



Fitness Activities



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 10 to 11

Key Idea

General Fitness

Description

Gather the team into a group between two cones about 20 feet apart. “Do you think there’s a difference between physical activity and physical fitness?” Listen to their responses. “Physical *activity* is any body movement you use while performing a skill or task. Physical *fitness* is a condition of the body. The more fit your body is, the better you can perform some skills and tasks. I will give you some activities. Run to this cone if you think it is regular physical activity. Run to the other cone other if you think it is an activity done for fitness.” Examples of physical activity are walking to school or walking stairs to bed; examples of physical fitness are walking to school for exercise, jogging to improve sport performance, or walking stairs to strengthen leg muscles. “All season we will talk and learn about the different areas of fitness during our fitness circles. We’ll also work on improving your body’s fitness for basketball.”

Key Idea

General Fitness

Description

Gather the team into a group. “Who can tell me what ‘warm up’ means?” Listen to their responses. They might mention getting the body ready to do more strenuous activity, increasing blood circulation, and moving muscles so they are more flexible and will help prevent injuries. Discuss their responses and other possible responses. “Raise your hand if you think the muscles actually get warmer during warm-up activities?” Listen to their responses. “They do get warmer from the blood circulating and your moving. Give me some examples of good warm-up activities.” Choose one for the team to try. “The warm-up is an important part of a good basketball fitness program. We will do a warm-up activity every practice.”



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Ages: 10 to 11

Key Idea

Cardiorespiratory Fitness

Description

Gather the team into a group. “Who can tell me what cardiorespiratory fitness is? When you have good cardiorespiratory fitness, your heart picks up oxygen from your lungs and takes it all over your body.” Ask three players to demonstrate. Have one ball ready. The players should be spread out in a line; the ball will be passed zigzag down the line. Stagger players so the ball is passed across to each other, one side then the other side, in the line. “Let’s set up our own blood vessel to carry oxygen to the muscles.” Set up and perform the activity, with player 1 being the heart, player 2 the lungs, and player 3 the legs. “We need to run more to improve our body’s ability to get oxygen to our muscles. That is improving our cardiorespiratory fitness.”

Key Idea

Cardiorespiratory Fitness

Description

Gather the team into a circle. “What fitness area improves when we run more and strengthen our heart and lungs? Cardiorespiratory fitness. When we run more during practice to improve our cardiorespiratory fitness, what will start to happen?” Listen to their responses. Discuss getting fatigued if they run too fast early in the practice. “If you don’t want to tire early in the practice, we can use a special test to help you judge how fast to run. It’s called a talk test. A talk test can tell you if you’re running too fast for your body and need to slow down. Everyone jog to the goal and back with your partner saying ‘two points.’ You should not be out of breath while you’re talking; if you are, slow down!”



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Ages: 10 to 11

Key Idea

General Fitness

Description

Gather the team into a group. “If you participate in basketball practice every week, do you think that’s enough to keep your body’s fitness to play basketball? Do you think you’ll improve your body’s fitness in the different areas?” Listen to their responses. “You need to be active outside basketball practice to keep your overall fitness at a level that helps your basketball. What are some activities you could do outside of practice?” Listen to their responses. Discuss practicing skills such as dribbling or shooting alone or with a partner. Ask one player to demonstrate using one ball. Have all players try.

Key Idea

Muscular Strength and Endurance

Description

Gather the players into a group in a small area. “I want everyone to find a partner and balance back to back while sitting like a chair. I’ll time you for one minute.” Model the action for the group. “What muscles did you use to hold yourselves up?” Touch the different areas with your hand to show players the muscle groups of their legs, front and back. “You use different muscles to perform different activities. Practicing using specific muscles improves your muscular strength and endurance—that is, how hard you can dribble the ball and how long you can keep going before your muscles get tired.”



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Ages: 10 to 11

Key Idea

Flexibility

Description

Gather the team into a circle. “Is there such a thing as stretching your muscles too far, or should you stretch as far as you can to improve your flexibility?” Listen to their responses. “Muscles should stretch only until you feel a slight pulling. You should never feel pain stretching. If you do, you’re stretching too far.” Choose a stretch for the team to try. “I want you to stretch until you feel the slight pulling. Everyone will have different levels of flexibility, but all of you need to stretch properly to stay flexible and prevent injuries.”

Key Idea

Safety

Description

Gather the team into a group. Gently tap your head with your fist. “Is my head hard or soft? Right—it’s hard because my skull is hard. It’s made out of bone. Raise your hand if you think bones can break. Right—we all know that bones can break. That’s why we want to control our bodies and protect ourselves when we’re playing basketball.”



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Ages: 10 to 11

Key Idea

Training and Conditioning

Description

Gather the team into a single-file line. Players will run two distances, one longer than the other. Have the team run the shorter distance first and come back to the starting spot. Then have the team run the longer distance. “Do your muscles feel tired? Running farther, especially if you’re a little bit tired, is called overloading the muscles. Running a longer distance adds more for the muscles to do. It’s training the muscles to make them stronger and able to move longer before getting tired the next time you play. You’ll get stronger and have more endurance every time you overload the muscles.”

