

# 6

## MINI-BASKETBALL

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## 6.1. GENERAL GUIDELINES

In previous chapters we have explained many concepts to be applied when coaching a mini-basketball team. In this chapter, we pinpoint some specific suggestions and explain appropriate drills with mini-basketball players.

### 6-7 Year-Olds

At the age of 6-7 children's sensory-perceptive abilities, motor and postural patterns and motor abilities need to be trained and developed by playing with the body, small props and larger equipment.

The more gestures and movements are introduced the more a child's motor skills will improve.

Drills and games must be presented in a general form, asking to the players questions like «Let us see who can...?»

The practice must be held in a tranquil, relaxed climate. Children must make their own «guided» discoveries (music helps a lot and facilitates learning).

The analytical teaching of basketball fundamentals should be avoided at all costs at this age, proposing instead the performance of motor patterns in a playful form:

- running
- jumping
- throwing and catching
- etc.

### 8-9 Year-Olds

At this age, it is necessary to continue training and developing basic motor patterns (perfecting techniques) so that they can be (gradually) transformed into specific motor abilities through the training and development of motor abilities (especially coordination capacity, joint mobility capacity, as well as conditional capacities).

Children must play doing dribbling, passing, shooting, defending; all of these activities should be presented by the coach in a general form, taking as his/her starting point the playing rules of mini-basketball.

However, before analysing mini-basketball «playing rules», it is important to make children able to understand:

- the movements they can perform in space and time;
- the space available to play;
- what they must do when playing offense;
- what they have to do when playing defense;
- the rules of the game.



When a child is «ready», playing rules can be presented, from which basketball fundamentals can later be drawn:

- ✓ «You cannot walk or run while holding the ball; so in order to move on court you must dribble».
- ✓ «To win the game you must score more baskets than your opponents; therefore you have to shoot in the opponent's basket».
- ✓ «You cannot always play alone against everybody, but having teammates; you need to pass them the ball».
- ✓ «The opposing team must not score more baskets than your team; therefore you have to defend your own basket».

From the base-game (*global training*), which is not only 1 on 1, 2 on 2 or 3 on 3 (*global form*), but can also be any drill-game or pre-sporting game, the coach can observe what is happening on court, assessing the players' progress.

In this way the coach will work more on what has not been properly learned or understood (*analytical form*), using drill-games to improve incorrect situations, before returning to the global game to verify whether playing ability (individual and team) has improved.

\* For example: during the 1 on 1 drill, the coach observes that the children do not know how to dribble. He/she will work on dribbling, proposing «ad hoc» drills, and then return to 1 on 1 situations to verify whether dribbling has improved.

## 10-11-12 Year-Olds

At this age the work to train and develop motor abilities continues; basketball fundamentals are perfected and corrections become more analytical in nature.

It is even more important at this stage, to **start from a global situation** (1 on 1, 2 on 2, 3 on 3-free situations) **before going on to an analytical work and then returning to the global situation**. However, specialist roles must not be established, gestures and movements must not be extremely technical yet, the game must be in a free form, the playing ideas (in offense and defense) presented by the coach should be simple at the beginning.

The final aim should be that of bringing children to play 5 on 5 in a slightly more organised way.

## The Base-Game

The base-game (1 on 1, 2 on 2, 3 on 3, 4 on 4, 5 on 5) is the ideal starting point for a coach when teaching mini-basketball after having built up a strong multilateral motor base.

### 1 on 1 Base-Game

The 1 on 1 base-game may be used in a simple manner with children in the 8-9 age group and in a more complex fashion with children in the 10-11-12 age group.

At 8-9 years, the coach must accept that children cannot be expected to perform over-complicated gestures and movements, he/she must be patient and carefully observe players' behaviour on court.

At the age of 10-11-12, more difficult gestures and movements can be expected, since the motor experiences of children have significantly increased and are therefore stored in the children's minds.

The 1 on 1 base game constitutes the initial situation from which mini-basketball can be taught to children aged 8-9.

The following indications can be provided to children for the 1 on 1 situation:

- you cannot run while holding the ball;
- you cannot leave the court;
- you cannot dribble again after catching the ball;
- the player in possession of the ball must try to go where there is no opponent (explain how) and must decide immediately what to do, but must also change his/her plan if what he/she expected is not happening;
- the player in possession of the ball must seek to prevent his/her opponents from taking it away from him/her (sheltered dribbling, turning back);
- the player in possession of the ball must attempt to beat his/her opponents;
- offensive players not in possession of the ball must try to become unmarked;
- defensive players should not be beaten and must stand in front of their offensive opponent, whether he/she has the ball or not.

The coach must carefully observe children's behaviour during the base-game, and from the different situations arising on court he/she must infer what children cannot do or cannot do well, proposing drills and games useful for solving the problem.



\* For example: he/she may have observed that the child in possession of the ball does not know how to dribble in order to move on court, that he/she leaves the playing area, he/she does not change hands when dribbling, he/she cannot choose what sort of dribbling to use, he/she does not have good control of the ball, he/she does not have the correct perception of his/her body and space, or he/she is unable to take quick decisions.

\* The coach may on the other hand observe that the child defending commits too many fouls when trying to regain possession of the ball, he/she is uncoordinated, he/she possesses little balance, he/she does not perceive distances, or he/she is unable to disassociate the action of arms and legs.

At this point the coach must decide the needs to be attended first to help the children resolve the problems mentioned above.

The coach should propose useful drill-games to solve the problems, try to correct the *main errors* in performance (in doing so secondary errors may disappear) and must provide the children with simple but essential tips, that would help them understanding the game (logic applied to movement).

In order to do all this, the coach must know and apply the proper exercises.

After the analytical work, the coach must re-apply the 1 on 1 base-game and verify whether the work performed has been productive.

In the 1 on 1 situation the child must gradually understand that dribbling helps to:

- move from defense to offense;
- beat one's opponents;
- move nearer to the basket (enter, stop, pass and shoot, shoot);
- improve the passing angle (when playing with teammates).

The 1 on 1 situation is practically a duel, the two contestants are both the offensive and the defensive player, being important for the players to change mentality (from offense to defense and the opposite).

Progressively players will must be able to know or understand when they need to change hands, direction or speed, when it is better to pass rather than dribble, and when it is better to shoot and how.

All of this is called «anticipation and decision ability», which in the initial stages causes children to commit many mistakes when judging the situations and making the subsequent decisions.

Only after the child has understood «what» he/she must do, can he/she begin to work on «how» (performance technique) to obtain a better result.

It is possible to play 1 on 1 full-court, half-court or close to the basket.

The coach may function as a referee, running the game and stopping it in the event of rule violations, teaching the rules and being tolerant with younger children about their mistakes.

## **2 on 2 Base-Game**

In the 2 on 2 base-game we have both a 1 on 1 situation with the ball and a 1 on 1 situation without the ball.

This base-game may be used with children from the age of 8 using different methods and techniques according to the age group.

In the 1 on 1 base-game seen previously, the offensive player had only one possibility, that of beating his/her opponent by dribbling or shooting, while the defensive player sought to become an attacker by trying to regain possession.

Now in the 2 on 2 base-game the offensive player with the ball has more possibilities; in addition to dribbling and shooting, he/she can also pass the ball to his/her unmarked teammate, while in defense one player still defends the ball handler while the other defends the player that is not in possession of the ball.

The player in possession of the ball must decide what to do, that is whether it is better to dribble, pass or shoot (according to the distance from the basket and from the defender).

\* For instance: if the ball handler has no defender in front of him/her, he/she may decide to move closer to the basket by dribbling and if the defender counters such strategy, he/she may attempt to beat him/her by changing hands, direction or speed.

If this player cannot shoot by driving in, stopping and shooting, or by taking one step and shooting, he/she may pass the ball to his/her teammate that is free.

The initial action conceived by the child (dribbling and shooting) undergoes changes (defender in front of him/her), meaning that the child must modify his/her plan of action (try to beat his/her opponent or pass the ball to his teammate).

To do all this, he/she must be endowed with technical resources that he/she can make use of every time different situations arise during the games.

The player who has not the possession of the ball must attempt to become «unmarked», going where there is no direct opponent to receive the ball and occupy the empty spaces.

He/she must move quickly on court, because if he/she does not move it would be easier for the defender to intercept the ball in the event of a pass (he/she should make dummies and point out where he/she wants the pass). Adding together the two situations, 1 on 1 with ball and 1 on 1 without ball, we have a new situation of 2 on 2 in offense and defense (collaboration play).

In the 2 on 2 base-game, it is very important from a didactic point of view to initially limit the number of dribbles while holding the ball, obliging the player with the ball to pass the ball more often (passing is quicker than dribbling).

It is very useful to propose outnumbering situations (2 on 1) in a playful form (in a large or a small area) to make children understand that it is better to pass the ball to an unmarked teammate rather than continue dribbling.

