



Fitness Activities



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Key Idea

General Fitness

Description

Gather the team into a group. “Do we play basketball to get in shape or do we get in shape to play basketball? Let’s talk about both sides. What do you think?” Discuss for two or three minutes. “We should improve our fitness—cardiorespiratory, flexibility, and muscular strength and endurance—in order to play better basketball. By playing basketball we get lots of opportunities to improve our fitness. All season we’ll be talking more about the different areas of fitness and ways to improve those abilities.”

Key Idea

General Fitness

Description

Gather the team into a group. “Last practice we talked about different kinds of fitness. Can you tell me what they were?” Listen to responses until they say cardiorespiratory, flexibility, and muscular strength and endurance. “What are some examples of physical activities to improve cardiorespiratory fitness?” Discuss examples (walking, running, swimming, and so on). “Muscular strength and endurance?” Discuss examples (ballhandling skills and drills, dribbling, passing, etc.). “Flexibility?” Discuss examples (leg and arm stretches). “By working hard at all the practices and outside of practice you can help attain the overall fitness you need for basketball.”



Fitness Activities



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Key Idea

Overload Principle

Description

Gather the team into a group. “Who can tell me what overload means?” Listen to their responses. “If your bodies do a little bit more work than they have done before, they will adapt and be able to do even more. We’re talking about small amounts of work or activity—too much harms your body and causes injuries. Your fitness will improve and you’ll be able to do more activity in practice before getting too tired. Let’s use the acronym F-I-T—what do you think it stands for?” Listen to their responses. “F stands for frequency, or how often you practice the activity; I stands for intensity, or how hard you practice or play; and T stands for time, or how long you practice the activity. FIT is a good way to remember how to use the overload principle to improve our fitness.”

Key Idea

Overload Principle

Description

Gather the team into a group. “What does FIT stand for and when do we use it?” Listen to their responses. Discuss frequency, intensity, and time. “I want you to choose a letter of FIT and demonstrate it.” As players give examples and demonstrate, encourage other players to try also. If frequency is chosen, increase repetitions. If intensity, they should try harder or faster. If time, lengthen the amount. Encourage basketball-related activities such as running and shooting. “You need to practice skills and running outside of practice and participate in other physical activities and exercise. This will give your body enough workload to overload and improve your fitness levels or abilities.”



Fitness Activities



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Key Idea

Overload Principle

Description

Gather the team into a group. “What does FIT stand for, and when do we use it?” Listen to their responses. Have a review discussion. “When we think about the second area of FIT, what is it? Intensity, or how hard you practice the activity. Raise your hand if you think that the only way to increase the intensity of an activity or make it harder is to go faster.” Encourage all players to vote. “You can overload the work your body is doing by going faster and/or by going a longer distance, as in running, for example. Every time you run a greater distance or faster, your body will adapt and you’ll be able to do more next time.”

Key Idea

Flexibility

Description

Gather the team into a group. “It’s important to stretch our muscles. What area of fitness does that improve? Right—flexibility. It’s also important to stretch muscles that have been used the most in a sport or activity. In basketball, what do we use the most? Our legs and arms. I am going to show you the proper way to stretch the different muscles in your legs and arms.” Choose stretches that include quadriceps (front of thigh), hamstrings (back of thigh), calves and Achilles tendon (back of the lower leg and ankle), arms, and deltoids (shoulders). Remind players to get in position and hold their stretch, not to bounce, and they shouldn’t feel pain.



Fitness Activities



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Key Idea

Flexibility

Description

“Your muscles need to be stretched every day to prevent injuries. Lie down on your back with one leg up in the air. Stretch your knee toward your face and hold it there for 10 counts. Now let’s try the stretch again. . . . See if you can use FIT. Repeat the stretch again, holding the stretch now to 15 counts and stretching your leg a bit farther. You should not stretch so far that you hurt yourself, lock your knee, or feel pain. Just stretch until you feel a gentle pull. Stretching helps to prevent injuries and improves your flexibility, an important part of fitness.”

