lines.
- For the line in the left corner, when the offensive player receives the ball, they will attempt to drive to the hoop by going baseline. The defensive player should closeout – staying in an athletic stance, sprinting to the ball, and using short choppy steps as they get there, with both of their hands up. They should shade the player (with their right foot slightly in front) to the baseline (away from the center of the floor), but not allow them to go baseline. The way they stop this is by putting their foot on the baseline before the offense gets there. The offensive player should make their best attempt to beat the
defense on the baseline, but not commit a foul. If the defense successfully stops them, they should crossover and go the other way. They should play live 1 vs. 1 for a shot.

- For the line at the foul line, when the offensive player receives the ball, they will square up and shoot. The defensive player should closeout appropriately, contest the shot, yell "shot" and then box out. The players should compete for the rebound if the shot doesn’t go in. If the offense gets it, they can play for one more shot. If the defense gets it, it is over.

- For the line in the right corner, when the offensive player receives the ball, they will drive to the hoop and commit an offensive foul. The defensive player should step towards the player, then establish their position – stationary, two feet planted, established position before offense gets there. The offensive player should purposely run into the defense – but in a controlled way.

- As soon as the play is over, the coach should be given the ball, and the defensive player should return to their spot under the hoop. The offensive player should rotate lines clockwise.

- The coach should roll the ball to another line, and continue until the defensive player has played against all three lines. The coach should change the order each time so the defensive player does not know where the ball is going.

- A coach can run this on each end of the floor. Go through until every player has played defense.

:20:25 Activity 2: X Passing
- At the center of the floor, form four lines, set up like an X. They should be a couple of steps beyond the center circle. There should be two balls – one at the front of two of the lines that are next to each other.

- The players in the front of the two lines with balls are going to pass (chest pass) the ball to the line across from them, and follow their pass, getting in the back of the line they passed to. This will be happening simultaneously. After players pass, they should cut straight across. Passers need to pay attention and pass only when there are openings.

- Receivers should show a target. Passers should say the name of the player they are passing to.

- This will take a little for them to figure it out. It may start slow and the balls may collide at times – with each other or with players. Just have them quickly regroup and continue. If just one ball is lost due to a bad pass, have the other lines continue passing back and forth, when the other two lines recover.

- After a while, switch to bounce passes.

- After a while, switch to over the head passes.

:25:30 Water Break

:30:40 Activity 3: Defending the Post
- Get your group out along the three point line. Put a player on the block. Demonstrate how to play defense on the post. Explain that we always want to "front the post," meaning that we have a hand denying the pass. Note: we are talking about 3/4 fronting the post, not fully fronting. When the ball is above the foul line extended (have a ball out on the wing, above the foul line), we play "above" the player. This means that if you
were standing at half court and looking at the hoop, and the ball was on the right side of the floor: if the ball is on the right wing and above the foul line, the defensive player would be have their right hand up and in the passing lane, and right foot in front the player, left foot behind the player, and their back would be more towards the paint/foul line. When the ball moves (via dribble or pass) below the foul line extended, we front the post from “below.” This means that the defensive player would be using their left hand to deny the pass, their left foot would be in front of the player, and their back would be more towards the baseline. When the player has to switch from fronting the post on the high side vs. the low side (or vice versa), they should get there by going in front of the player (in between the ball and the player). This should happen quickly. For 1/2 of a second the player’s back will be to the player they are guarding, but they will maintain contact. Demonstrate this with a coach and the ball being passed from the wing, above the foul line, to the corner. Watch this 2-minute video to make this all clear: https://www.youtube.com/watch?v=AmcJme9vJnl

- Set up the drill with three lines – one at the baseline on the lane line, one at the wing – above the foul line, and one in the corner. There should be a ball at the front of the wing line. The first two players from the baseline should step out. One is on offense on the block, posting up. One is playing defense.
- Have the defender front the post on the high side. The wing should pass the ball to the corner. The defender should step in front of the player quickly and get to the low side position. The corner should pass the ball up to the wing, and the defender should go back to the high side. The wing should pass back to the corner, and the defender should go back to the low side – stepping in front of the player. Now the drill goes live, with either the wing or the corner trying to get the ball into the post player, the post player trying to get open on the low post, and the defender trying to deny the pass. The corner and wing can continue to pass the ball between each other if they don’t have a good entry opportunity.
- If the defender denies the pass attempt or steals it, the drill is over. If the pass gets to the offensive player, they should play live 1 vs. 1 for a shot.
- Rotate. Have the offensive player go to defense. The defender gets in line at the wing. The wing gets in line at the corner. The corner gets in line at the baseline.
- Run this with a coach at each end of the floor.
- The focus should be on the defensive alignment. We have not had the chance to review post up moves, post entry passes, etc., so the rest of those things may not be the best – but that is the fun part of the drill. For the defensive alignment, look for the correct position – high or low side, hand in the passing lane, and foot in front.

:40:45 Activity 4: Shooting Competition
- Break the group into two teams – one on each end of the floor. Once on their teams, have them find a partner and get one ball between them and their partner. If there is an odd number, just have an individual player with their own ball.
- Let them know it is a competition of how many baskets their team (all of the players at their hoop) can score in one minute. One partner shoots, while the other rebounds, and then they switch roles. This is constantly happening throughout the 60-seconds, after every shot. There will be multiple people shooting at each hoop (i.e. if you have 12 kids in your program, there will be 6 at each end of the floor, in 3 pairs, each pair with a ball.
So at any given moment there will be 3 people shooting and 3 rebounding. If you have an odd number, one individual will both shoot and get his/her own rebound throughout the competition.

- Players can shoot from wherever they want, just never from the same spot throughout the competition.
- Run it for 60-seconds, with a coach keeping track of the number of makes at each hoop.
- Play again for another 60-seconds.
- If time permits, play a third time.

:45-:60 Scrimmage
- Run a 5 v. 5, full-court scrimmage.
- At the start talk about what to do when you are not in the game/scrimmage:
  - Sit and watch the game
  - Listen to the coach so that you know what is happening when you go in
  - When you go in, you need to hustle on and yell the name of your teammate that you are coming in for.
  - When you go in, you need to ask your teammate who they are guarding.
  - If you are in the game and someone is coming in for you, you need to communicate to them who you are guarding.
  - When someone is coming in for you, you need to hustle off so that the game can re-start.
- Manage the scrimmage – call out of bounds, travels, double dribbles, and fouls.
- Stop occasionally if needed to make key points.
- Substitute players more rapidly than normal – on dead balls. Watch/listen for players communicating as they come on/off, hustling on/off, and then knowing who they are guarding on the next possession.

:60 Closing
- Have the players put the balls away.
- Call everyone in to a huddle.
- Thank everyone for a good job with the pre-season. Let them know that there is no basketball over the break and when they come back they will be on their teams.
- Everyone put hands into middle and on three yell “Basketball!”