Often the player defending an attacker not handling the ball forgets about his/her opponent and goes towards the ball, leaving his/her opponent unmarked. This leads to the following situations:

- the player handling the ball is marked by two defenders;
- the attacker that is not in possession of the ball is unmarked, but he/she cannot receive the ball because the ball handler is in difficulty;
- the player that is not in possession of the ball goes towards the ball handler to receive the ball;
- the ball handler finds it difficult to dribble or pass.



It would be a good idea to tell the player who is not in possession of the ball *not to come too close to the ball handler*, because in doing so, he/she could also bring his/her defender closer to the ball (thus impeding the movements of his/her teammate).

This becomes possible only when the ball handler is in difficulty and shouts «help», in which case his/her teammate can move closer to receive the ball (either to receive a pass or to get the ball directly from his/her teammate's hands).

The use of the «pivot foot» in these cases must be explained and the player should understand it without making the technique automated.

**The 2 on 2 base-game may be used obliging children to pass the ball without dribbling, then one can introduce dribbling and finally the possibility of shooting. The game can be points- or time-based.**

The coach may function as referee, running the game and stopping it in the event of rule violations, teaching the rules and being tolerant with younger children about their mistakes.

The coach must observe how children play and single out the problems that occur, working on them before returning to the base-game (2 on 2-free) to verify whether the corrections made have led to improvements.

The situations to be proposed are 1 on 1 with ball, 1 on 1 without ball, 2 on 1, 1 on 1 with the coach's support, 2 on 2 full-court, 2 on 2 half-court and 2 on 2 close to the basket.

As they play, the children will undoubtedly improve, trying out real-play situations (which they will later come across in games) and at the same time further developing their creativity and motor imagination.

**Deep analytical work of gestures and movements should be avoided at all costs, but it is important to make children aware of «what» they must do during the game «in both offense and defense», and the coach must help them to solve problem situations that arise while playing.**

### **3 on 3, 4 on 4, 5 on 5 Base-Game**

In 3 on 3 base game, it is important to make children capable of managing available space, first over the full court, then over half-court, then close to the basket.

In this situation there are two children who are not in possession of the ball, and the ball handler must decide to whom he/she should pass the ball (to the player that first becomes unmarked).

In connection with this, real outnumbering situations must be introduced (3 on 1, 3 on 2 and 2 on 3) so that the ball handler may decide whether to dribble, shoot, dribble and shoot or pass the ball.

Obviously, defenders must defend both the ball handler and the other players.

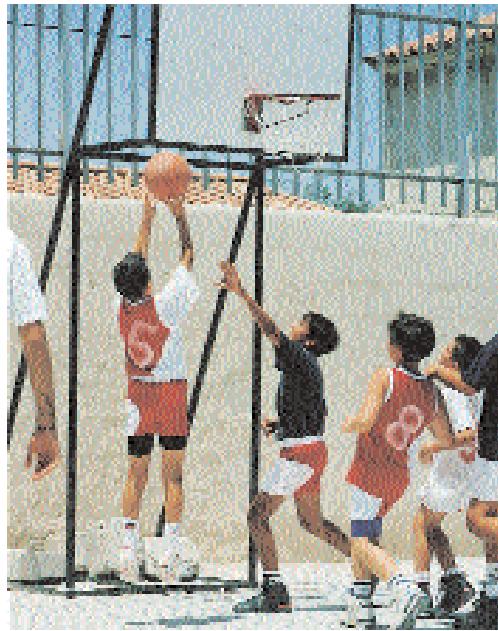
At the beginning the defense will be face to face, then will lay off more, then anticipate.

The ball handler, seeing all defenders go towards him/her, must try to pass the ball to an unmarked teammate. If defenders defend only players that are not in possession of the ball, the ball handler must go towards the basket and shoot.

If the player handling the ball is confident, he/she must try to beat his/her direct opponent by dribbling; otherwise he/she must pass the ball to his/her teammates.

This work requires a considerable amount of time; drills must be introduced in a playful form, and the method to be used is similar to that used in the 2 on 2 base-game.

From the 3 on 3 base-game one can gradually move on to 4 on 4 and 5 on 5 base-games through the presentation of the outnumbering situations (4 on 1, 4 on 2, 4 on 3, 5 on 1, 5 on 2, 5 on 3, 5 on 4).



**The main thing is for children to play as much as possible without the coach interrupting the game too often. Only in this way it is possible for the players to discover the best solutions themselves. They will be more creative, have more fun and will not be forced to do only what the coach wants.**

If players cannot shoot in 1 on 1 situations, they will seek alternative solutions, namely passing the ball to a teammate and playing with him/her (give and go, give and follow, give and change place).

From the 4 on 4 and 5 on 5 situations, the coach will take what he/she has observed and he/she will organise more specific drills that will help improve children's playing abilities, and afterwards he/she will return to the 5 on 5 situation in a more global way.

The coach must direct the game, teach the rules, handle fouls and violations, teach referee signalling, not whistle too often and attempt to explain the «globality» of the game to the children.

## 6.2. DRILLS FOR PHYSICAL DEVELOPMENT

In this section we explain a number of drills for the physical development of mini-basketball players.

### Body Pattern Development

1. Invite children to get to know their body and the movements they can perform with each part of their body (standing still, on the move, with and without the ball). Suggest in turn the movements they are not yet familiar with.
2. All types of walking (on hells, tip-toe, on the inside and outside of foot).
3. Walking forward or running forward, reverse walking, sideways, around or in the middle of the court, holding the ball high, low, behind the back.
4. Run, kicking backwards, holding ball behind back.
5. Run with knees high holding ball in front.
6. Walking or running, pass the ball around the head, the trunk, lower limbs, push it forwards, upwards.
7. Walk or run in the middle of the court holding the ball, with a musical background. Suddenly stop the music and watch the behaviour and reactions of the children, then start the music again.
8. The same game-drill as above, dribbling freely in the court.
9. Walk holding the ball with the hands, roll it without letting go around body, squeeze it, throw it.
10. Walk holding ball between ankles.
11. Jump holding ball between ankles.



12. Crawling: carry ball between ankles, under tummy, roll over ball.
13. Game-drills for breathing training.
14. Sitting down, raise legs and pass ball under knees.
15. Lying on ground, pass ball under knees.



16. Lying on back, hold ball between ankles: lift ball to touch the ground behind head and return back.
17. Bend arms to touch chest with the ball and back.
18. Hold ball between ankles: raise lower limbs and sitting down, move ball to right and left.
19. Lying on tummy, dribble with right and left hand.
20. Squeeze ball with two hands for about 5 seconds.
21. Standing up, legs apart, hold ball high: bend waist and touch right foot and left foot with ball.



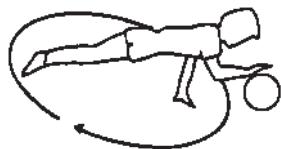
22. Lying on back, ball above ankles, raise legs and roll ball towards chest.
23. Ball on ground: try to «lift» it by tapping with one hand.
24. Dribble ball with feet, knees, head.
25. Raise ball high, let it drop and bounce on ground, touch it with head, shoulders knee, foot.
26. Ball held between hands: rapidly change hand position.
27. Roll ball around feet moving in the court.



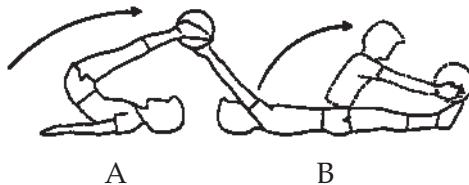
28. Push ball forwards with head.



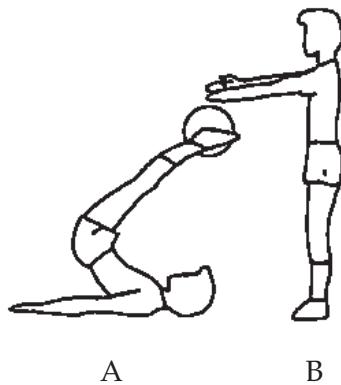
29. Place one hand on ground and use other to dribble and move.



30. Bounce ball on ground with fist, side of hand, back of hand, palm (standing still and on the move).
31. Same game-drill as above with two fists, two sides, two backs of hand.
32. In pairs pass ball sitting down twisting trunk.
33. In pairs lying on back: «A» holds the ball between ankles, raises legs and passes to «B» who receives with hands, repeat.



34. In pairs: «A» with ball between ankles raises legs and passes ball to «B» who is standing; repeat and then change positions.



## Body Orientation in Space and Laterality

1. Game-drill exploring basketball court (side-lines, end-lines, circles), walking, running, jumping, dribbling.
2. Throw ball towards side-lines and try to catch it before it goes out of court; same towards end-lines.
3. Walk in the court with one eye closed and one open, both eyes closed, dribbling, jumping and dribbling.
4. Dribble following court lines, circles, lanes.
5. Walk in court passing ball under legs.



