



**FIBA Oceania Mini-basketball convention**  
**Saturday 22<sup>nd</sup>, Sunday 23<sup>rd</sup> September, 2018**  
**Echuca, Victoria, Australia**



**Mini-ball Games**

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**Philosophy for All Game Sense Activities**

**F – Fun**

- Children participate in sport to have fun and be with friends. Prepare activities not focused on winning, or coaching adults. If you take care of fun, winning will take care of itself

**I – Inclusive**

- All children should be involved in the game. It may need some modification but boys and girls, those with physical or intellectual disability, children with weight issues or shy can be involved. Children from Indigenous or multicultural backgrounds must be included, but check with the parents or a community member for tips on getting them into the game

**S – Safe**

- In the indoor environment look for dusty floor, benches close to the playing area etc? If it's a minor thing you can fix safely yourself do so, if not report it to stadium management or a person in authority in your club.

**H – High involvement**

- All children playing all the time. Use small groups which allows for maximal participation. Look at a child and count to 10 seconds, how many time did they get to move, touch, hit or play.

**How to Organise Mini-ball Practice**

(10 minutes) Start out – one or two high energy, high involvement games to get the children up and moving

(30 minutes) Get into it – three or four game sense games – get the children playing in small modified version of a full game. Make a change mid way during each game and finish by asking questions of children to check for understanding or to give them facts

(10 minutes) Finish up – a chance to give and receive feedback from the children

**How To Set Up a Mini-ball Game**

0 min            Create groups or teams (use clumping games, form groups yourself but never use captains)

1-2 minutes    Provide game rules and a demonstration of the game (talk to your demonstration)

3 minutes       Game should have commenced. If not all children understand the game coach on the run, talk one to one explain the game or skill

3- 5 minutes    Walk, talk, look. Give all the children feedback on what they are doing is correct and incorrect. Look at one child for 10 seconds, how many times do they get to catch/pass/dribble/shoot

5 minutes       Make a change to the game

6-10 minutes   Walk, talk, look. Provide ongoing feedback to children feedback ad do another 10 second look

10 minutes      Wrap up and review by asking questions of the group

YOB/Age	Time for Activity
2006 – 2005 (Under 14)	10 minutes
2008 – 2007 (Under 12 – Under 14)	8 minutes
2010 – 2012 (Under 8 – Under 10)	6 minutes

### Talk, Walk, Look

Once the activity has commenced we must coach the following:

- Talk – give children feedback on what they are doing is correct or incorrect and how to correct this error
- 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 children 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

### Why and How to Change a Game

Change occurs when players are being over challenged/under challenged in the activity which leads to frustration for participants and a potential for less enjoyment, disengagement and behaviour management issues. You can come up with your own changes, or, ask questions of the participants ways the challenge could be increased. Asking players is a good approach, it makes players think and understand the game better. This is the facilitation approach to coaching.

Coaches should be mindful of verbal/non verbal and physical cues showing players are being over/under challenged:

- Yawning
- Drop in noise and movement
- Putting hands or feet on others
- Non sport required physical activities (hand stands, cartwheels)
- Purposeful misbehavior

Areas coach can change:

- Time - Increase time to give players more opportunity to perform the skill in, or decrease to give less time and therefore increase the challenge. For less experienced players allow longer time, shorter time for experienced players eg. Five seconds to pass the ball otherwise it is a turn over
- Space - More space gives players increased freedom to play as there is less pressure on them, a smaller space means decisions must be quicker so there is more pressure. For less experienced players allow larger area, small area for experienced players eg. You may only play inside the key
- Rules - The rules of the activity given the players can be changed to make the game harder or easier. For less experienced have few rules, for experienced players more rules
- Equipment - Equipment can be modified in the game to increase the challenge or make it less of a challenge for the introduction level athlete. Soft large balls for younger children, hula hoops for different targets for passing and goals

## **FIBA MINI-ball Game Sense Activities**

### **FOOTWORK GAMES**

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

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 – 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.

### **DRIBBLING GAMES**

#### **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 players 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 – BACK TO BACK BANDITS – spacial awareness, dribbling and ball handling**

Players will partner up, with each player having a basketball. They must always stay back to back whilst dribbling the basketball and must try to tap away their partners basketball. When the coach yells out change players must as quickly as possible find a new partner and resume dribbling again. Great game to break the ice and get players working with new people.

### **PASSING GAMES**

#### **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.

## **SHOOTING GAMES**

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

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

## **MOVEMENT GAMES**

### **Activity – CORNER BALL Skill passing and movement, space, dribbling, passing, decision making**

One ball needed per group and two teams. Offence team pass the ball and scores points if one of their team catches the ball in any of the four corners made by the side, half and baselines. Other team acts as interceptors, if they steal the ball out of the air it's a turnover.

### **Activity – HOOP BALL Skill passing and movement, space, dribbling, passing, decision making**

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 – 3 v 2 TAG Skill passing and movement, footwork, space, decision making**

Players will be split into two groups. Players on outside lines, players on inside lines. Outline line players may only move around the outside lines of the court. Inside players can move anyway they want. Inside players have a ball between the group. They are trying to touch tag outside line players with the ball, if successful then the player who touched tag will swap over. Inside players can not move with the ball.

### **Activity – SIDELINE BASKETBALL Skill passing and movement, space, dribbling, passing, decision making, shooting**

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/coach 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.

### **Lastly....**

- Coach in relentless, succinct detail
- Coach with unbound enthusiasm

Coaches are the custodians of Sport – Patrick Hunt, President FIBA WABC





