



## Game Sense Ideas for Basketball

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*If you want creative workers, give them enough time to play – John Cleese*

### Background – A Global Sport

- Basketball second most played sport behind football (soccer) in the world
- It is a sport played by both boys and girls
- There are modified participation programs developed by FIBA (the World Governing Body) this is called mini ball. There is also a Basketball Australia version – Aussie Hoops
- Basketball Tasmania has development staff able to assist you.

### What is Game Sense – Why Do I Want To Use It?

- Game Sense or Playing for Life is a coaching philosophy where the focus of the activity is 'game centred' rather than 'technique centred'. Player benefits include:
  - Promotes maximum participation
  - Promotes long-term learning
  - Caters for all ability levels
  - Assists the beginner coach
  - Encourages the child's understanding of the need for rules
- Specifically relating to basketball The biggest benefit game sense gives to players is an understanding of the need to move without the ball in their hands and secondly how to get open to receive the ball

### Traditional v Game Sense Approach – Learn the Drill or Learn the Game?

- Basketball has a bad reputation for being very reliant of technique based coaching. This is through the copying of the American system of player coaching. The traditional training session has looked something like this:
  - warm up
  - skill practise individual then team (often just technique)
  - minor game / game practise
  - cool down

A Game Sense Model looks like this:

- warm up
- game sense game
- Pause and ask questions what are we trying to do? how can we do it better tactical, perceptual, decision making - only then technical)
- Progression of game (time, space, rules, equipment changes)
- Repeat the game sense cycle

## Talk, walk, look – What’s Happening Out There

- Once the activity is up and running we want to coach the following:
  - *Talk* – give them feedback on what they are doing is correct or incorrect
  - *Walk* – move around the groups to talk with different people in the group. If you stand still you will just coach the ones closest to you
  - *Look* – this is very important. We need people working in small groups where they get maximum opportunities for skill repetition and the opportunity to have them move along the different learning stages (cognitive, associative, autonomous) . Look at a player in the activity for ten seconds and see how many opportunities they get to be involved. If they are getting none or few times make the group size smaller

## Change the Game – Adjust the Challenge

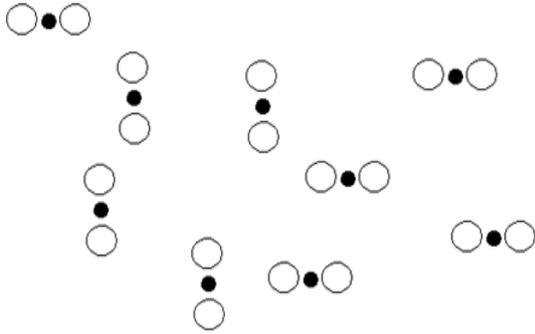
- Change the activity at half way of fifteen minutes
- To increase the challenge to the athletes modify the activity.
- You can come up with changes yourself or you can ask questions to the participants for ways they think the challenge could be increased
- Often asking the players is a good approach. It makes them think and makes them understand the game better

The areas that you can change are :

- *Time* - Increase the time to give the player more opportunity to perform the skill in, or decrease it to give them less time and therefore increase the challenge
- *Space* - More space gives players more freedom to play in so there will be less pressure on them, a smaller space means decisions must be quicker so there is more pressure
- *Rules* - The rules of the activity you have given the players can be changed to make the game harder or easier
- *Equipment* - Equipment can be modified in the game to increase the challenge or make it less of a challenge for the introduction level athlete

## ENERGIZERS

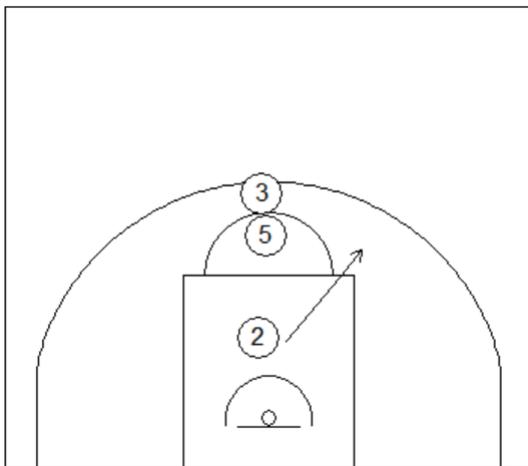
### Activity : Ball Skills : Cooperative play



Participants sit on their bottom, cross legged, facing their partner with a basketball between them. The coach calls out one word commands eg “head” and the participants touch the body part that was called. The coach will call out a series of rapid body parts eg. “head, ankle, knees” before calling out “ball”. When this command is given both children try to pick the ball up first. Allow a little pulling of the ball to secure possession

but no overly rough pulling or wrestling.