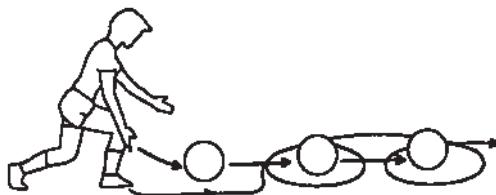
6. Dribble standing still with preferred hand, walking, running.
7. Dribble standing still and jump with feet together, jump on one foot, with open legs, crossed legs.
8. Standing still dribble, with one hand and jump on corresponding foot.
9. Dribble against wall with one hand, two hands.
10. Dribble high, very high, low, very low.
11. Dribble sitting down with one finger, two, three, four, five fingers.
12. Dribble a «tam-tam» with ball.
13. Throw ball very high and catch with same hand, with opposite hand, with two hands (standing, kneeling, sitting, lying with back on ground).
14. Dribble and jump in a straight line.

## Spatial-Temporal Perception

1. Roll ball in court with one hand, two hands, with feet, dribbling, trying to avoid objects scattered in court.
2. Walk, throw ball forwards and grab it immediately after it has touched ground.
3. Walk, throw ball backwards and immediately retrieve it; repeat.
4. Throw ball very high and catch it after having clapped hands several times in front, behind back, in front and behind, under legs.
5. Same game-drill as above, after having touched ground with one hand, both hands, after having turned around in a circle.
6. Throw ball against wall and catch it.



7. Throw ball against wall, clap hands in front and catch without dropping: repeat clapping hands behind back, touching ground, turning around.
8. In pairs hold hands and dribble (standing in place and on the move).
9. Roll ball, run and catch it before it reaches an established mark.
10. Roll ball and turn around it.

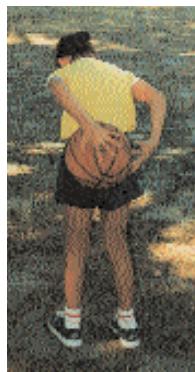


11. Throw ball high and clap hands every time it touches ground.
12. Same game-drill jumping with feet together, same on one foot.
13. Throw ball as high as possible and as far as possible.
14. Dribble, «beating» a rhythm.
15. Back against wall, throw ball against wall, turn and catch ball.

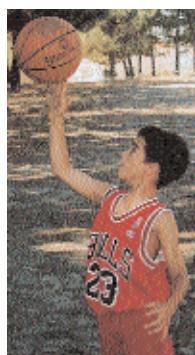
16. Throw ball high in air and try to pass under it as many times as possible.



17. Bounce ball on floor and pass one arm around it.
18. Same game-drill with hands together, feet together.
19. Walk holding ball behind head, let it drop and catch it before it touches floor.



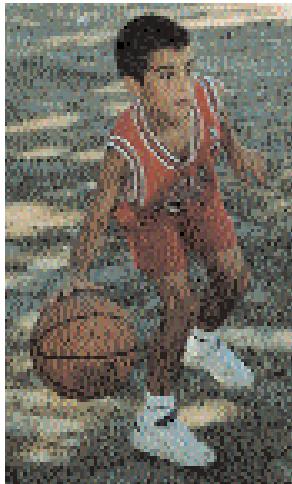
20. Spin ball on one finger.



21. Walk passing ball from one hand to the other.
22. Legs apart, bounce ball on floor between legs, turn and grab ball.
23. Standing with legs apart, ball held between legs with one hand in front and one behind: quickly pass from hand to hand.

## Balance

1. Throw ball high and turn foot around (count the number of times the child manages to turn foot around ball).
2. Dribble jumping on one foot (in place and on the move).



3. Roll on feet without losing balance.
4. Walk on tip-toes, on heels.
5. Standing still, hold ball, legs apart: jump, turn around completely and land in same position (in one direction and then the other).
6. Dribble with eyes closed.
7. Jump on and off a bench without losing balance.
8. Run around court and stop immediately at a signal.
9. Same game-drill, dribbling.
10. Run around court, stop at a signal, jump high and turn around, then start to run again.
11. Reverse walking.
12. Reverse walking on a bench, walk forwards.
13. Same game-drills dribbling.
14. Dribble throughout court, at the signal roll on ground, stand up, grasp ball and start to dribble again.
15. Roll ball forwards, somersault on carpet, grasp ball again and dribble or shoot or pass.

16. Walk on a bench, catch a ball thrown by a teammate and pass it back immediately.



17. Dribble in court and at the signal stop still, standing on one foot.



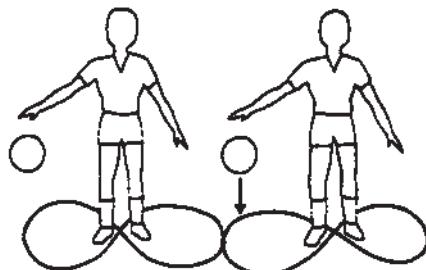
18. Dribble, around, inside and outside of circle, alternatively.
19. Shoot inside a circle held by the Instructor.
20. Shoot at a basket from an unbalanced position .

## Coordination

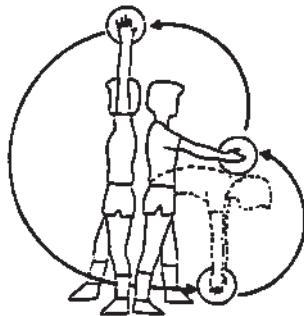
1. Roll ball and try to hit a target (ball in movement, circle, clubs, numbers drawn on the wall, inside the squares of wall bars, etc.).
2. Run, with one arm forward and the other above.
3. Throw ball and try to put it through a circle held by a teammate.



4. In pairs (one ball each): try to touch back, knees, ball (the one who manages to touch the other most times in a certain period of time wins).
5. Same game-drill in threes, fours and fives.
6. Dribble in place with two balls alternatively.
7. Same game-drill, running.
8. Reverse walking, dribbling with two balls.
9. In pairs dribble with two balls and at the signal exchange balls.
10. Same game-drill in threes, fours and fives.
11. Dribble a figure «8» with legs apart.
12. Dribble figure «8» in pairs.

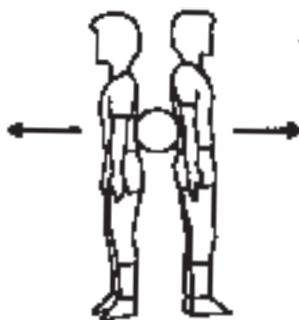


13. In pairs, «A» dribbles towards «B» (legs apart and extending arms) passes under, turns around, returns to starting position, stops, turns and passes the ball to «B» who then repeats the same game-drill.
14. Standing up, ball held-in front with straight arms: let it drop, clap hands behind back and grab ball.
15. Same game-drill holding ball behind back: clap hands and grab ball again.
16. Same game-drill with ball held in front of knee.
17. Dribble simultaneously with three balls.
18. In pairs (one ball each): «A» dribbles advancing forward and «B» dribbles moving backward; at signal change.
19. Same game-drill sideways.
20. In pairs, one ball each: «A» bounce passes to «B» and «B» two-handed chest pass back to «A».
21. In pairs, «A» standing with ball and «B» sitting without ball: «A» passes to «B» and sits down, «B» passes to «A» and stands up.
22. In pairs: two-handed chest pass, bounce pass, side pass, side bounce pass, hand-off, bowling pass, baseball pass, two-handed overhead pass.
23. In pairs, back to back: pass ball above head and below legs.



24. Same game-drill, passing the ball sideways right and left.
25. In pairs facing each other: «A» rolls the ball to «B» and «B» passes at same time with feet.
26. In pairs, sitting facing each other, one ball each: exchange balls rolling, bouncing, throwing.
27. Aim and throw ball against a target.
28. In pairs: «A» makes movements dribbling and «B» imitates «A»; change roles.

29. In pairs ball between backs: walk forwards, backwards, sideways, trying not to drop the ball.



30. Same game-drill with ball held between foreheads.



31. In pairs lying on tummy, one ball each: pass balls.
32. In pairs: «A» passes the ball to «B» and «B», before receiving it, must clap hands.
33. In pairs: «A» throws the ball high in the air and «B» throws own ball trying to hit it.
34. Same game-drill, rolling the ball.