Key Idea

Muscular Strength and Endurance

Description

Gather the team into a group. Choose two players to demonstrate with one ball. Have the players pass to each other 10 times without telling them how hard or fast to pass. Then have them spread out farther. Direct them to pass as hard and as fast as they can 10 times. Have them come back to the group. “Did everyone see how during the second times they passed the ball harder and faster? When you do that, what area or component of fitness do you improve?” Listen to their responses. “Muscular strength and endurance. When you pass harder you are improving your strength; when you pass faster, you are improving your endurance.”



Fitness Activities



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Key Idea

Cardiorespiratory Fitness

Description

Gather the team into a circle. “I want everyone to run to the opposite basket and back. Before you go, describe how your lungs feel and how fast your breathing rate is. How tired is your body?” Listen to their responses. “When you’re done running, I’ll ask you the same question and see if the answers are faster or slower or more tired than before. Ready? Go!” Repeat the question. Discuss their responses. “To strengthen your heart and lungs, you need to run and make your heart beat faster and breathe faster. You need to feel a little tired while running to improve your cardiorespiratory fitness. Checking how you feel tells you that you are running fast enough to improve the strength of your lungs and heart.”

Key Idea

Cardiorespiratory Fitness

Description

Gather the team into a group. Have players run for two minutes with a partner without stopping. “During our run I want you to be able to run for the whole two minutes. Who remembers what a talk test is?” Listen to their responses. “You can use a talk test to pace yourself so you don’t run too fast and get too tired before the two minutes are up. Say the words ‘two points’ to your partner. If you can say it without being out of breath, keep the same pace; if you’re out of breath, slow down a little. Start running.” Time for two minutes and gather team as a group. “Using a talk test helps you pace yourself. Pacing yourself when you run helps to improve your cardiorespiratory fitness.”



Fitness Activities



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Key Idea

Healthy Habits

Description

Gather players into two equal groups. “I want the first group to take a ball, then dribble and pass to each other, making sure everyone gets one chance with the ball, then attempt a basket.” After players finish, ask them to come over to the sidelines. Have the second group go out and repeat the activity. “Following a play like that, and every time you come out of the game or during practice, what is one of the most important things you should do?” Listen to their responses. “Drink water during every break and especially when you need it. Drinking regularly prevents dehydration or when your body loses water. It’s important to drink water before you feel thirsty. Drinking plenty of water is a healthy habit to do every day.”

Key Idea

Healthy Habits

Description

Gather the team into a group. “It’s important to eat foods that give the most energy for basketball. What are the four main nutrients or parts of food that help you grow and stay healthy?” Listen to responses. Discuss how carbohydrates (breads, cereals, and fruits) give energy. Discuss how proteins (meats, nuts, and tofu) build muscle and bone. Mention that fats (fat and oils in meat, milk, and nuts) provide stored energy. Remind them that water (from the tap or in juice or milk) makes up 60% of their bodies. “One healthy habit you should be practicing every day is eating foods that keep your body healthy—that includes snacks. What are examples of each nutrient? Carbohydrates? Proteins? Fats? Water?” Discuss food choices.



Fitness Activities



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Key Idea

Healthy Habits

Description

Gather the team into a group. “Tell me some healthy habits you practice every day.” Responses may be brushing teeth, eating foods that help you grow, and getting enough sleep. If taking drugs or using alcohol is not a response, discuss this. If it was a response, lead discussion from the response. “You have been hearing ‘say no to drugs’ probably since you were very young. Let’s talk about what it really means and if/where you might have to use that phrase. Tell me some situations where you think you might have to ‘say no to drugs.’” Discuss responses—in school, from other kids you don’t know very well, parties, etc. “It is an important healthy habit to stay away from drugs, alcohol, and tobacco.”