### Activity : FOXS, FARMERS, GEESE Skill : Body Movement, Cooperative Play



Players are in groups of three. One is nominated the fox (here O2), the other a farmer (O5) and the third a goose (O3). The goose stands behind the farmer with their hands on the shoulders of the farmer. The fox attempts to move around and tag the goose but can not reach over the shoulders of the farmer. If tagged the fox becomes the farmer, the farmer the goose and the goose the new fox.

### Activity : FREEZE AND THAW Skill : Body Movement, Cooperative Play

Two players are selected on is “Frost” and the other “Thaw”. Frost and is the chaser and tries to tag as many of the other players as possible. once tagged, they must *freeze* on the spot. Whilst Thaw will run and try and defrost any frozen players. Frost and Thaw can not tag each other. Coaches consider having multiple one or two more frosts than thaws to maximise play.

### Activity : BLOB TAG Skill : Body Movement, Decision Making

A person is selected as “it” and each time “it” tags someone, that person holds hands with “it” and becomes an extension of “it.” Both ends of the blob can tag people and each time the tagged person is added to the end. Once 6 people are attached the blob breaks into two groups.

### Activity : CLAP AND CATCH Skill : Hand and Eye Coordination, Catching

Children each a ball and through it no higher than there head. They will clap once and catch the ball. If they can clap once and catch it next time they have to try clapping twice before catching. Students throw a ball no higher than there head. They will clap behind their back and then clap once in front before catching the ball, sounds easy but actually quite hard!!!

## Basketball Body Movement

Teaching points for skills in this section include:

- Stance - a low body position that a player maintains to help the body move in an efficient way
- Pivot - keeping one foot attached to the ground, from a low body position they move one foot either forward or backward.
- Jump stop - both feet land at the same time about shoulders width apart, knees bent, nose behind toes for balance.
- Stride top - one foot lands before the other, knees bent, nose behind toes for balance.
- Change of direction - making a rapid change in direction by pushing off one foot and going in a different direction.

### **Activity – JAIL TAG Skill – spacial awareness, body movement**

Certain children are ‘it’ (wearing bibs) they will try and tag other children. If tagged they go into jail where they wait to be freed by other children tagging them. Chasers can not go into the jail

### **Activity – ALL IN TAG Skill – spacial awareness, body movement**

Everyone is “it” and they try and tag each other by running around. Players who are tagged have to do 3 star jumps and are free to play again. Instead of running players could do basketball specific movements such as running forward and backward, side stepping, grapevine, defense movement

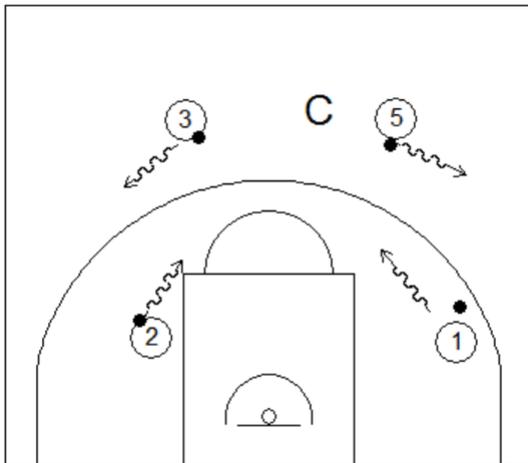
### **Activity – RED LIGHT GREEN LIGHT Skill – body movement, footwork**

Players are on baseline/sideline on the call of “GREEN LIGHT” they run down the floor and on the call of “RED LIGHT” they stop. When they reach opposite baseline/sideline children will wait for the other. Basketball movements covered include jump and stride stop and pivot Once players can complete the above movements on a call of “RED LIGHT” the players lead on a jump stop and pivot. A basketball can then be added for players to pass the ball back and forward to the teacher or between players.