## Respiratory Education

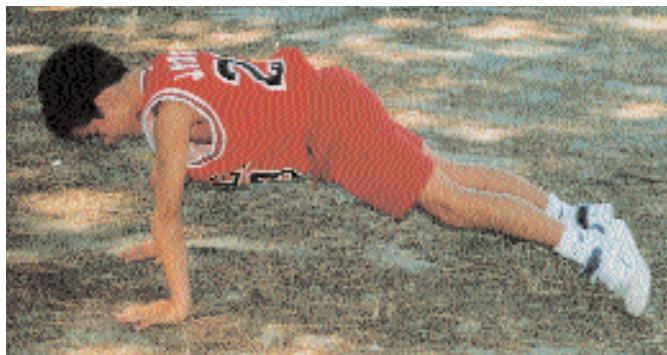
1. Blow balloons, blow through straws, make noises.
2. Inhale and exhale with a single nostril, closing the other.
3. Blow, pushing ping-pong balls on the floor.
4. Inhale through nose and count aloud without exhaling; same thing counting mentally.
5. Sitting down, lean on hands behind back: inhale in one count and exhale in two counts.
6. Standing up, holding ball between heels: inhale in one count extending arms out and lifting them, exhale in one count, simultaneously bending legs (hug knees).
7. Lying on back, ball on chest: inhale and exhale watching the movement of the ball which goes up and down.



8. Same game-drill with ball on tummy.
9. «Blow» paper cups, following an established path, without knocking them over (competition).

## Endurance

1. Race dribbling 15-20 meters.
2. Race running in a slalom while dribbling.
3. Relay races and dribbling races.
4. Game-drills for rhythmic ball handling.
5. Tic-tac in 2, 3, 4, 5 only forwards, forwards and return, in time.
6. Competition in push-ups.



7. Competition jumping, keeping rhythm.
8. Same game-drill dribbling at the same time.
9. Timed shooting competition: see how many shots can be made in a certain period of time.



10. Same game-drill, checking how many baskets can be made in a certain period of time.
11. Timed passing (2, 3, 4, 5 players in teams): see how many passes can be made in a certain period of time.
12. Timed simple circuits.

## Rapid-Strength

1. Dribble and jump at same time.
2. Competitions in dribbling, shooting, passing, standing still and on the move.
3. Drills in pairs in offense and defense, opposition and resistance.
4. In pairs: «wheelbarrow» (hold onto thighs).
5. Jump inside and outside of a circle.
6. High jump, long jump, jump backwards, low jump.
7. Throw ball forwards, backwards, sideways, sitting down, kneeling down, lying on back, lying on tummy.
8. All types of relay races.
9. All types of circuits (stimulating jumping strength, throwing strength).

## Speed

1. Dribble running in court and change speed at a signal (whistle, voice, lines of court, etc.).
2. Dribble starting from different positions (standing, sitting, kneeling, lying on back, lying on tummy, etc.).
3. In pairs (one ball each), dribble and try to touch the other's ball, knee, back; untie shoe-laces, etc.



4. Races and relays dribbling (different signals).
5. Very easy circuits.
6. Game-drills of reaction to signal (visual-audio-tactile).

## Joint Mobility

1. Game-drill for ball-handling or handling other equipment.
2. Rotation, twisting trunk, extension of lower limbs, extension of upper limbs, holding ball in hands.
3. Very easy circuits: passing under a bench, inside the wall bars, under a curved ladder on the floor, upside down.



4. Game-drills for mobility of trunk, hip, with tests to check.

## Spatial-Temporal and Dynamic Differentiation

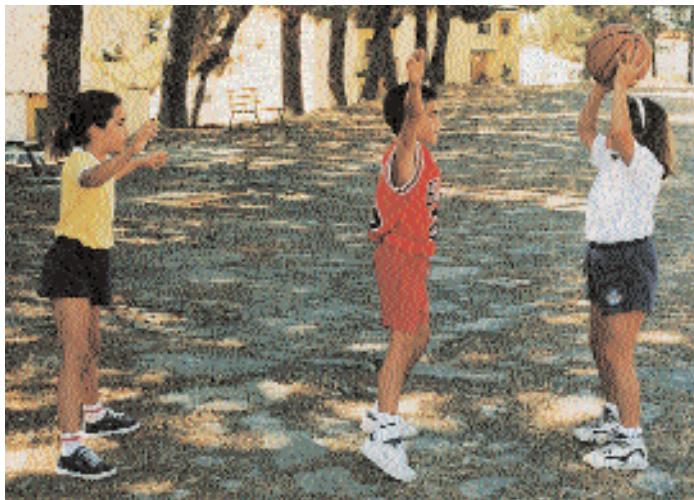
1. Walk and run fast, slowly, jump slowly or fast.
2. Same game-drill dribbling.
3. Dribble slow, fast, bouncing ball high, low, very high, very low.
4. Dribble two balls in alternate ways (in place and on the move).
5. Dribble in place running, changing hands, direction, speed, reverse walking (at a signal).
6. Dribble at different paces.
7. In pairs, imitate the other's speed of dribbling.
8. The Instructor beats a rhythm and children try to imitate it with their hands, feet, with the ball.

## Mobility Learning, Adaptation and Transformation, and Mobility Control

1. Game-drills always different, with different starts and stops.
2. Game-drills: individual, in pairs, in groups (with ball blown hard, soft, rough, shiny, heavy, light, small, big), with small gym props, backwards, with accelerated rhythm, with different signals (voice, hands, whistle, tambourine, music).
3. All types of dribbling, shooting, passing and combinations.
4. All situations from 1 on 1 to 5 on 5 (both for offense and defense).
5. Game-drills with uneven number of players.

## Anticipation and Choice

1. Passing in pairs with a defender in the middle.



2. Same game-drill in groups of three and five (with one, two defenders).
3. Games 1 on 1 in all positions of the court.
4. Games with uneven number of players on each team.
5. From 1 on 1 to 3 on 3 with support.

6. Game of defensive help (trains).

offensive player without the ball	defensive player
offensive player with the ball	-----> passes (any type)
movements of the player without the ball	~~~~~> dribbles of the player
change of direction with the ball	- - - - > shot
COACH Instructor	obstacles

**Table 17.** Legend to follow the diagrams of this chapter.

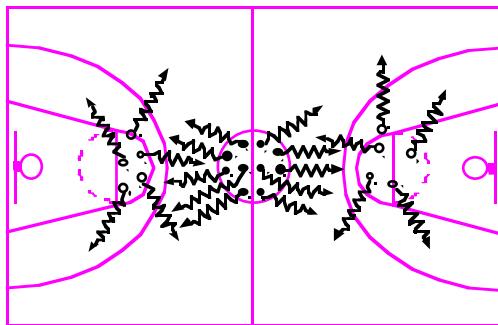
### 6.3. DRILLS FOR BASKETBALL FUNDAMENTALS

In this section we explain a number of drills to develop basketball basic fundamentals.

#### Dribbling

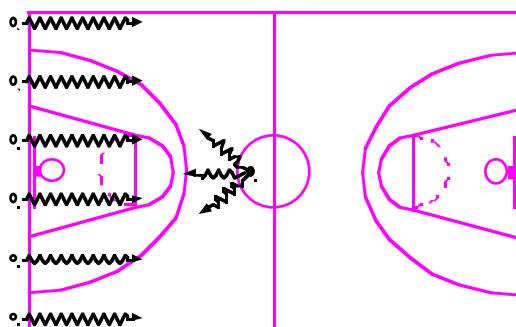
1. Dribbling standing still, on the move, around the court, following the perimeter of the court, in the middle of the court.
2. Dribble in the middle of the court responding to different signals (voice, whistle, tambourine, hand clap), change speed, direction, reverse walking, change hands, etc.
3. Dribble in the court following a previously prepared path.
4. Dribble with two balls, in place and on the move.
5. «*Statue Game*»: the children dribble in the middle of the court (one

ball each) and at a signal from the Instructor they must stop (those who do not stop lose a point). This teaches how to stop (jump stop



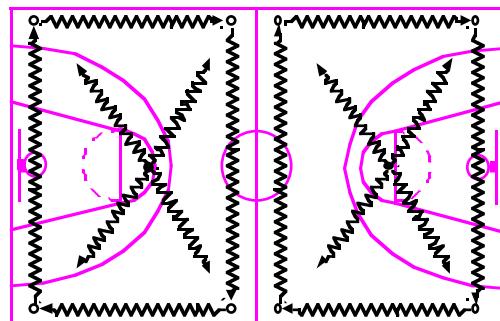
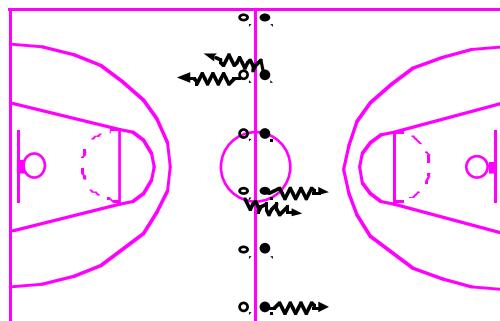
and two-count stop).