Key Idea

Flexibility

Description

Gather the team into a circle and choose a stretch for them to try. “When we’re stretching, should we feel anything?” Listen to their responses. “When I feel the slight pulling, what should I do? Bounce or hold the stretch? Raise your hand if you think bounce. Now raise your hand if you think hold. To get a good stretch, you should hold the stretch for 10 counts, then relax. If you feel the slight pulling go away, you can stretch a bit further. That tells you your muscles are getting more flexible. Be sure to practice proper stretching to improve your flexibility.”



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Ages: 10 to 11

Key Idea

Training and Conditioning

Description

Gather the team into a group. “Do you think you should swim to get ready for basketball season? Raise your hand if you think swimming is a good way to prepare for basketball. Swimming is a good way to keep active in the off-season or other times when you don’t have basketball practice. To improve your basketball conditioning either before or during basketball season, it’s best to participate in skills you use in basketball. That is called specificity training because it is specific to the sport. What are some of the training skills we should be using for basketball?” Listen to their responses. “Running, shooting, and dribbling would be the best.”

Key Idea

Healthy Habits

Description

Gather the team into a group near two cones about 10 feet apart. Show a pyramid shape with your hands and fingers put together. “This is a pyramid. Does anyone know what the food pyramid is? We use the food pyramid to remind us how to eat well. The bottom of the pyramid has foods like carbohydrates (breads, cereals, rice), fruits, and vegetables; these should be eaten in greater amounts. The top of the pyramid has high-fat and sweeter foods such as fried foods, cake, and chips; these we should eat in smaller amounts. Tell me a snack and run to this cone if it is a bottom-of-the-pyramid snack or to the other cone if it is a top-of-the-pyramid snack. It’s important to eat foods that give you energy for playing basketball. Bottom-of-the-pyramid foods give you more energy to play basketball and are much healthier.”



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Key Idea

Healthy Habits

Description

Gather the team into a group near two cones about 10 feet apart. Tell the team that one cone represents good health habits and the other poor health habits. “Give me examples of some daily habits. If you think it’s a healthy habit, stand at this cone. If you think it’s a poor health habit, stand at this cone.” Ask all players to participate. “It’s important to have all our habits be healthy habits every day. This helps your body stay healthy and helps you perform better in basketball.”

Key Idea

Training and Conditioning

Description

Gather the team into a group. “Everyone jog to the opposite basket and back. Do you remember your first days of practice and how you felt after running that distance?” Discuss their responses. “Think about running an even longer distance during the beginning of the season. Compare how you feel now that it’s the end of the season. Your bodies are conditioned from playing all season. Remember to stay active during the off-season. Play other sports or participate in other physical activities. If you don’t participate in physical activity after the season, all the training you did for your body will be lost. Your body will reverse its conditioning. This is called the reversibility principle—you use it or lose it!”



Passing Passing Lanes Shooting



Time: 10 minutes



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Ages: 10 to 11

Type

Game

Activity

To create space in the attack by creating passing lanes then to shoot as often as possible.

Activity Description

Play 3 v 3 half-court games. Offensive teams must complete two or more consecutive passes before shooting. Players cannot dribble; all restarts occur at half court.

Questions

Coach: What was the goal of the game?

Players: To shoot as often as possible following two consecutive passes.

Coach: What do you and your teammates do to be successful?

Players: Make quick and accurate passes. Catch the ball under control. Move to an open space. Support player with the ball.

Coach: What do you do to provide support?

Players: Move to get open; get away from your defender.

Coach: How do you get open?

Players: Use cuts and fakes.

Coach: What do you do to keep the defense from stealing the ball or blocking your shot?

Players: Protect the ball by keeping your body between the defense and the ball. Hold the ball firmly with two hands; use body to protect the ball. Use quick passes.

Coach: Once you receive the ball, what is the best way to hold it so the defense doesn't know whether you are going to shoot or pass?

Players: Hold the ball in the triple threat position.

Variations

To use as a Game 2: Same as Game 1, except choose either 3 v 1, 3 v 2, or 3 v 3, depending on the skill proficiency of your players.



Passing Passing Lanes Triple Threat Position Shooting



Time: 15 minutes



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Ages: 10 to 11

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain creating passing lanes.
2. Practice providing support for teammates by creating passing lanes.

Activity Description

Play 3 v 1 games. Offensive players move to open space. Defenders play cooperative to active defense. Use offensive positions on one or both sides of the basket. Players pass, then move to an offensive position (point, wing, baseline, or high or low post) adjacent to the ball.

Players should provide a target for receiving the ball, receive it in triple threat, and use a ball fake before passing. Emphasize using quick jab steps to create passing lanes.

Tips

- “Target hands.”
- “Fake a pass, make a pass.”
- “Throwing action.”
- “Elbows.”
- “Finish.”
- “Quick cuts.”



Passing Triple Threat Position Shooting



Time: 10 minutes



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Ages: 10 to 11

Type

Game

Activity

Players score as often as possible, by receiving a pass, using the triple threat position, attacking the basket, squaring to the basket, and scoring.

Activity Description

Play 3 v 3 half-court games. Players must complete two or more consecutive passes before attempting a shot.

Encourage players to make quick passes, to use target hands, and to call for the ball. They cannot dribble.

All restarts are at half court. Players earn one point for each shot attempted and two points for each basket scored.

Questions

Coach: What was the goal of the game?

Players: To score following two consecutive passes.

Coach: From where on the court did you score most of your points?

Players: Close to the basket.

Coach: Why is it better to shoot from a position close to the basket, rather than far from the basket?