### **Activity – PIVOT TAG Skill – body movement, footwork**

Selected players will be taggers they try and tag other players. If tagged a person must land on a jump/stride stop and execute a forward/backward pivot. To be freed a person who has not be tagged needs to give a tagged person a high 5.

**Activity – SILENT STATUES Skill – body movement, footwork**



Each player has a basketball and is dribbling the ball. The coach will call out the type of stop the players must land on. If the coach sees a player moving they call them out and give them a point. The goal is for players to have none, or very few points. Coaches will cover off :

- jump stops
- stride stops
- pivots after making stops

## Dribbling

Teaching points for skills in this section include:

- Control dribble – a low speed dribble where the player is in stance. They dribble the ball slightly in front of themselves. The hand is open, the fingers are spread. The ball should be dribbled under the hip
- Speed dribble – a high speed dribble where the player is in a slightly higher stance as they are sprinting. The ball is dribbled further in front of the body. It can be done either single hand or with an alternating left and right pattern
- Cross over dribble – a dribble used to either change direction or to attack an opponent. The player takes a step in the direction they are going and look in that direction. They then make an aggressive and flat dribble move by bouncing the ball from one hand to the other. Due to the very high force and speed the dribbler needs to have their other hand ready to receive the ball
- Onside dribble (fake cross over) – a dribble used to attack an opponent. The player takes a step and the defence but looks in the opposite direction. They use an action that looks like they are going to cross the ball over but at the midpoint of the body they roll the wrist over the ball and pull it back to its starting point

### **Activity – DISCOVERY DRIBBLE Skill – spacial awareness, dribbling and ball handling**

Children dribble the ball using firstly their fists, then heel of hand and finally finger tips

### **Activity – CATCH THE CHEESE Skill - passing and dribbling technique**

Players (who are “mice”) partner up with a basketball (the “cheese”) between them. They will pass the ball back and forth working on a pass (chest and bounce) when coach calls “go” the player with the ball has to dribble to the behind the base line at their end of the court without their partner tagging them.

### **Activity – ROB THE NEST Skill – spacial awareness, dribbling and ball handling**

Large collection of basketballs placed in the centre of the floor in the four corners of the floor hoops are placed with children behind them. On call of go child runs to centre collects a ball and dribbles it back to their home base. Once all balls are taken from the nest children can go to another students basket, collect a ball and dribbles it back to the home base This keeps going until the coach says stop.

### **Activity – NO ROOM Skill – spacial awareness, dribbling and ball handling, body movement**

Children will dribble the ball in their area moving in random ways. When coach blows the whistle the children have to try and get in a hoop. The one that is left over has to show a ball skill that the others can replicate for 15 seconds.

### **Activity – DRIBBLERS AND ROBBERS Skill – spacial awareness, dribbling and ball handling**

Players (dribblers) with a ball move around the court dribbling whilst other players (robbers) attempt to intercept their balls — without making body contact. At random times coach will call “Stay” dribblers have to dribble on the spot and protect the ball when “Go” is called they can move again

### Activity – FARMERS GATES Skill – spacial awareness, dribbling and ball handling

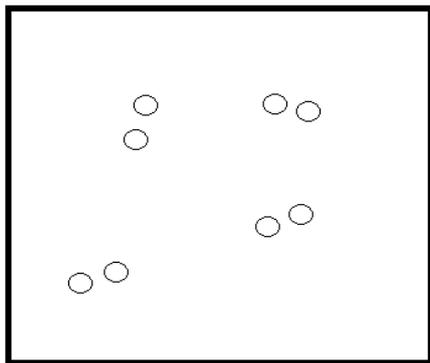
Two cones are placed side by side with a distance of 1 meter between them, this is a gate. Place at least 20 gates in the area that players are going to be playing in. Each player has a basketball and they are dribbling. The goal is for the player to dribble through as many gates as they can. This earns the player one point. Players can not re dribble through the last four gates they went through. Play for a set time limit.