Key Idea

Reversibility Principle

Description

Gather the team into a group. “What happens to your body if you do not stay active and keep training and conditioning your body?” Listen to their responses. Discuss losing conditioning when you stop being active. “What is that called? Right—the ‘reversibility principle.’ What should you do to prevent losing your conditioning? Participating in physical activity or another sport after the season will prevent you from reversing your conditioning. How will you stay active after the basketball season is over?” Listen to their responses. “Remember the ‘reversibility principle’—you use it or lose it! You worked hard all season to improve your fitness, so keep it up for next year!”



Power Dribble Shooting



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Game

Activity

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

Activity Description

Play 3 v 3 half-court games. Give two points for scores off of drive, 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.

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

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

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. Switch teams halfway through the game, with the two defenders joining one offensive player on the offensive team, and two offensive players switching to defense.



Jump stop Shooting



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

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 the shots; players should use the square on the backboard.

Tips

- “Triple threat!”
- “Ready position!”
- “Hand position!”
- “Hold the ball on the side of the hip!”

Driving to basket

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



Crossover Dribble Shooting



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain how to do a crossover dribble.
2. Practice the crossover dribble.

Activity Description

Play 1 v 1; defenders play cooperative defense. Players with the ball perform crossover dribbles going down or across the court.

Players switch roles after one time down the court.

Tips

- “Triple threat!”
- “Ready position!”
- “Hand position!”
- “Hold the ball on the side of the hip!”

Driving to basket

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



Passing Shooting Cuts (Game 2)



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Game

Activity

Players provide support for their teammate with the ball by creating space in the attack by creating passing lanes.

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.

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: 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

To use as a Game 2: Players will provide support to their teammate with the ball, using V-cuts and L-cuts to get open. Play 4 v 2, 4 v 3, or 4 v 4 games, depending on the skill proficiency of your players. Players must complete at least three passes before shooting, and they can't dribble except to reposition. They receive one point for three consecutive passes, and two points for every field goal.



Passing Shooting Cuts (Game 2)



Time: 15 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain how to execute V-cuts and L-cuts.
2. Practice V-cuts and L-cuts.

Activity Description

Play 2 v 2 games with the focus on players using V-cuts and L-cuts, receiving passes, and using jump stops and the triple threat position. Sequence:

- 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.



Passing Give-and-go Cuts Shooting



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Game

Activity

Players use the give-and-go to pass and then 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.

Give the offense an extra point if they use the give-and-go to score.

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: The ball was returned and the 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: Play 4 v 2, 4 v 3, or 4 v 4 games, depending on the skill proficiency of your players.



Passing Give-and-go Cuts Shooting



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Skill Drill

Activity

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



Passing Give-and-go Cuts Shooting



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Skill Drill

Activity

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

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



Off-the-Ball Defense



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Game

Activity

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

Activity Description

Play 4 v 4 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.

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 did you position yourself to prevent the offensive team from passing?

Players: Overplayed toward potential passing lanes; closely guarded player with the ball.

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

Players: Overplayed toward the ball; kept hand in passing lane.

Variations

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



Off-the-Ball Defense



Time: 15 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

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.

Tips

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

Variations

Have a player with the ball waiting to pass to his or her offensive teammate.



Off-the-Ball Defense Passing



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

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.



Rebounding Offensive Rebounding (Game 2)



Time: 10 minutes



Ages: 12 and up

Type

Game

Activity

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

Activity Description

Play 4 v 4 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 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 the offensive player and the basket.

Variations

Run this game with an offensive focus. The offensive team earns a point for each shot attempt and rebound. 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.



Rebounding Offensive Rebounding (Game 2)



Time: 15 minutes



Ages: 12 and up

the



FOR YOUR DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

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.”

Variations

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



Screen Shooting



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Game

Activity

The ball handler tries to use teammates' positioning to lose his or her opponent and attack the basket.

Activity Description

Play 4 v 4 half-court games. Have different players restart plays. 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 so 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 4 v 2, 4 v 3, or 4 v 4 games, depending on the skill proficiency of your players.