Players: More likely to score when closer—higher percentage shot.

Coach: Besides shooting from a close range, what else did you do to successfully perform a shot?

Players: Squared shoulders to basket; elbow under ball and close to body; one hand behind the ball and the other at the side of the ball; staggered stance with knees slightly bent; followed through, aimed.

Variations

Play 3 v 1, 3 v 2, or 3 v 3 half-court games, depending on the skill proficiency of your players.



Passing Triple Threat Position Shooting



Time: 15 minutes



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Ages: 10 to 11

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain how to shoot.
2. Practice shooting.

Activity Description

Players in pairs shoot three shots from each of five spots marked around the basket (about six to eight feet away).

Partners rebound the ball and pass accurately to shooters, who provide a target, receive the ball in triple threat, square up, and shoot. The goal is to score on two out of three shots at each spot.

Give only one or two shooting cues at a time (e.g., keep your base firm, elbow under the ball).

Tips

- “Square up.”
- “BEEF”
 - “Base firm.”
 - “Elbow under ball.”
 - “Extend arm.”
 - “Follow through or flip wrist.”

Variations

To simplify: Change the shooting goal from making two of every three shots, to shooting from two different spots for 30 seconds, or simply shooting three shots from each spot.



Cuts Passing



Time: 10 minutes



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Ages: 10 to 11

Type

Game

Activity

Players create space in the attack by creating passing lanes and provide support to their teammate with the ball, using V-cuts and L-cuts to get open.

Activity Description

Play 2 v 2 half-court games. Players must complete at least three passes before shooting. They receive one point for three consecutive passes, and two points for every field goal.

- O₁ ball fakes, jab steps, and passes to O₂, who V-cuts as O₁ is ball faking.
- O₂ catches the ball in a triple threat position using a jump stop.
- Repeat three times and rotate.
- When all four players in a group have practiced the V-cut three times, go through the rotation again, this time practicing the V-cut on the opposite side of the basket.
- When all four players have practiced the V-cut on both sides of the basket, go through the rotation again, using the same sequence to practice L-cuts on both sides of the basket. The defense should play passive, cooperative defense.

The only difference between V- and L-cuts is the angle from which the offense moves into the defense, then toward the pass.

Questions

Coach: What was the goal of the game?

Players: To support the player with the ball.

Coach: How were you able to support the player with the ball?

Players: Using a ball fake and replace, jab step; moving quickly.

Coach: Is a zigzag or curved pathway better when performing a cut?

Players: Zigzag.

Coach: Can you describe the angle of these cuts using letters of the alphabet?

Players: V and L.

Coach: Why would V- or L-cuts be better than curved?

Players: It's harder for the defender to stay with you.

Coach: What did you do if your defender was closely guarding you?

Players: Used a cut to get away.

Coach: When would a V-cut be most effective, close to the lane or away from the lane?

Players: Away from the lane 10 to 12 feet.

Coach: When would the L-cut be most effective?

Players: Close to the lane near the baseline.

Variations

Play 3 v 1, 3 v 2, or 3 v 3 short-court games, depending on the skill proficiency of your players.



Power Dribble Shooting



Time: 10 minutes



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Ages: 10 to 11

Type

Game

Activity

Players attack the basket by using a power dribble, drive hard to the basket, and shoot.

Activity Description

Play 3 v 3 half-court games. Give two points for scores off of drives, and one point for other baskets. Instruct defenders not to clog the lane so that players can drive. Defenders should play “warm” defense.

Questions

Coach: What was the goal of the game?

Players: Drive and score.

Coach: What’s a good way to drive?

Players: Drop step and dribble.

Coach: What should you do if it’s congested in the lane?

Players: Stop and shoot if open, or pass off.

Variations

Players can’t dribble—except to drive to the basket.

To use as a Game 2: Play 3 v 1, 3 v 2, or 3 v 3 games, depending on the skill proficiency of your players.



Jab Step Shooting



Time: 15 minutes



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Ages: 10 to 11

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain how to use a jump stop prior to shooting.
2. Practice shooting off of jump stops.

Activity Description

Play 1 v 1; defenders play cooperative defense. Players with the ball use a ball fake, jab step, and drive to the basket. They jump stop and shoot two to four feet from the basket.

Watch for good form on the jump stops and shots; players should use the square on the backboard. Alternate players quickly so that there are not a lot of players standing around.

Tips / Questions

- “Arm should look like a yo-yo.”
- “Ball down, eyes up.”
- “Two-foot jump stop.”
- “Eyes on target.”
- “In the square, in the basket.”

Coach: How should your dribble change when someone is guarding you?

Players: Keep the ball closer to the body and keep the ball between yourself and the defender.



Triple Threat Position Shooting



Time: 10 minutes



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Ages: 10 to 11

Type

Game

Activity

Players will attempt to score in 15 seconds or less.

Activity
Description

Play 1 v 1 games. The player with the ball starts at the foul line. Check the ball: the defensive player starts with the ball and gives it to the offensive player when they are ready to play.

The offensive player begins in triple threat position and gets two points for every basket scored off a jump stop, and one point for every basket scored otherwise.



On-the-ball defense



Time: 10 minutes



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Ages: 10 to 11

Type

Game

Activity

Defenders work to keep the opposing team from scoring and to win the ball through on-the-ball defense.