Extension: have players without basketballs whose goal is to steal balls from players. They use a downwards action to steal the ball. Limited physical contact is allowed, depending on the age of the children

### Activity : MAGIC MIRROR Skill : Ball Control

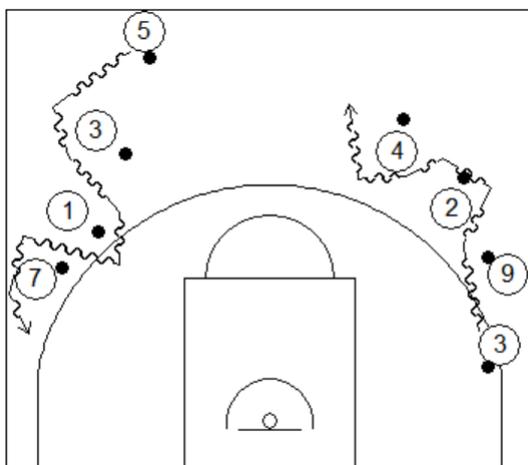
Players are in partners facing each other both with a basketball. One player (the person whose first name is closest to the letter A is to go first) for thirty seconds they complete a ball skill with the ball whilst the other player has to copy them. After 30 seconds players change roles and the mirror now picks a different skill for them to commence whilst the other player copies them. Coaches may need to demonstrate at the beginning some ideas for ball skills – body wraps, figure 8's, ball slams etc

### Activity : BACK TO BACK BANDITS Skill : Dribbling



Participants will partner up, with each player having a basketball. They must stay back to back at all times whilst dribbling the basketball and must try to tap away their partner's basketball. When the coach yells out change players must as quickly as possible find a new partner and resume dribbling again.

### Activity : SNAKE DRIBBLE Skill : Dribbling, Body Movement



Players are put into small teams of three or four, each has a ball. All players are dribbling the ball on the move and maintain similar sized gap between themselves. The back player dribbles their ball through the players until they reach the top, when this occurs the new back player dribbles their ball through the snake. Cover off the following dribbles:

- left hand control
- right hand control
- cross over dribble right to left through a person

## Passing

Teaching points for skills in this section include:

- Catching the ball must see the player land in a low stance position from which they can shoot, pass or dribble the ball
- Chest pass – starting in a low stance the players hands on the side of the ball. As the player steps to make a pass they make the pass and finish with their thumbs out
- Push pass – starting in a low stance the player has one hand on the back of the ball the other on the side. The player steps to make the pass and with one hand on the back pushes the ball, the other on the side
- Overhead pass – starting in a low stance the players hands are positioned on the side of the ball and the ball is just above the players head. As they step to pass they will snap a pass and follow through

### **Activity – KEETAN Skill - spacial awareness, passing technique**

Players will pass the ball but must catch the ball in the air. Once a pass is made the initial passer moves to somewhere else on the court

Extension : random stealers. Players can move around and try and intercept the ball whilst it is being passed around. If they steal the ball they work with the other passer whilst the previous passer now becomes a stealer

### **Activity – LONG THROW Skill - spacial awareness, passing technique**

Players form partners and face each other. They will throw a pass to their partner and take one step back for each caught pass, on a dropped catch they must take a step in.

### **Activity – CHASER Skill – passing technique, body movement**

Players will pass the ball around in a circle, they must catch the ball in the air, land and pivot to face the next person. One ball is trying to “chase” and catch the other.

### **Activity PASS AND RUN Skill – passing, dribbling, decision making**

Players are in partner groups they have to try and advance the ball down the court by passing it backwards and forward to each other. Note they only have one dribble each. In between the passers and interceptors who try and steal the ball when it is in their area.