6. «*Playing Catch*»: the children (one ball each) dribble in the court trying not to be touched by the child who is «It». The child who is touched becomes «It» in turn. In this way the children learn to change hands, reverse walk, change direction, speed while «playing» to reach an objective (not analytically).
7. The same game, with the difference that the child who is «It» must try to touch as many children as possible in a set period of time.
8. The children dribble following the lines of the court, and when they meet another child they must change hand, reverse, change direction.
9. «*The Jack-Hammer Game*»: all of the children dribble in the court, imitating a jack-hammer (dribbling high, low, slowly, fast).
10. «*The Car Game*»: all of the children (one ball each) are scattered throughout the court and imitate an automobile. In basic position when the car is still, dribbling when the motor is turned on, starting the dribble when the car starts, dribbling throughout the court (forwards, backwards, right and left) as the car moves, stop dribbling when the car stops at the streetlights (the Instructor shouts «red light»), start dribbling again moving forward (when the



Instructor says «green light»), returning to the starting point (jump stop).

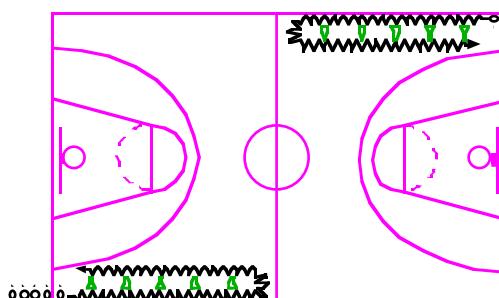
- This teaches the different ways of starting to dribble, dribbling in its different forms, jump stop, and dribbling.



- From these initial situations, following a rough presentation of the different fundamentals, there will be a gradual shift to more precise representation and then to the stabilization of movements and their availability at need.
  11. «*The Tail Game*»: one child without a tail (handkerchief) dribbles throughout the court and for a certain period of time tries to grab the tails of the other children who run away dribbling in the court. The child who manages to grab the most tails wins.
  12. Free dribbling throughout the court and at a signal stop and turn towards a basket, the side-lines, the end-lines (depending on the instructions of the Instructor). This teaches to use the pivot foot.
  13. «*Self-passing*», stop and start dribbling (in all directions).
  14. «*Dog and Hare Game*»: divide the children into two teams (one ball each), giving each child (dog) a child to touch (hare). The dogs stand in the central circle and the hares in the middle of the court. When the Instructor gives the go, the dogs dribble and must try to touch the hares. Those who are tagged must stop and sit. The child who manages in a set period of time to touch the most hares is the winner.
  15. «*The Wolf and Sheep Game*»: put the children (sheep) in the three circles of the court (one ball each) and one child (wolf) outside of circles (with the ball). When the Instructor says «The wolf isn't here», the sheep can move freely throughout the court (the wolf can move too, but cannot touch the sheep). When the Instructor says «Here comes the wolf», the wolf can touch all of the sheeps that are outside of the circles (the sheep in the circles are safe). The sheep who are touched outside of the circle become wolves and the game continues.

The game aims to teach the children not to look at the ball often and to use the different types of dribbling depending on the situations that arise during the game.

16. «*The Fisherman Game*»: all of the children (fish) stand in a line behind the end-line (one ball each), while one child is at half-court (fisher-



man). At a signal from the Instructor, the children must dribble and try to reach the other end of the court (beyond the end-line), without letting

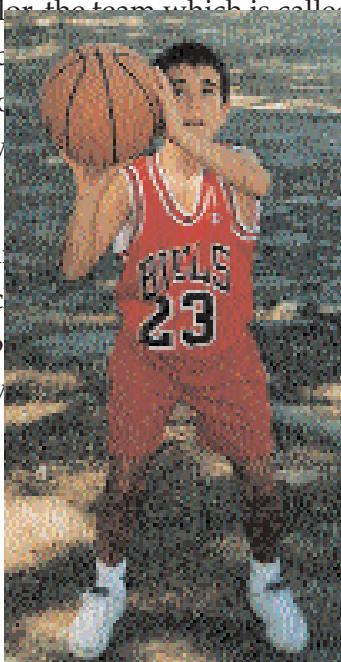
the fisherman touch them. Those who are touched become fishermen.

At the beginning of the game, it is not important to pay too much attention to violations. Playing will teach speed, anticipation and choice of dribbling.



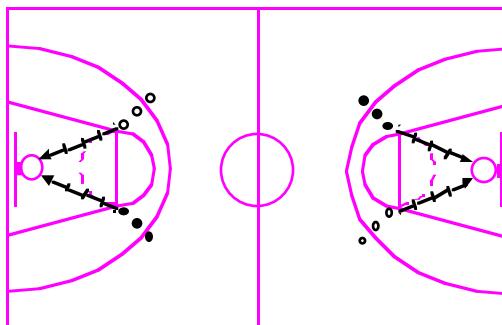
17. «*Run and Chase Game*»: the children are divided into two teams (one ball each) and are lined up at half-court (one team faces one basket and the other faces the other basket); they stand back to back. Each team is given a number (one or two), a color (black or white), and is either the sun or the moon. Every time that the Instructor calls a number, or a color, the team which is called starts dribbling towards the end-line and the other team tries to touch the child who is running, starts to dribble and tries to touch the child who is running (each child can only touch the child who was called by name or her).

Those who are touched must raise their hands above their head, while those who are not touched must raise their hands below their head (eliminated). The team which manages to touch all the children of the other team within a certain period of time wins. The game may be played in different ways (standing, in a crouching position, kneeling down, sitting, lying on the floor).

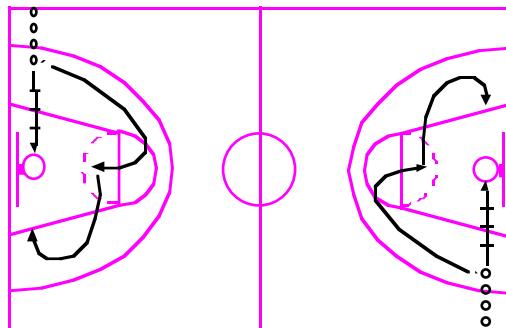


18. «*The Four Corners Game*»: the children form a square (one ball each) and one child in the middle tries to occupy a free corner. At the signal the children at the corner must change place while dribbling and the child who is «It» must try to occupy a place. The child who remains without a place becomes «It» and the game begins again. It is important to establish the direction of movement (clockwise-counterclockwise or free) at the beginning of the game.

19. «*Free Tag Game*»: the children (one ball each) run dribbling around the court and one child («It») tries to touch them. The children who are touched stop and stretch out an arm, waiting to be touched and freed by the other children.
20. «*Game 1-2-2 Star*»: the children (one ball each) stand in a line behind the end-line and one stands at half-court (with a ball). The child at half-court (with his or her back to the other children), after shouting «1-2-3 Start», turns around and tries to guess which children have not stopped dribbling (the children start dribbling when the child at half-court begins to shout «1-2-3 Start»). Those who are seen to move return to the starting position (they may continue to play). The first to reach half-court without being seen by the child who is at half-court is the winner of this game.



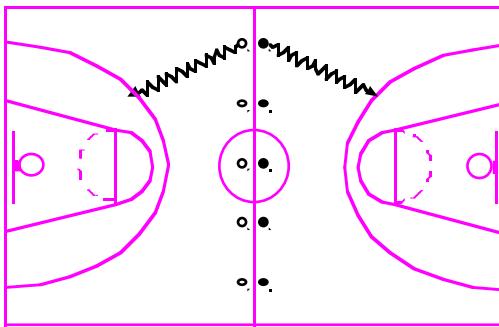
- dren start dribbling when the child at half-court begins to shout «1-2-3 Start»). Those who are seen to move return to the starting position (they may continue to play). The first to reach half-court without being seen by the child who is at half-court is the winner of this game.
21. «*The Signal Game*»: the children (one ball each) stand in a line facing the Instructor. When the child begins to dribble, the Instructor indicates the direction where the child must go (to the right, to the left, forwards, backwards, etc). If the Instructor keeps his arms low, the child may dribble past on either side, if he raises his right hand, the child passes to the left (and vice-versa). If the Instructor raises both arms then the child must reverse walk dribbling.
  22. «*Relay Dribbling Races*»: there are many types of relays (forwards, forward and backwards) without the ball (running, jumping), or dribbling, with one ball each or one ball per team. At a signal given by the Instructor, the first of the line starts and follows the path (slalom, running around markers, around the three circles of the court). The child then returns, stops in front of the second in line, touches the ball and the game continues. The team which arrives first after having completed the path is the winner.
  23. «*Relay Race with Pins*»: divide the children into two teams (one ball each) and line them up as shown in the diagram. At the signal, the first children of each line start and dribble with one hand while with the other they must try to *knock down* the pins along the path, and then come back dribbling quickly to let the second in line start. The second starts and while dribbling with one hand must try to *stand the pins up* again (the game cannot continue if the pins are not standing) and so on. The team which arrives first is the winner.