Activity Description

Play 3 v 3 half-court games. Use a competitive defense. The offensive team can't dribble and must complete at least three consecutive passes before shooting. The defensive team scores one point if the offensive team does not complete three passes.



On-the-ball defense



Time: 15 minutes



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Ages: 10 to 11

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain proper on-the-ball positioning.
2. Practice on-the-ball defensive positioning.

Activity Description

Pair up players. The player with the ball dribbles forward in a zigzag pattern. The defensive player maintains proper defensive posture and attempts to block the offensive player's forward progress. The defender tries to either steal the ball without fouling or cause a turnover. Players switch roles after one length of the court.

Tips

- "Medium body posture."
- "Active hands and active feet."
- "See the bal.!"
- "Anticipate."

Variations

To use as a Game 2: Same as Game 1, except play 2 v 3 or 2 v 4. Rotate players accordingly so that all players have a chance to play offense and defense.



On-the-ball defense



Time: 10 minutes



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Ages: 10 to 11

Type

Game

Activity

Defenders will play good on-the-ball defense.

Activity
Description

Play 1 v 1 games with active to competitive defense. Offensive players can dribble, but as soon as they pick up the dribble, defensive players move closer and use active hands and feet.



Off-the-ball defense



Time: 10 minutes



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Ages: 10 to 11

Type

Game

Activity

Defenders work to prevent the offensive team from passing, receiving passes, and scoring and to win the ball through off-the-ball defense.

Activity Description

Play 3 v 3 half-court games. Players can't dribble except to drive to the basket or reposition to make a pass. They must make at least three consecutive passes before shooting.

The defensive team receives one point for each turnover and two points for each steal without fouling. Treat fouls like violations—the other team gets the ball.

Questions

Coach: How do you position yourself to prevent the offensive team from passing?

Players: Overplay toward potential passing lanes; closely guard player with the ball.

Coach: How do you position yourself to deny a pass?

Players: Overplay toward the ball; keep hand in passing lane.

Variations

To use as a Game 2: Same as first game, except play 2 v 3 or 2 v 4. Players should focus on off-the-ball defensive positioning.



Off-the-ball defense



Time: 15 minutes



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Ages: 10 to 11

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain proper off-the-ball positioning.
2. Practice off-the-ball defensive positioning.

Activity Description

Paired-up players practice off-the-ball defensive positioning (partners can also coach each other). As an option, you can have a player with the ball waiting to pass to his or her offensive teammate.

Questions

- “Medium body posture.”
- “Active hands and active feet.”
- “See the ball.”
- “Anticipate.”



Off-the-ball defense

On-the-ball defense



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Ages: 10 to 11



Time: 10 minutes

Type

Game

Activity

Defenders try to deny offense from making successful passes; offense tries to make six consecutive passes.

Activity Description

Play 2 v 2 games using a competitive defense. For each 2 v 2 game, two other players serve as coaches. One offensive player begins at the point, the other at a wing position. The ball starts at the point.

From a triple threat position, the ball handler uses a ball fake to give his or her teammate a chance to get open; or the ball handler dribbles to open a passing lane, if necessary. Rotate after a turnover or after six consecutive passes. One player-coach gives feedback for the on-the-ball defense; the other player-coach gives feedback for the off-the-ball defense.



Defense Boxing Out Rebounding



Time: 10 minutes



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Ages: 10 to 11

Type

Game

Activity

Defenders try to prevent the offensive team from scoring and from rebounding missed shots.

Activity Description

Play 3 v 3 half-court games. Use a competitive defense. Players can't dribble, except to drive to the basket or to reposition to make a pass, and must make at least three consecutive passes before shooting.

The defensive team receives one point for winning or rebounding the ball after only one shot. Treat fouls like violations—the other team gets the ball.

Questions

Coach: What was the goal of the game?

Players: To prevent scoring and to prevent a second shot.

Coach: What did you do to prevent a second shot?

Players: Got the rebound after the first shot.

Coach: How did you position yourself to get the rebound?

Players: Moved between offensive player and basket.

Variations

To use as a Game 2: Play 2 v 3 or 3 v 3 short-court games, depending on the skill proficiency of your players.

Run this game with an offensive focus. In this case, the offensive team would earn a point for each shot attempt and rebound. You'd want to instruct your offensive rebounders to protect the ball, and to tip the ball to the basket or assume a shooting position as quickly as possible, like a pogo stick.



Defense Boxing Out Rebounding



Time: 15 minutes



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Ages: 10 to 11

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain how to box out to rebound.
2. Practice boxing out and rebounding.

Activity Description

Play 3 v 3 games with 2 v 2 under the boards and a shooter and an outlet. The shooter shoots the ball. On the release, X_1 and X_2 turn and box out their offensive players. X_3 (the outlet) moves right or left, depending on which side of the basket the rebound occurs. The player rebounding the ball turns and passes to X_3 . Repeat three times, then rotate offense to defense. The defenders try to outlet successfully three times in a row.

Tips

- “Create a stable wall between opponent and ball.”
- “Elbows out—palms wide, feel for opponent.”
- “Put buttocks under opponents.”



Give-and-go Shooting



Time: 10 minutes



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Ages: 10 to 11

Type

Game

Activity

Players pass and cut to the basket, looking for return passes and good shots.

Activity Description

Play 3 v 3 half-court games. Teams must make at least two passes before taking a shot. Shots must be within five feet of the basket. Offensive players pass and cut to the basket, presenting a target if they're open. If they receive the ball as they're cutting to the basket, they shoot.