### **Activity THREE PASS Skill – passing, decision making, moving without the ball**

Players are in partners and facing each other. There is one ball between the pair. The player passes the ball to their partner. After passing the player moves and finds another space on the floor. The player now with the ball waits passes back to the original player then they too move away. After the third pass is thrown the person without a ball must find another person, with a ball and start again. A person with a ball should call over one without a ball

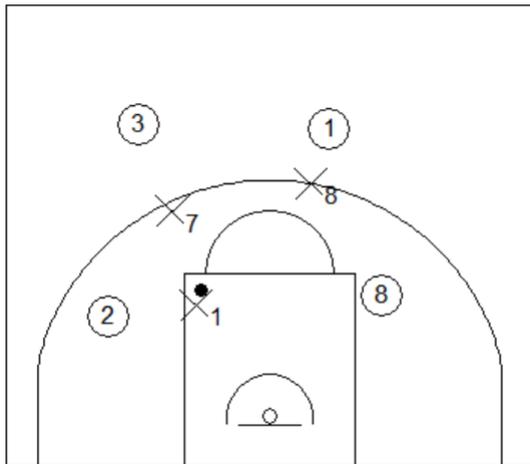
Extension: a player with the ball can take a designated number of dribbles

### Activity CIRCLE PIGGY Skill – passing, decision making, moving without the ball, pivoting

Partners are spaced around a jump ball circle, in the middle of the circle is one player who works for both teams. The person with the ball looks to pass the ball to the middle player who then passes it back to another team mate. The defenders look to intercept passes made back to the centre or from the centre out. If they get an interception then they move look to pass the ball to the middle player.

Extension : a player can use a dribble combination before passing, they can pass to a fellow outside team mate before going to the middle player.

### Activity : 4 v 3 TAG Skill : Passing, Body Movement, Decision Making



Four players are attackers and three are defenders. The defenders goal is to tag a player that is an attacker by touch tagging with the ball. The ball is passed around using different pass types as determined by the coach. After a players has been touch tagged they swap roles with the person who tagged them. Coaches to cover the following passes:

- chest pass
- push pass (left and right)
- over head

## Shooting

Teaching points for skills in this section include:

- Players catching the ball in the air and landing in stance
- Use of legs to give height to the shot
- Locking the elbow out and snapping the wrist on the shot
- Starting with a two handed shot for little children and then moving to a handed shot for the older children
- Layups see the shooter having two steps to shoot the ball in. For a left hand layup they use the left hand and the final step is off the right foot. For the right hand layup they use the right hand and the final step is off the left foot.

### **Activity HIGH 5 SHOOTING Skill shooting technique**

Players are in short lines in front of the ring and also on each side. Each person takes a shot they will get their own rebound and dribble back to the line they came from. They will give the next person to shoot a “high 5”, this enables that person to shoot. The next person must not shoot until they have been given the high 5.

### **Activity ALPHABET SOUP Skill shooting technique**

Players are in short lines in front of the ring and also on each side. Each person takes a shot they will get their own rebound and dribble back to the line they came from. For each shot they make they receive a letter for a word they are trying to spell out. Once they spell the letter out the entire group must run into the centre of the court and call out the word together, this is the winning team.

They will give the next person to shoot a “high 5”, this enables that person to shoot. The next person must not shoot until they have been given the high 5.

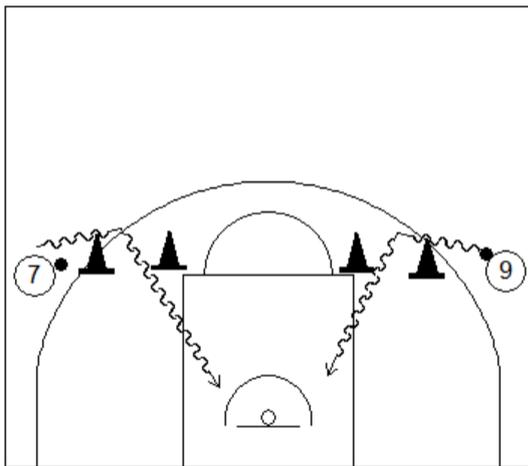
### **Activity NUMBERS SHOOTING Skill shooting technique, shooting under game pressure**

Players are in teams. They will shoot the ball from the spot that is designated by the teacher. The teacher will set a number of shots to make as well as a “miss out shot”. A made shot counts as one point a miss does not count as a point nor does the team lose any points. Except if it the designated shot for example if the players have to go to 10 points and 7 is the miss out shot if the team is on 6 and shoots and misses they will go back to 0.