24. Dribble freely in the court and change hand, reverse walk, change direction, speed, turn around dribbling, etc.
25. Dribble following the perimeter of the court and change direction, speed, hand, as indicated by the Instructor.
26. Dribble in the court and exchange ball with the other children while continuing to dribble (do not interrupt the dribbling).
27. Place the children in groups of three, four or five along the baseline and set markers in the court at the two free throw lines and at half-court (other markers can be set in the court). At a signal given by the Instructor, the first in line starts. At every marker they will do the following:
- change hand;
  - reverse;
  - change speed;
  - pivot dribble;
  - jump stop;
  - reverse, change hand and dribble forward;
  - change direction.
28. Teach dribbling drills (start, dribble and stop, with change of hand, reverse, change of direction, pivot, ball protection, behind the back, faking pivot and pivot, with hesitation, etc.)

## Shooting

1. Throw balls of different weights and sizes in containers, circles, baskets at different heights (from different distances).
2. Shooting-free, at the basket.

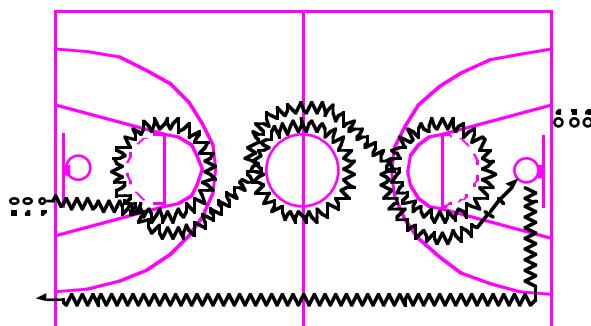
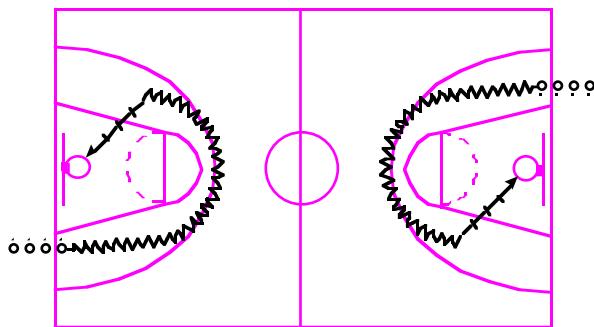
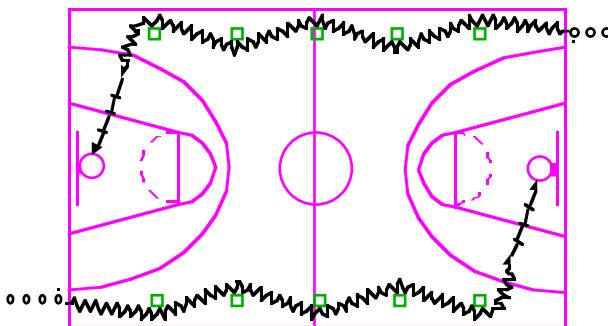


3. Shooting at the basket from a bench.
4. Shooting into the squares of wall-bars, against numbers drawn on the wall, in circles placed on the floor, or held by another child.
5. Shoot balls trying to knock down pins, hit other balls, different objects (in place or moving).
6. Shoot in larger-than-normal baskets.
7. Shoot at different-size baskets without backboard.
8. Shoot at basket from different positions (facing, sideways at right, sideways at left).
9. Shooting at basket: competition with different scores depending on

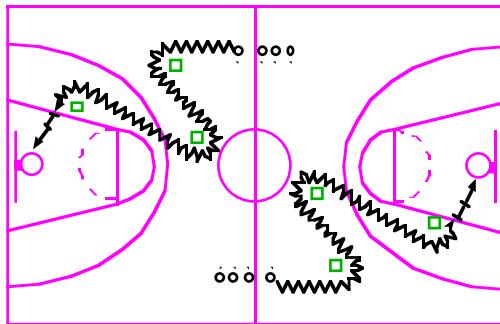
the results (two points for a basket, 1 point if the basket rim is touched, half a point if the backboard is touched). The team which manages to reach a set score first wins.

10.

Shooting competition in front of the basket, shooting freely (one point for each basket). The team which manages to score the most baskets in a certain period of time wins. The competition can be carried out from different distances, sideways to the



right,  
side -  
ways to  
the left,  
with or  
without  
using  
the  
back -  
board.



11. Free throw competition (individual or teams).
12. «*21 Game*»: divide the children into two teams and line them up at the two free throw lines. At the go, the first child in each line shoots (2 points for a basket, otherwise the child must go for the rebound and shoot again, getting one point if he or she scores a basket). The second child begins to shoot when the first has either made a basket or used up his or her two available shots. The team which first scores 21 points wins the game.
13. «*The World Game*»: mark several shooting positions around the area (numbered progressively) and begin the game near the basket. If the child makes the basket he or she moves to the different positions (or stops after a mistake). The child who first manages to reach the end of the circle wins. (Those who miss have three shots from each shooting position and if they miss they can still move on to the next position).
14. «*The Triangle*»: divide the children into two teams (one ball each) and line them up as shown in the diagram, under the two baskets. Mark three shooting positions (to the right, from the half-circle and to the left) and start the game when the Instructor gives a signal. The child cannot move on to the next position until he or she scores a basket

**Method-I**

- run holding ball, count «1-2» and before the «3», throw the ball forwards high, or above a string tied to two poles or in a circle;
- run, pick up ball from ground and throw it after having counted up to two (without stopping to run);
- start dribbling until a marker on the ground, «stop» the dribble, run towards the basket holding the ball and shoot (it does not matter if at the beginning the children take more than two steps and make many rule violations);
- same drill with the ball held by the Instructor in the free throw line;
- dribbling and three-count entry (from right and from left, with right and with left hand).

**Method-II**

- from under the basket holding the ball, make a step and shoot;
- start further back, dribble, stop, one step and shoot;
- start even further back, two or more dribbles, stop, one step and shoot;
- start dribbling and go for basket.

**Method-III**

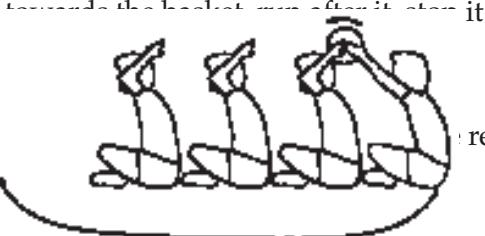
- from under basket, lift one knee and shoot (from right lift right knee and from left lift left knee);
- from one step back, make a step and shoot;
- from two steps back, make two steps and shoot;
- dribble and shoot on third count.

**Table 18.** Example of progressive methods to teach lay-ups.

(three non-consecutive shots available).

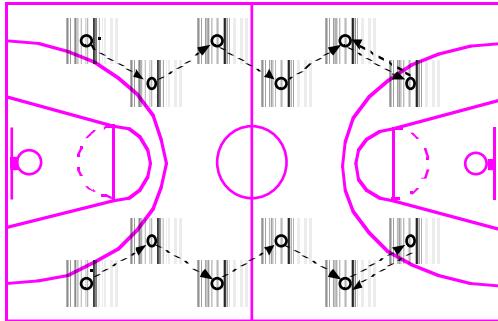
The team which passes through all three shooting positions and first reaches the final position wins. It is not possible to shoot from a position if all of the members of the team have not made a basket from the previous position or have not used up all of the shots available to them.

15. All of the shooting game-drills may be performed with two hands, one hand, two-handed jump shots, one-handed jump shot.
16. Throw the ball high, catch it and shoot.
17. Facing the basket, throw the ball high, pass under, turn, catch the ball and turn around again (use of pivot foot) and shoot.
18. Shoot at the basket with one eye closed and one open.
19. Children stand around free throw line (one ball each), back to basket. At the signal, the children pivot (front or reverse) and shoot.
20. Children face the basket, ball on ground. At the signal they quickly grasp the ball and shoot.
21. Children face basket, ball behind them. At the signal they throw the ball from behind forwards (between legs), grab it and shoot.
22. Children face basket, holding ball between ankles: at the signal they jump, letting go of the ball with their feet, catch it with their hands and shoot.
23. Shoot standing on one leg.
24. Three point shooting competition.
25. Roll the ball ~~towards the basket with front hand~~ it (one hand in front and one hand behind) and shoot.
26. Shoot at the basket.
27. Throw the ball at the basket, catch it, rebound and shoot.
28. Shoot in pairs.

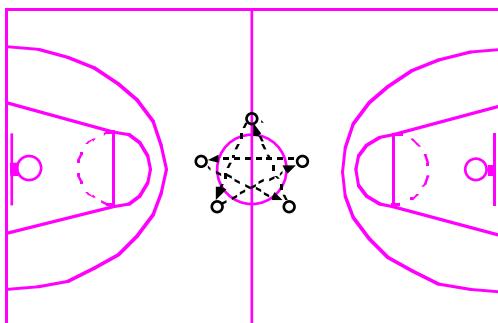


29. Teach shooting drills (position of feet, load, correct succession of pushes, flexing wrist, release, extension of arm) with analytical correction.
30. Competition shooting hooks from under the basket.