Screen Shooting



Time: 15 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Skill Drill

Activity

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

Activity Description

Play 3 v 2 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 successfully execute a screen 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.”



Screen Defending the Screen



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

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 4 v 4 half-court games. The offense must make at least two passes before taking a shot. All shots must be within 5 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 (i.e., slide between the player setting the screen and the player you're guarding); duck behind the screener.



Defending the Screen— Over the Top



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

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 the Screen— Sliding Behind



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

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.”



Screen Shooting



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

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 4 v 4 half-court games. Have different players restart plays. Give one extra point for a basket scored off a screen. Players call their own fouls.

Questions

Coach: Why use a screen?

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

Coach: What is a screen?

Players: An offensive technique to take the defensive player guarding a teammate out of the play, or to delay that player long enough to open a teammate for a pass or shot.

Coach: How do you execute a screen?

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

Variations

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



Screen Defending the Screen



Time: 15 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Skill Drill

Activity

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

Activity Description

Play 3 v 2 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 successfully execute a screen 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.”



Screen Shooting



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

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: Setting a pick or screen on the defender, same as on the ball.

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

Players: Setting screen so teammate can get open to receive a pass, depending on where a passing lane can be opened; facing away from direction a 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 2, 4 v 3, or 4 v 4 games, depending on the skill proficiency of your players.



Screen Shooting



Time: 15 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Skill Drill

Activity

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

Activity Description

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



Screen Cut



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

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 (e.g., layup).

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

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

Variations

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



Screen Pick-and-Roll



Time: 15 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

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!”



Defense Defending the Screen



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

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. Use a jump ball to restart play after every basket.

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; 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.

Variations

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



Defending on-the-Ball Screens



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain how to set and how to defend against on-the-ball screens.
2. Practice setting and defending against 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."



Defending off-the-Ball Screen



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain how to set and how to defend against off-the-ball screens.
2. Practice setting and defending against off-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 off-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."



Outlet Pass Boxing Out Rebounding



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Game

Activity

The defense rebounds, and makes a quick transition from defense to offense using an outlet pass.

Activity Description

Play 4 v 4 half-court games. Defenders box out to rebound and use an outlet pass. Players call their own fouls. The defensive team gets one point for successfully rebounding and making an outlet pass. The offense scores as many points as possible.

Questions

Coach: Why should you make an outlet pass after rebounding the ball?

Players: To get ball out of lane and away from opponents; to get ball down the floor faster.

Coach: Which player should get the outlet pass?

Players: Player not involved in rebounding.

Coach: Where should the outlet player go to receive the outlet pass?

Players: To the sideline nearest the player rebounding the ball; move quickly to create a passing lane.

Variations

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



Outlet Pass Boxing Out Rebounding



Time: 15 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain outlet passing off a rebound.
2. Practice outlet passing off a rebound.

Activity Description

Play 4 v 4 games half court, with one shooter and one outlet; O₄ shoots ball. On the release, X₁, X₂, and X₃ turn and box out the players they're guarding. X₄ (the outlet) moves right or left, depending on which side of the basket the ball is rebounded. The rebounder turns and passes to X₄. The defense tries to complete three successful outlet passes in a row; then the offense goes on defense, and vice-versa.

Tips

- "Rebound!"
- "Protect the ball!"
- "Pivot away from the basket!"

With variation

- "Get and go!"
- "Quick movement down court!"
- "Stay wide and spread out to maintain passing lanes."

Variations

Go to full court. After the outlet pass is made, the point guard or off guard moves up toward center court to create a passing lane. The next available player fills the outside lane opposite the rebound. Trailing players move quickly down court and assume offensive positions. After rebounding the ball, the team outletting the ball tries to use no more than five passes to score.



Free Throws Rebounding Free Throws



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Game

Activity

To win the ball by rebounding free throws.
Players will learn correct positioning for free throws.