### **Activity CHASEY LAYUPS Skill shooting technique, shooting under game pressure**

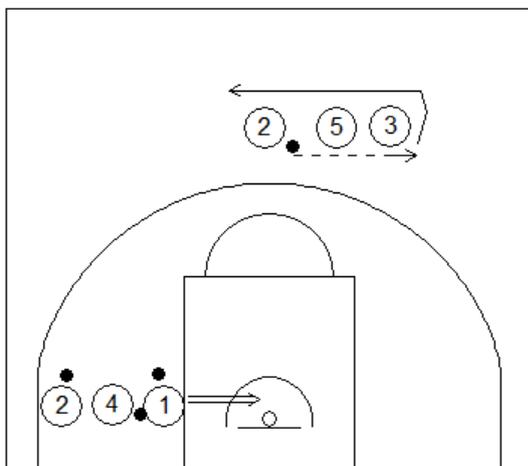
Players will start on the baseline in pairs side by side. The teacher will have placed two cones near the elbow area of the court one cone will be on the elbow the other on the three point line. The teacher will bounce the ball into the ground to start the game. One of the partners, the one on the line with the elbow cone will run around this cone and back to the basket looking for a pass from the teacher. The other partner runs around the three point line and puts pressure on the shooter

**Activity : ONE/TWO LAYUP Skill : Layup Technique, Dribbling**



Players are split into two teams. There are two cones placed in front of them one on the three point line the other on the elbow. Coach will call either “one” or “two”. After the call by the coach players dribble around either one or two cones before going to the basket for a layup aiming to score it before their opponent. Swap sides after each attempt

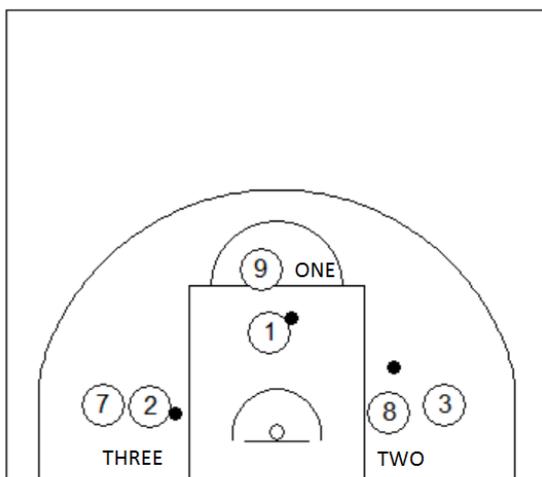
**Activity : PASS N SHOOT Skill : Shooting Technique**



Players are into two small teams. One team has one ball and they are in a straight line. The other team is in front of the hoop, also in a straight line. On the call of “Go!” by the coach the player at the front of their line shoots the ball (three attempts maximum) after making the shot they go back to the line. At the same time the other team uses a tunnel ball technique to get the ball from the front of the line to the back. When it reaches the back it is brought to the front, securing one point for the tunnel ball team. This keeps going until the shooting team have either all made a

shot/head there three attempts.

**Activity : KING OF THE MOUNTAIN Skill: Shooting Technique**



Players are put into three groups at three spot. Spot one, two and three. Players will shoot use designated technique for the set period of time, they must keep there score. At the end of the time scorers are given. The team scoring the most points goes to spot one (King of the Mountain), second most points to spot two and the lowest score to spot three. Coaches to cover the following :