31.

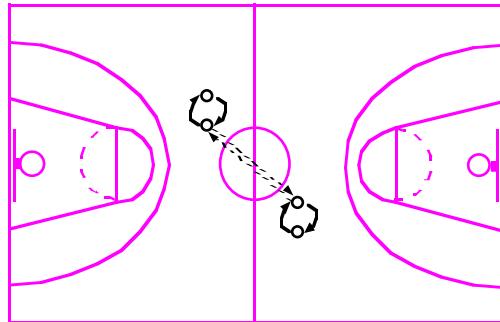


Competition of «passing and shooting» after the stop, from right and from left, with right and with left hand.

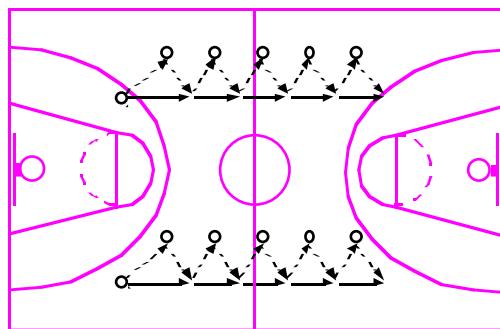


## Dribbling and Shooting

of dribbling and shooting enables children to distinguish different situations during the game (near the basket you must shoot immediately, far from the basket you dribble to get close).



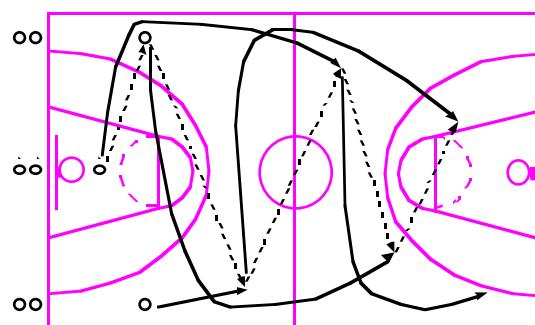
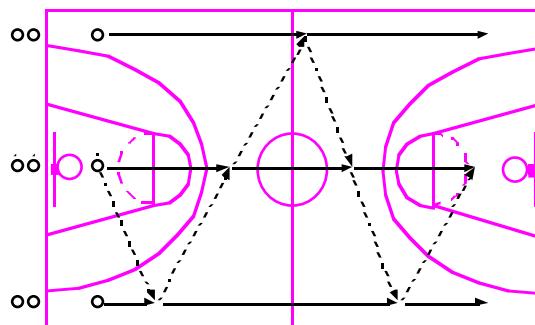
The combination



1. *«All Together to the Basket»:* divide the children into two teams (one ball each) and have them stand (back to back) in the middle of the court (as shown in diagram). At a signal from the Instructor, all of the members of the two teams begin to dribble simultaneously towards the basket of the opponents (which they are facing). Those who

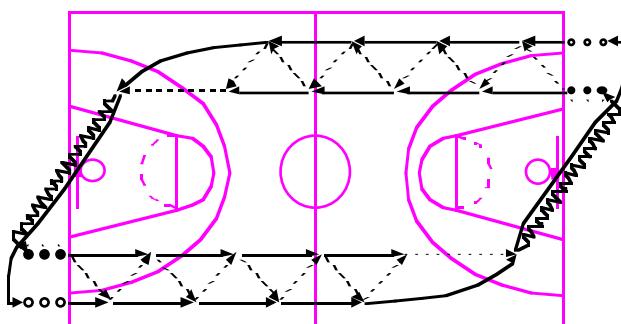
score a basket dribble back quickly to the starting point, while those who do not score immediately have three chances to do so. If they do not score after their three chances, they return to the starting point anyway.

The team which finishes the game first and has all of the children sitting down wins. The game can also be started from a sitting position, kneeling down, lying on back or on tummy, and the



s h o t s  
may be a  
j u m p  
stop and  
s h o o t ,  
stop pass  
a n d  
shoot, or  
lay-up.

2. The same game, but with an initial pivot (front or reverse) at the signal. The children dribble and then shoot towards the opposite basket from their starting points.
3. *Relay Race with Dribbling and Shooting:* the children are divided into two groups (one ball each). At the signal, the first child of each team begins to dribble, stops and shoots. If the child scores a basket he or she quickly returns to the starting point, otherwise the child has three tries to make a basket. After the three tries have been used up, the child returns to the starting point. The team which manages to score the highest number of baskets in a set period of time wins.
4. The same relay race may be played allowing only one chance for each child to shoot. (The second child starts when the first has shot).



5. *Dribble Slalom Relay Races:* divide the children into two teams (one ball

each or  
one ball  
for each  
team).

6. «*Circle Game*»: divide the children into two teams (one ball each).

7. «*Game of the Three Circles*»: divide the children into two teams.

8. *Slalom Relay Race from half-court*: divide the children into two teams

(one ball each). At the signal, the first children of each team start and dribble between the pins, reach the basket, stop and shoot. The second of the line starts when the first catches the rebound. The team which manages to make the most baskets in a set period of time wins.

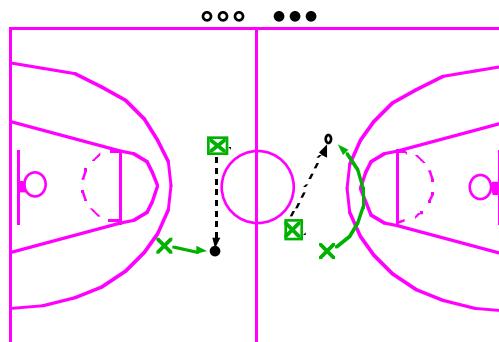
9. *Parallel Relay Race:* divide the children into three or four teams (one ball each) and line them up behind the end line. When the Instructor gives the go, the first of each line starts and dribbles towards the opposite basket, stops and shoots (three shots available), then returns after getting the rebound, and touches the second of the line who then starts. The team which manages to score the most baskets in a set period of time wins. The shots may be a stop, step and shoot, lay-



- up, using all types of shots.
10. Dribble from half-court, change direction and go for a basket from the right and from the left, with the right and with the left hand.
  11. Dribble from half-court (different openings, self-passing, stop and starting dribbling) and shoot (jump stop and shoot; jump stop, step and shoot; lay-up; reverse lay-up, etc.).
  12. Dribble from half-court, pivot and shoot.
  13. Combination of different types of dribbling and shooting from end-line and half-court.
  14. Start dribbling (choose from time to time a different type of start) and shoot.
  15. Teach technique of lay-ups (depending on the age of the children) (see Table-18).

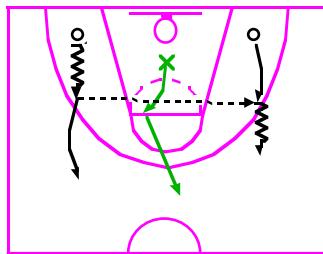
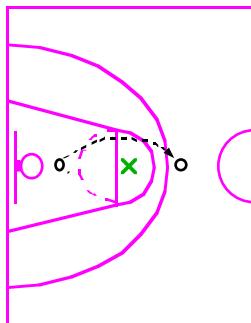
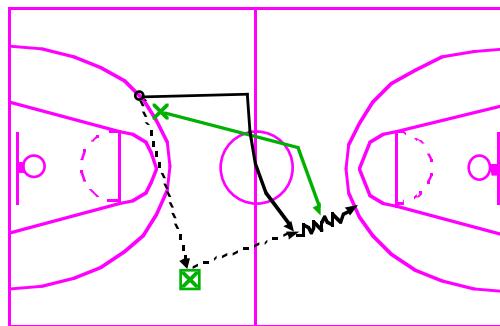
## Passing

1. In pairs, one ball each, exchange balls (standing, kneeling, sitting, lying on tummy).
2. Same game-drill in groups of three, four and five.
3. In pairs, side by side, a figure «8» around legs, then exchange balls.
4. In pairs, one ball each, pass ball using all the possibilities.
5. Same game-drill in groups of three, four and five.
6. Like previous game-drills, gradually reduce the number of balls until there is one ball for every two, three, four and five children: pass ball and count how many passes can be made in a set period of time.
7. In pairs, (one ball each pair): the first of the pair walks and hands-off to the child following; repeat (without making any step violations).