Activity Description

Play 4 v 4. Begin each play with a free throw. A made free throw is worth one point; a rebound (for either team) is worth one point. Rotate so each player on both teams shoots a free throw. Team A shoots five free throws in a row; then team B shoots.

Questions

Coach: How should the offensive team line up for a free throw?

Players: Between defensive players on sidelines of the lane, one player at half court to defend against a potential fast break attempt.

Coach: How should the defensive team line up for a free throw?

Players: On the block next to the basket, with one player on other side of offensive player and one player close to shooter ready to box out.



Free Throws Rebounding Free Throws Outlet Pass Fast Break



Time: 15 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain the actions that follow a defensive rebound on a free throw.
2. Practice the actions that follow a defensive rebound on a free throw.

Activity Description

Offensive and defensive teams alternate free throws. Practice defensive positioning after release of ball and practice making outlet passes, as in a fast break. If the offensive team gets the rebound, continue play until they score or the defense wins the ball.

Tips

- “Step in at the release!”
- “Step in quickly and firmly hold position.”
- “Keep your body against your opponent.”



Inbound pass Running Plays



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Game

Activity

The offense will score by running set play within 10 seconds of inbounding the ball from the end line.

Activity Description

Play 5 v 5, half court. Players can't dribble except to drive to the basket. Use a 2-1-2 defense to defend space around the basket. Restart play from the end lines.

Questions

Coach: What did your team do to score within 10 seconds of the inbound pass?

Players: Passed quickly, moved quickly, set up screens and picks to create open passing lanes.

Variations

To use as a Game 2: Same as Game 1, except play 5 v 4 or 5 v 3. The offense earns an extra point when they score on the inbounds play.



Inbound pass Running Plays



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Skill Drill

Activity

1. Introduce, demonstrate, and explain an end-line inbounds play against a 2-1-2 zone defense.
2. Practice the inbounds play.

Activity Description

In a 5 v 5 half-court situation with an active 2-1-2 defense, the offense tries to score three times in a row on this inbounds play.

O₂ fakes outside, then cuts in the lane and sets a screen for O₄, who cuts toward the basket, hands held high, expecting the pass. O₄ is the first option. O₃ is the second option. O₃ fakes inside, then cuts toward the baseline.

Teach the difference between a zone and player-to-player defense (players guard an area, not a person).

Tips

- “Know your role!”
- “Execute your role!”
- “Timing is everything!”



Inbound pass Running Plays



Time: 10 minutes



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Type

Skill Drill

Activity

Teams create and practice their own end-line inbound plays against a 2-1-2 zone defense.

Activity Description

Each team of five creates an inbound play, then practices it against its opponent, which plays an active defense. The goal is to score three times in a row.

Tips

- “Know your role!”
- “Execute your role!”
- “Timing is everything!”



Team Circle Activities



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Key Idea

Four Core Values

Description

Gather the players into a single-file line. “Everyone turn to your right so the person to the side of you is now in front of you. Put your arms on their shoulders. We are going to walk forward, as a group, using first the right foot and then the left. We will walk slowly, so take your time so we all move together. Get ready with your right foot, now step; get ready with your left foot, now step.” Repeat for four steps. “Let go of your teammates. Did we have to work together to walk as a group? We did. All season we will need to work together, with everyone doing their part. We will talk about four values that all players should have—**caring, honesty, respect, and responsibility**. We need to understand and use these values or qualities every practice and game.”

Key Idea

Respect

Description

Gather the team into a circle near two cones about 10 feet apart. “What should you do if your opponents are committing fouls, complaining to the officials, and doing things that are not fair?” Listen to their responses. “Stand at this cone if you should continue to play your game and not try to commit fouls. Stand at this cone if you should get back at the other team by playing the same way and complain to the officials.” All players should vote. Ask players why they voted the way they did. Have players at the “complaining” cone think of other options instead of complaining. “You should not change the way you play your game or stop showing respect to your opponents or the officials. It’s important to show respect even if the other team is not.”