Questions

Coach: What was the goal of the game?

Players: To pass and cut; to present target if open.

Coach: What happened when you were able to get open?

Players: Ball was returned and shot was attempted.

Coach: How did you get open?

Players: Used a ball fake, ran ahead of defender, kept body between defender and ball on way to basket.

Coach: What did the other offensive player do to create an open lane for you to attack the basket?

Players: Moved out of the lane.

Variations

To Use as a Game 2: Same as Game 1, except play 3 v 1, 3 v 2, or 3 v 3 games, depending on the skill proficiency of your players.



Give-and-go Shooting



Time: 10 minutes



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Ages: 10 to 11

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain how to execute a give-and-go.
2. Practice the give-and-go.

Activity Description

Play 2 v 1 half-court games with cooperative to active defenders. Another player serves as coach. The offense practices the give-and-go three times, using L-cuts or V-cuts toward the basket; then players rotate. (The defender goes to offense; one of the offensive players becomes the coach.)

Tips

- “Pass and cut.”
- “Target hand.”
- “Keep the defender behind you.”



Give-and-go Shooting



Time: 10 minutes



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Ages: 10 to 11

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain how to execute a give-and-go.
2. Practice the give-and-go.

Activity Description

Play 2 v 2 games with active to competitive defenders. Two other players serve as coaches. The offense practices the give-and-go three times; then players rotate. The offense becomes the defense; the defense becomes the coaches; the coaches become the offense.

Tips / Questions

- “Pass and cut.”
- “Target hand.”
- “Keep the defender behind you.”

Coach: What did you do to complete the give-and-go when there was competitive defense?

Players: Used more fakes. Dribbled to create passing lanes. Got open to support player with the ball.



Setting Screens Shooting



Time: 10 minutes



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Ages: 10 to 11

Type

Game

Activity

The offense attempts to screen the on-the-ball defender so the player with the ball can attack the basket.

Activity Description

Play 3 v 3 half-court games. Have a different player restart the play each possession. Give one extra point for a basket scored off a screen. Players call their own fouls.

Questions

Coach: What were you trying to do in the game?

Players: Use teammates' positioning to lose opponent and attack the basket.

Coach: Why is the teammates' positioning important?

Players: To create an open shot for the player with the ball.

Coach: What would be a good body position for the player trying to free his or her teammate?

Players: Wide base, bent knees, arms across body to protect self.

Variations

To use as a Game 2: Play 3 v 1, 3 v 2, or 3 v 3 half-court games, depending on the skill proficiency of your players.



Setting Screens Shooting



Time: 15 minutes



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Ages: 10 to 11

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain how to set screens.
2. Practice setting screens.

Activity Description

Play 2 v 1 games with two other players acting as coaches. Offensive players execute screens. The defensive player plays active defense. One coach will watch to see if the screen is set correctly; the other coach will watch to see if the ball handler uses the screen correctly. The goal is to execute a screen successfully three times in a row.

Tips

- “Stand firm, straddle feet.”
- “Hands across chest ready to take impact.”
- “Roll toward basket or roll to a passing lane.”



Setting Screens Shooting Defending against screens



Time: 10 minutes



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Ages: 10 to 11

Type

Game

Activity

Offensive players screen on-the-ball defenders so the player with the ball can attack the goal; defenders will effectively defend against the screen.

Activity Description

Play 3 v 3 half-court games. The offense must make at least two passes before taking a shot. All shots must be within five feet of the basket. Have different players restart the play on each possession. Give an extra point for a basket scored off a screen. Give the defense a point for not allowing a shot. Players call their own fouls.

Questions

Coach: What is the purpose of an on-the-ball screen?

Players: It allows the player with the ball to drive past the screener and lose the defender to set up a shot or a drive.

Coach: How can you get around the screen once it is set?

Players: Fight over the top (slide between the player setting the screen and the player you're guarding); duck behind the screener.



Defending against screens



Time: 10 minutes



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Ages: 10 to 11

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain how to fight over the top of a screen.
2. Practice fighting over the top of screens.

Activity Description

Play 2 v 2 games with a competitive defense. Offensive players execute screens; defenders being screened must fight over the top of screens, trying to keep the offense from shooting. Two player-coaches evaluate defenders' abilities to fight through screens.

Tips

- "Stay with your opponent."
- "Talk. Let teammates know the screen is there."
- "Stand away from the person setting the screen to allow your teammate to move around the pick."



Defending against screens



Time: 10 minutes



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Ages: 10 to 11

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain how to slide behind a screen.
2. Practice sliding behind screens.

Activity Description

Play 2 v 2 games with a competitive defense. Offensive players execute screens; defenders being screened must duck behind the screens and stay with their opponents, trying to keep them from shooting. Two player-coaches evaluate defenders' abilities to slide behind screens.

Tips

- "Stay with your opponent."
- "Talk. Let teammates know the screen is there."
- "Stand away from the person setting the screen to allow your teammate to move around the pick."



Jump Ball



Time: 10 minutes



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Ages: 10 to 11

Type

Game

Activity

Players work to gain possession of the ball off the jump ball.

Activity Description

Play 4 v 4 half-court games. After every basket use a jump ball to restart play. Players rotate, allowing each to jump. The team gaining possession of the jump ball continues offensive play until they score or the other team wins the ball. Players call their own fouls.