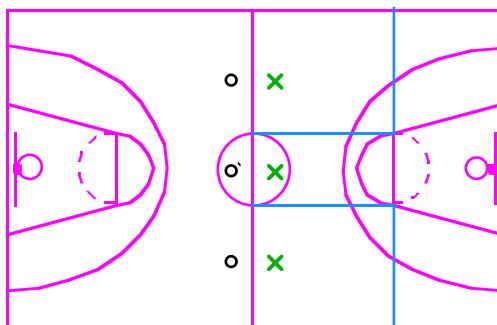
8. Same game-drill in groups of three, four and five (walking and running).
9. In pairs facing each other: pass the ball, taking a shot.
10. In pairs, «skip» pass (raise one hand to signal a teammate to pass the ball and move sideways to catch it).
11. In pairs, side by side: pass the ball with one hand behind the back.
12. In pairs, run around a circle, pass the ball; at a signal run in opposite direction.
13. Divide the children into two teams (one ball for each team) and line them up. At the go, the first in line rolls the ball between the legs of team members, and the last retrieves the ball and dribbles to the front of in the line. The teams in which the child who began the game returns to the front of the line first wins.
14. Same game sitting down.
15. Same game with lateral twisting of trunk (standing and sitting down).
16. *«The Train Game»:* like previous games, with the variant that the ball

starts from behind and at the signal is passed in front (the passer must run to front of the line to allow the ball to «slide» forwards). The team which first manages to reach a set marker with the ball wins.



17. *Zig-zag Passing Game:* divide the children into two teams as shown in diagram. At the go, the children begin to pass the ball and count how many passes in a row they can make in a set period of time.

18. *Star Passing:* position the children as shown in diagram (one ball each team). At the go, the children begin to pass the ball. The team which makes the most passes in a set period of time wins. The children cannot pass the ball to the closest team member.



19. *Double Star Passing:* like the previous game-drill with two teams (and two balls) passing the ball at the same time.

20. *Pass and Move:*

- two lines facing each other, pass the ball and go to the bottom of

the other line;

- two lines facing each other, pass the ball and go to the bottom of

own line;

- «*Pass and Run*» (in groups of four), pass the ball and change place with another child;
- 
- one child passes the ball to the child in front and moves to receive the return pass;
- 
- children in a circle with a passer in the middle. The ball is passed from outside to the centre (with change of position after pass);
  - children in a square, pass the ball and change position (clockwise and counterclockwise) and at the signal change direction;
  - children in a square (with two balls), pass the ball crossing passes (at the signal change direction);
  - same game-drill, changing place after passing.
21. Two lines: pass the ball and move towards the next player.
  22. Two lines: pass the ball and go to bottom of own line.
  23. Two lines: pass the ball and move to the right; the receiver passes and moves to the left;
  24. Game-drill in progression to teach passing on the move (*Tic-Tac* in two, three, four and five):
    - in pairs (one ball each pair), walk sideways and pass the ball;
    - in pairs, same drill, running sideways;

- in pairs, pass the ball, running forwards (with feet pointing forward). It is important not to pass the ball backwards, or too high, too low, too fast (tell children that when they have possession of the ball they must pass immediately).
  - in pairs, run and pass the ball in all directions.
25. Game-drills of Tic-Tac in twos to the left, to the right, in the middle of the court (with changes of direction at a signal of the Instructor).
26. Tic-Tac in twos: count how many passes the pair manages to make before reaching the end-line. While working on passes, it is useful to finish all game-drills by shooting or with a lay-up.
27. Tic-Tac in pairs with objects placed in the court (training peripheral vision).
28. Two lines at end-line, without a ball. The Instructor throws or rolls or bounces the ball forward and the pairs run to retrieve it. The player who catches the ball does Tic-Tac in twos.
29. Same teaching progression used in Tic-Tac in pairs is used for Tic-Tac in groups of three, four and five.



30. Tic-Tac in threes with two balls.

31. Tic-Tac in twos, in threes, in fours, in fives starting from a rebound.

32. Weaving in threes, fours, fives (wide, narrow, with a dribble).

## Dribbling, Passing and Shooting

1. Dribble freely in the court and at a signal exchange the ball with the other children, then continue to dribble.
2. In pairs, one child stands with legs apart and stretches arms. Another child with the ball stands at a distance of 3-4 meters. At the signal, the child with the ball starts to dribble, passes under the arms of the child standing still, circles around the child, dribbles back, stops, pivots (front and reverse) and passes the ball to the other child who repeats the drill.
3. In pairs, one child with the ball and the other at a distance of 3-4 meters. The child with the ball starts to dribble and stops in front of the other and gives a hand-off pass. The other child starts to dribble while the first child reverse walks back to the starting point and the exercise is repeated.
4. The same game-drill in threes, in fours and in fives.
5. In pairs, side by side (one ball each), dribble and at a signal from the Instructor, change place and dribble with the other child's ball.
6. The same game-drill in threes, in fours and in fives.
7. The same game-drills walking, running in a line.
8. In pairs, one child dribbles simultaneously with two balls and at a signal passes them both to the other child, who dribbles in turn. The same game-drill may be performed walking and running.
9. Repeat the didactic progression of the Tic-Tac in groups of two, three, four and five, introducing the dribble (dribble, stop, pass). Remind children to dribble with the right hand on the right hand side and with the left hand on the left hand side.
10. Relays with dribbling, jump stop and passing in twos and in threes.



11. The same game-drills, dribbling without a stop.
12. Line up the children at the four corners of a half-court, one ball for each team. At the signal, the first child of each team starts and dribbles to the half-circle, stops, turns, passes the ball to the second in line and runs back. The team which in a set period of time makes the most passes wins.
13. The same game-drill, passing to the left and following to the left.
14. The same game-drill with the difference that after the stop the child must pass the ball to the line in front and follow the pass.
15. Tic-Tac in twos (in the form of competition and teaching drill).
16. Tic-Tac in groups of three, four and five (one way or forward and back).
17. Give and go in pairs (pass the ball and go to shoot near the basket).
18. In pairs, one shoots and the other goes for the rebound and passes the ball out (three shots each, then change).
19. The same drill but with the variation that the child going for the rebound passes the ball to the other who has moved outside the lane to shoot.
20. Tic-Tac in groups of two, three, four and five from a rebound, a shot by the Instructor, etc.



21. Weaving in threes, in fours and in fives, one way or forward and back.
22. Two lines behind the end-line, one child rolls the ball forward, the other runs to retrieve it, passes it to the first child who in the meantime has entered the court and plays a give and go (from right and from left, with the right and the left hand).
23. Tic-Tac in twos, in threes, in fours and in fives with dribbling, jump stop, pass and shooting (all types of shots changing positions). The progression follows the work done initially for the Tic-Tac in twos.
24. Tic-Tac in threes starting from a rebound, passing to the player who is in the middle of the court and who dribbles to the other basket, stops and passes the ball to the «cutter». It is practically a fast-break, dividing the court into three parts (centre, right and left).
25. Game-drills dribbling, passing and shooting with variations:
  - Tic-Tac in threes with two balls;
  - hand-off passing and receiving, then dribble;
  - dribble, pass to support and shoot;
  - pass to a teammate, follow to receive the ball and pass to the teammate who has gone for the basket;
  - two lines from half-court, pass the ball to a teammate, follow and receive, dribble to get close to the basket and then pass the ball to the cutter.
26. **«Four Corners»:** place the children in the four corners of the court (two balls). At the signal, the two children in possession of the ball start, dribble up to the half-circle of the opposite basket, stop, pass the ball and go to shoot receiving a return pass. This may be done from the right and the left, with the right and the left hand.
27. Combination of different types of dribbling, passing and shooting; passing, dribbling and shooting; shooting, dribbling and passing, etc.

The combinations of dribbling, passing and shooting must be explained to the children so that they understand their significance, the right moment to try them, how to chose the most appropriate, etc.

As can be seen, during mini-basketball lessons a large variety of interesting, amusing and fun game-drills may be used.

## Defense and Combination with Dribbling, Passing and Shooting

When playing, sometimes a team defends and sometimes it is in an offensive position. Therefore, if a player has the ball he or she must try to defend it (understanding the movements of one's own body, good ball-handling, knowledge of space and time, etc.).

If the opponent takes the ball away, then the team must be able to get possession of it again (without making fouls, therefore with good balance and coordination) and must also be able to defend the team's basket.

These concepts are not clear to children in the beginning, so the Instructor must propose logical game-drills, which are motivating and help children to understand:

- that the ball must be defended (ball protection);
- that if you are guarding against the player with the ball you have to do more than try to take it away;
- that if you are defending the player without the ball, you must stop him/her from receiving it (children instead try to grab the ball).

It is also important to help children understand in which basket they must shoot and which basket they must defend.

1. 1 on 1, one ball each, try to touch the back of the opponent, the legs, the ball (the first to reach a previously set score wins).
2. The same game may be played in groups of three, four and five (increasing the difficulty of the game: peripheral vision, coordination, etc.).
3. The same game may be played as a «Free for All» to be played full court (whoever loses the ball is eliminated: if the ball goes out of the court, the child is eliminated, etc.).