Team Circle Activities



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Key Idea

Respect

Description

Gather the team into a group. “Remember the scenario I talked about in the last practice? The opponent who wasn’t playing fairly? If you play against a team that does those types of things, how should you handle the end of the game? Stand at this cone if you think you should still go to every player and the coach to shake hands. Stand at this cone if you think you should just walk away.” Ask players why they voted as they did. Then separate the team into two groups. Practice an end-of-the-game line-up for both pleasant and fair opponents and for rude opponents. “You should always show your opponents respect by shaking hands at the end of the game, no matter what happens during the game.”

Key Idea

Responsibility

Description

Gather the team into a group. “What should be on your ‘mental list’ before you come to every practice?” Listen to responses and then lead a discussion about bringing proper equipment (a water bottle, workout clothes); being mentally prepared to work hard and learn new ideas; being well rested; and having eaten well and drunk water during the day. “Each player is responsible for preparing for each practice before practice starts. It’s your responsibility to the team to come to practice prepared. Good players are prepared for all practices and games.”



Team Circle Activities



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Key Idea

Honesty

Description

Gather the team into a group near two cones about 10 feet apart. Identify three honesty situations that are important for your team to practice. These could be traveling, tripping, or another rule infraction. First, ask players how they would respond, and then discuss how you would prefer them to respond. "Being honest about a play during the game and in practice is an important part of the game. Good players are honest even when an official, coach, or opponent didn't see it happen."

Key Idea

Respect

Description

Gather the team into two groups. "Think about professional teams. What ways do they show respect for their opponents?" Discuss with players. Lead discussion to talking about saying positive comments such as "good game" and "nice play today" along with a handshake. "Let's say this is the end of a game. Your two groups are professional teams that played against each other. Show me what you do at the end of the game." Use one of the discussion examples for players to try. "When you say positive comments to your opponents at the end of a game in addition to shaking or slapping hands, it shows you respect your opponents. Good professional players show they respect opponents."



Team Circle Activities



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Key Idea

Responsibility

Description

Gather the team into two groups. Give one group a ball. Have them dribble and pass to each other. Have one player try to distract the rest of the group. Continue this for one minute. Bring the team together as a group. “How should you respond to someone who is trying to distract you?” Discuss their responses. “If you’re at practice and talk to your teammates or distract other players, you’re interrupting the practice. It’s your responsibility to the team to pay attention at practices and games so you and your teammates can learn and play your best.”

Key Idea

Caring

Description

Gather the team and separate them into two groups, each with a ball. “Each group should pass the ball to each other. As you pass the ball, I want everybody to be saying something good about the pass and the people passing and catching. I should be hearing constant talk.” Encourage excitement about the activity by clapping and providing players with your positive comments. “We will keep the passing going until everyone has had two turns passing and catching. Let me know when you’re done.” Wait for players to signal that they are finished. “What are some of the positive comments that you heard? Saying positive comments shows you care.”



Team Circle Activities



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Key Idea

Respect

Description

Gather the team into groups of three. Play a one-on-one game with the other player being the official. Play for one minute and rotate players so everyone gets a chance to referee. "How did it feel to be the official?" Discuss responses and importance of showing respect. "It can be difficult to be an official. It involves quite a few skills. Remember that it's a tough job, and always show respect for officials."

Key Idea

Caring

Description

Choose two players to demonstrate. Tell them they will role-play a situation in which one player is dribbling the ball and passes to the other. The pass goes out of bounds and the player receiving the pass gets upset and yells at his teammate. Have them act out the situation with your assistance. "How would you feel if someone yelled at you for a bad pass?" Listen to their responses. "How about if you made a bad pass, but heard some encouraging words like 'It's okay. Maybe next time.?' " Listen to responses, discuss comparisons. "You show you respect your teammates by not yelling at them for a mistake and encouraging them to make a better play the next time they have a chance."