- catch and shoot
- catch and one bounce

### **Activity : TITANIC SHOOTING : Shooting Under Pressure**

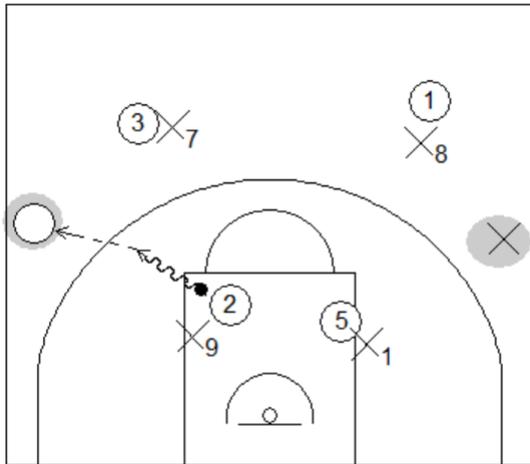
Children are split into two groups and a coach goes down one end with one group while the other stays at the current basket. Both teams line up at the U/10 foul line, if the first person in line shoots and misses their shot, they must form a second line near the sideline called the Titanic. If a player makes his/her shot they get to go to the back of their line and they also save the first person who is stuck on the Titanic. Eventually all players except one will be on the Titanic, that player must shoot the final shot, if he/she shoots and it goes in, they save everyone on their team and they all start again, if they shoot and it misses their whole team drowns on the Titanic and the other team wins.



## Modified Games

These games give players a competitive structure to be able to play the game of basketball using skills learnt previously however these games give more chance for coaches to work on structure and tactics. Rules used by coaches could include:

- Players may run with the ball to begin but remove this and make it so only passing is allowed
- Play for a set time to see how many points can be scored
- The ability for coaches to reinforce desired techniques (stance, passing technique etc)



### **Activity- HOOP BALL Skill**

Two teams are formed and for each team a player stands in a hoop at either end. Normal dribbling and passing occurs to advance ball to the end where their teammate in the hoop is located. The objective is to shoot the ball to their team mate in the hoop, this is how goals are scored. On a made score other team gets the ball from the middle of the court

### **Activity – SIDELINE BASKETBALL**

Children are split into three even groups (with small numbers in groups) with the use of coloured bibs to create a light group, a dark group and a group that does not have any bibs.

Dark bibs at the top of the key will receive a pass from the coach/teacher they will be on offence to begin with, light bibs will match up and try and stop dark bibs from scoring. If dark bibs shoot, miss and light bibs grab the rebound then the roles are reversed with light bibs being on offence and dark bibs on defence. If a team scores then they will stay on offence, the team scored upon will go to the side line and wait and the team previously on the sideline will go to the baseline and be ready to play defence.

### **Activity – DRIBBLE BALL**

Players will be in two teams. One team will shoot the ball from a spot once they have shot it they will give ball to the next team member to shoot. Meanwhile other team will dribble ball to a cone and return. Each time they go up and back they earn one point for their team

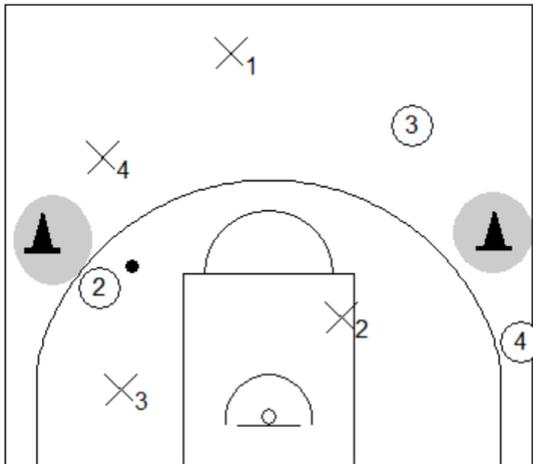
### **Activity – BUROINJIN**

Played in two teams with one team trying to pass ball to each other without defenders intercepting it. Aim is for the ball to cross over a goal line. Once a point is scored straight away the other team can attack the opposition for a score. Stealing the ball is allowed only by intercepting the ball

### Activity – 5 POINT PLAYER

Played in two teams with two players from each team placed in a marked area, these are the 5 point players. The other offence players pass the ball around each other one catch is one point. They can score five points by passing to a player in a zone. Defence tries to intercept passes if the steal a ball they put it on the ground for the offence to play again. They can not guard the five point players though

### Activity : DOME BALL



Players are split into two teams there is one basketball between the two teams. At either end of the court is a dome inside a hoop. Players advance the ball and the aim is to pass the ball and hit the cone inside the doom. No player in the zone around the cone. When defenders gain possession, they become attackers.