Teach jump ball rules.

Questions

Coach: What did you and your teammates do to gain possession of the ball off the jump ball?

Players: Matched up with opponent on the jump ball circle.

Coach: If you knew your team would win the jump ball, how did you line up on the circle?

Players: Close to the basket so we could turn and score.

Coach: If you knew your team would lose the jump ball, how did you line up on the circle?

Players: Between opponents and their basket so we could defend the goal.

Variations

To use as a Game 2: Same as Game 1, except use either a short or full court.



Jump Ball



Time: 15 minutes



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Ages: 10 to 11

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain how to maintain defensive and offensive positioning for jump balls.
2. Practice positioning for jump balls.

Activity Description

Play 3 v 3 half-court games using a tosser and a player-coach. The jump occurs in the offensive team's circle at the free-throw line; if the offense wins the jump, they try to score. Rotate offense and defenses after each jump ball. The defense tries to win the jump; barring that, they try to force the offense to make at least five passes before shooting.

Tips

- "Match up."
- "Position for defensive jump ball."
- "Drop back quickly."
- "Protect the basket."
- "Anticipate."



Off-the-ball screens



Time: 10 minutes



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Ages: 10 to 11

Type

Game

Activity

The offense attempts to screen off-the-ball defenders so their offensive teammates can move to support the ball handler.

Activity Description

Play 4 v 4 half-court games. Have different team members restart the play on each possession. Give an extra point for each basket scored off a screen. Players call their own fouls.

Questions

Coach: How did you use the off-the-ball screen to free up your teammate?

Players: By setting a pick or screen on the defender, same as on-the-ball.

Coach: How did you know where to set the screen?

Players: By setting screen so teammate can get open to receive a pass, depending on where a passing lane can be opened; facing away from the direction teammate needs to run.

Coach: How should you move to best use the screen?

Players: Cut toward the screen, brushing or nearly brushing shoulders as you pass the pick or screen.

Variations

To use as a Game 2: Play 4 v 1, 4 v 2, 4 v 3, or 4 v 4 games, depending on the skill level of your players.



Off-the-ball screens



Time: 15 minutes



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Ages: 10 to 11

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain how to slide behind a screen.
2. Practice off the ball screens.

Activity Description

Play 3 v 3 half-court games; two players act as coaches, one watching the offense, the other, the defense. The offensive screens off the ball.

Tips

- “Anticipate ball movement.”
- “Screen so the player can move to the ball or to the basket.”
- “Brush shoulders so the defender can’t get through the screen.”



Defense Screens



Time: 10 minutes



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Ages: 10 to 11

Type

Game

Activity

The defense will play effective player-to-player, competitive defense to keep the offense from scoring.

Activity Description

Play 4 v 4 half-court games. Players call their own fouls. Players can dribble only to drive to the basket. The offense uses screens to score and create passing lanes in the attack.

Questions

Coach: How did you defend the offensive team?

Players: With player-to-player defense.

Coach: What are the advantages of player-to-player defense?

Players: All players are closely guarded, which increases the chance to win the ball; all defensive members know their responsibility.

Coach: What are the disadvantages of player-to-player defense?

Players: Defense can get spread out too far away from the basket; it's difficult to match players of equal ability.

Coach: How can you help your teammates while in player-to-player defense?

Players: Let them know when a screen is being set; pick up the player when there's a scoring threat.



On-the-ball screens Off-the-ball screens



Time: 10 minutes



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Ages: 10 to 11

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain how to slide behind a screen.
2. Practice on-the-ball screens.

Activity Description

Play 3 v 3 games, using two player-coaches. Begin by playing in slower motion, using a cooperative to active defense. Offensive players execute on-the-ball screens. Defensive players must fight through the screen and stay with their opponents; they transition into playing competitive defense. They attempt to keep the offense from getting a good shot. The player-coaches evaluate defenders' abilities in getting around screens.

Tips

- "Call "screen left" or "screen right.""
- "Quick movements, jab steps, and fakes."
- "Stay between your player and the basket."

Variations

Place the emphasis is on off-the-ball screens.



On-the-ball screens Off-the-ball screens



Time: 10 minutes



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Ages: 10 to 11

Type

Game

Activity

The defense will try to keep the offense from scoring in 30 seconds.

Activity
Description

Play 2 v 3, 3 v 4, or 3 v 3 half-court games with two player-coaches. The offense sets both on-the-ball and off-the-ball screens. The player-coaches evaluate defenders' abilities in getting around screens. Rotate the coaches into the game after two minutes (four 30-second periods).



Screens



Time: 10 minutes



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Ages: 10 to 11

Type

Game

Activity

The offensive player who sets a screen, either on or off the ball, cuts toward the basket.

Activity Description

Play 4 v 4 half-court games.

Have a different team member restart the play on each possession.

Give an extra point for each basket scored off a screen. Players call their own fouls.

The defense attempts to get around the screen and stay with the player cutting to the basket.

Questions

Coach: After you set the screen, what do you do?

Players: Move toward the basket.

Coach: How did this movement create space in your attack?

Players: Created a passing lane, set up a potential high percentage shot (lay-up).

Coach: Which picks—high or low—provided more opportunities to shoot?

Players: High, because they allowed the player to roll away from defense and kept the defensive player from getting between offense and the basket.