Team Circle Activities



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Key Idea

Respect

Description

Gather the team into a group near three cones about 10 feet apart. “What are three things you can do or not do that show you respect your body?” Listen to their responses. Main ideas might be not taking drugs, keeping emotional outbursts under control (swearing, pushing an opponent), and not doing dangerous plays in practices and games. As players give responses, have them and others with the same idea stand next to a cone. “Those are all great ideas. When you practice those ideas, you show yourself and others that you respect your body.”

Key Idea

Responsibility

Description

Gather the team into a circle. “I want everyone to count how many players we have in the circle.” Wait while they count. “How many do you get, total?” Listen to their responses. “Well, that’s good counting, but you know, the real total is one. That’s right. We’re one team with many contributions from each player. Remember there is no ‘I’ in team. If we don’t play together as one, we will not play our best. To play together we all have individual responsibilities to the team like working hard on defense and offense, following rules, and getting good at ball-handling skills. Making sure each one of you takes that responsibility seriously is an important attitude to practice.”



Team Circle Activities



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Key Idea

Caring

Description

Gather the team into a group and choose three players to demonstrate. Have the three stand in a line. The two outside players should carefully lift the middle player. Have them problem-solve to find a way to hold the player up. Continue for about 30 seconds and then have them set the player down. “Did you see how Jared was supported by his teammates? Ben and Tyrone showed you how to give physical support, but it’s also important to support your teammates emotionally. What are some examples?” Listen to responses (positive comments, identifying good plays, encouraging comments during losses) and discuss them. “When you support your teammates throughout the season, you show you care about them. You’ll play better as a team when you show you care about each other.”

Key Idea

Respect

Description

Gather the team into a group near two cones about 10 feet apart. Choose two players to demonstrate. “Let’s say you just scored a basket. Jack, show everyone a way to celebrate or congratulate your teammates that won’t make the other team upset. Now, Kyle, show the team how you would celebrate if you wanted everyone to know how happy you were and that you thought you played much better than your opponents. If you think the best way to celebrate is like Jack, stand at this cone. If you think Kyle’s is the better way, stand at this cone. . . . It’s important to respect your opponents during games. You can do that by saying ‘good play’ or slapping hands calmly with your team. Now think about respected athletes—what do they do before, during, and after games?” Discuss.



Warm-Up Activities



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



Ages: 12 and up

Description

Players dribble, jump stop, and shoot, traveling from one basket to the next. All shooting should be 2 to 4 feet from the basket.

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

Players pair up and practice shooting off of various offensive moves. The shooter shoots 25 consecutive shots; the rebounder quickly returns the ball. After 25 shots they switch roles. The shooter follows this pattern:

- First 10 shots—no dribble
- Next 5 shots—dribble once
- Next 5 shots—dribble twice
- Last 5 shots—use a crossover dribble

The shooter keeps moving around the perimeter during all 25 shots.

Groups of three players—a shooter, passer, and rebounder—play “Rapid Fire.” The shooter has one basketball; the passer has another. The shooter keeps moving, shooting without dribbling (later you might add shooting off the crossover dribble). The shooter shoots, working on balance, position, and technique; the passer uses bounce and chest passes to pass to the shooter; and the rebounder outlets to the passer. After one minute, players rotate positions. The shooter becomes the rebounder; the rebounder, the passer; and the passer, the shooter.

Players play “Rebound-Outlet.” Player O_1 shoots the basketball, guarded by X_3 . X_3 rebounds the shot and makes a strong outlet pass to O_2 . As soon as 1 takes the shot, he or she moves quickly to play defense on 2. Player 1 then rebounds 2’s shot and makes an outlet pass to X_3 . After 2 takes the shot, he or she plays defense on X_3 . The players continue the process for the duration of the warm-up.

Players play “Spot Shooting,” shooting five shots from each of the five areas. Player should run to get each rebound and then dribble back to the appropriate spot. Players should try to make at least 15 out of the 25 attempted shots.