Variations

To use as a Game 1: Same as Game 1, except play 4 v 1, 4 v 2, 4 v 3, or 4 v 4 games, depending on the skill proficiency of your players.



Pick-and-roll



Time: 15 minutes



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Ages: 10 to 11

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain how to execute a pick-and-roll.
2. Practice pick-and-rolls.

Activity Description

Play 3 v 3 half-court games with two player-coaches evaluating the effectiveness of the offensive players. The offense tries to score twice off a pick-and-roll and then switches to defense.

Tips

- “Open up to the ball when rolling to the basket.”
- “Watch for the ball.” “Show target hands.”
- “Attack the basket quickly.”



Team Circle Activities



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Ages: 10 to 11

Key Idea

Four Core Values

Description

Gather the team into a group. Have four cones set up five feet apart. “We are going to talk about four main values or qualities that good players include in their games and practices. What are the four?” Have players stand at a cone when they provide a value. Have another player provide an example of the value, then have that player join the other player at the cone. Assist players if they cannot think of all four (caring, honesty, respect, responsibility). “We will work to improve our basketball skills and physical fitness but these four values are just as important to learn and practice to help you become good players. We will learn about these values during our team circles.”

Key Idea

Caring

Description

Gather the team into a circle. Have two cones set up 10 feet apart. Ask one player to demonstrate with you. Have the player accidentally trip you. Fall down as if you are hurt. “Anna accidentally tripped me; what should she do? If you think she should apologize and help the player up, then raise her hand for a foul, stand at this cone. If you think she should keep playing and raise her hand for committing a foul, stand at this cone.” Encourage all players to vote. Discuss why they voted the way they did. Tactfully explain the “caring action” so players don’t feel foolish for not realizing they should help. “When you accidentally trip or hurt another player, an opponent or teammate, it is important to help them up or see if they are OK. That shows that you care about other players.”



Team Circle Activities



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Ages: 10 to 11

Key Idea

Responsibility

Description

Gather players into a group. Have a clipboard and act as if you are writing or working. Do not pay attention to the group. Continue for one minute. “Hello, everybody. Now I am ready to talk about our team circle for today. How did you feel having to wait for me to get ready to talk to you?” Listen to responses. “Waiting for someone to be ready during practice wastes time. Even if it is a coach. I demonstrated how time is wasted if someone isn’t prepared for practice. I read and prepare before practice so I am ready. I want you to do the same. You have a responsibility to the team to be ready when it is time for every practice to start. What do you do at home to get ready for practice?” Discuss responses.

Key Idea

Respect

Description

Gather the team into a group. Set two cones up 10 feet apart. “What is one important thing you can do at the end of every game to show you have respect for your opponent?” Listen to responses—discuss shaking or slapping hands, saying “good game.” “Let’s say some kids on the other team start walking away following a game. What should you do? If you think you should let them walk away without saying anything or trying to shake hands, stand at this cone. If you think you should say ‘good game’ and hold your hand out anyway, stand at this cone.” All players should vote. Ask why players voted the way they did. “You should shake hands and/or say ‘good game’ following every game; it shows respect for your opponent. If the other team turns away and doesn’t participate, you shouldn’t change your behavior.”



Team Circle Activities



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Ages: 10 to 11

Key Idea

Respect

Description

Gather the team into a group. Set up two cones 10 feet apart. “What are some of the official’s duties during a game?” Listen to and discuss responses. “Who makes the calls during the game? Can you disagree if you think an official’s call is not right or do you accept the official’s call even if you think it is wrong? If you think you can discuss the call with the official, stand at this cone. If you think the official makes the call and you accept it, stand at this cone.” All players should vote. “You need to have respect for the officials at all times. They are in charge on the court during a game. Don’t argue with them; accept their calls and decisions. But, if you have a question, ask the official or me during a break.”

Key Idea

Honesty

Description

Gather the team into a group. “Give me some examples of being dishonest in practices and games.” Listen to responses. After each response, have the players change the examples into acts of honesty. Take three examples. “Honesty is an important value that all players should be practicing every practice and game, especially if a coach isn’t there to help you make the right decision, or if an official doesn’t see the play.”



Team Circle Activities



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Ages: 10 to 11

Key Idea

Responsibility

Description

Gather the team into a group. Choose two players to demonstrate with you. Have one player be a defender, using a “cold” defense. You and the other player will pass to each other. You concentrate on demonstrating getting into good position for a pass. “What was I working on during this drill?” Listen to responses; lead discussion to getting into good position for a pass. “It is your responsibility to work hard to get into good position for a pass. When you do that, you’re being responsible to your team.”

Key Idea

Caring

Description

Gather the team into a group near two cones 10 feet apart. Discuss examples of good play during a game. Have the players assist in providing examples. “We talked about some examples of good plays. Raise your hand if you think it’s a good idea to tell other players they made a good play. Do you think it’s a good idea to tell opponents they have made a good play? If you think it is, stand at this cone. If you think you should tell just your teammates they made a good play, stand at this cone.” All players should vote. Ask why players voted the way they did. “Telling other players, both teammates and opponents, that they have made a good play shows you care. It is an important value to show others.”



Team Circle Activities



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Ages: 10 to 11

Key Idea

Respect

Description

Gather the team into a group. “What are some examples of dangerous play for yourself or teammates during a practice or game?” Listen to responses—assess responses to identify whether they are or are not dangerous; discuss responses. Ask players to agree or disagree with responses—are they a good practice or not? They can raise their hand to agree. Discuss three examples. “It is important to have respect for your body and your teammates’ bodies. Practicing safe play is a way to do that.”

Key Idea

Caring

Description

Gather the team into a group. “What are some examples of showing you care about your teammates?” Listen to responses. After each response, ask for an example of the same sign of caring that players could do outside of practice. Discuss the on-court and off-court examples at the same time, then ask for another response. “Those were all great ideas to show caring to your teammates. Have you seen someone else show an ‘act of kindness’ toward another teammate?” Discuss their responses. “It’s important to show caring both on and off the court—that means during practice and outside of practice. Teams that show caring to each other play better together.”



Team Circle Activities



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Ages: 10 to 11

Key Idea

Responsibility

Description

Gather the team into a circle. “I want everyone to think of one thing that you, personally, can improve in your basketball play that can make you a better player. I will go around the circle; when it is your turn tell everyone what you think you can work on.” Go to each player one at a time; assist them, if necessary. Allow players the option to pass their turn. “It is important to look at your own game to see where you can improve. Improving your own game is your responsibility. We can’t get better as a team unless each individual tries to improve.”

Key Idea

Honesty

Description

Gather the team into a circle. “I want you to think back to our last practice. Remember talking about improving our games? Each player said one thing they could improve on in their game. Tell me how many of you feel you have tried to improve your game from the last practice.” Call on players to tell what they did to try to improve. “All good players look honestly at themselves and how they are playing to see where they can improve their game. It’s important to be honest with yourself about how you’re playing; you don’t need to feel bad about needing to improve your skills. The more you improve individually, the more you contribute to the team.”



Team Circle Activities



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Ages: 10 to 11

Key Idea

Responsibility

Description

Gather the team into a circle. Create two imaginary situations for the players. One is a game that they win and two players score the majority of the points. In the other situation the team loses in a shot given up by a player who has a defensive lapse. “In the first game, we won. Even though Kyle and Andrew scored most of the points, did you all contribute?” “Yes, we all contributed and won as a team.” “In the next game, Willie let a player slip by him to score the winning basket. Is he responsible for the team’s loss?” “No. We all are responsible for wins and losses. We win and lose as a team.”

Key Idea

Caring

Description

Gather the team in groups of four or five players. Give each group a scenario in which one player makes a mistake. Direct them to problem-solve and decide as a group what would be a good response. Give them two minutes to discuss. Bring each group back as a team and discuss each group’s decision. Have players agree or disagree with each group’s response by raising their hands. “All of you have done a good job in problem solving. It is important to show you care about your teammates. You can do this by forgiving their mistakes.”



Warm-Up Activities



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Ages: 10 to 11

Description

Players dribble, jump stop, and shoot, traveling from one basket to the next. All shooting should be two to four feet from the basket.

Players in pairs play Around the Key—one player shoots; the partner rebounds and returns the ball. The shooter tries to make five different shots around the free-throw lane in 30 seconds. Players receive two points for each shot made.

Players in pairs play Around the World. Spots are marked in an arc around the basket, about 5 to 8 feet out. Shooters follow a set pattern. The first player shoots from spot #1; if the shot is good, the player moves to spot #2. The player continues until he or she misses a shot. On a missed shot, the shooter may elect to stay there until his or her next turn, or “chance it.” This gives the player another shot immediately, but if the shooter misses, he or she goes back to the beginning. A made chance allows the shooter to skip the next spot.

Play 1 v 1 games, starting at the foul line. Defense checks the ball and offense begins in a triple threat position.

Players play “Now you have it, now you don’t.” Divide players into two teams. Each team stands on opposite sidelines of the gym facing each other. Each member of team A has a ball; team B doesn’t. On signal, team A players begin dribbling toward the opposite sideline. Team B approaches, trying to take away the balls. If a team B player gains possession of a ball, that player dribbles toward the opposite sideline. When players from team A or team B make it over their “goal” line (the opposing sideline), they stay there until all balls are behind the sidelines. Team B is now given the balls and the game begins again.

Players take and follow their shots. Players with the ball shoot for 20, 30, or 45 seconds. They shoot, rebound, and shoot again. Players are limited to three dribbles before their next shot. They keep track of how many shots they make during the timed interval.



Warm-Up Activities



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Ages: 10 to 11

Description

Players play “21.” Two or more players are at the free-throw line. The first player shoots a free throw; a made free throw is worth two points. Players who make a free throw can then shoot a lay-up. A made lay-up is worth one point. If they make both the free throw and the lay-up they get to shoot again. Lay-ups cannot be shot until the first free throw is made. Once players have made one free throw, they always get to shoot the lay-up. Shooters who miss a free throw shoot a lay-up, and then the next player shoots. The winner is the first person to reach 21.

Players play “5 3 4 Shooting”—a game that focuses on form shooting and footwork. Players must make five shots of each of the following:

- Feet square to the basket, one to two feet from the basket, right and left side of the basket (five shots total here).
 - Shoulders at 90 degrees to the basket; pivot off the left foot, square shoulders to basket, and shoot.
 - Same as above but pivot off the right foot.
 - Toss the ball from the free-throw line, use a two-foot jump stop about 5 to 8 feet from the basket, and shoot.
-