



# LESSON #1

\* The first two lessons will not run in the same manner as the others. There are several administrative tasks that are necessary during the first two lessons in order to get the program off on the right track and running smoothly. We suggest that you follow these first two lessons closely.

	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
1	Arrive at the gym 25 min early	1	Greet parents and players as they arrive
2	Set up the equipment (balls, baskets)	2	Allow supervised free play
3	Perform a facility safety check	3	Blow the whistle
4	Organize your teaching materials	4	Instruct the players to put the balls away
5	Have a coaches meeting to review the days lesson	5	Call the players in and have them sit with parents
6	Designate a "Head Coach" for the session	6	Wait for quiet
7	Have ready a list of player's names	7	Take attendance

**After taking attendance, address the players and their parents, covering the following:**

1	Welcome everyone to the program and introduce coaching staff.
2	Outline the program's philosophy, mission, goals and core values.
3	Outline how each session will work.
4	Reiterate that the program can always use more volunteers.
5	Hand out to the parents: Schedule, Contact Sheet, Parents Guide.
6	Explain the procedure when players arrive (for future sessions) <ul style="list-style-type: none"> <li>• Arrive</li> <li>• Change into uniform</li> <li>• When whistle blows: 1<sup>st</sup> –Put balls away; 2<sup>nd</sup> –Come in to center court and sit down quietly</li> </ul>
7	Answer any questions the parents may have.

**Once you have finished your introduction to the group:**

1	Have the parents move to the area where they can sit during the session.
2	Put the players into a teaching formation.
3	Explain the commands you will use when addressing the children (i.e. whistle, raised hand, etc)
4	Answer any questions the players may have.
5	Begin the lesson.

## **FUNDAMENTAL MOVEMENT SKILLS**

### **Active Warm Up Activity:**

#### *Animal Walks*

- Players spread out along baseline
- Coach instructs players to move like animals towards opposite baseline; coach may instruct players to add in animal noise as well.
- Repeat multiple times, having players act like a different animal each time
- Examples: kangaroo, frog, snake, gorilla, bear, t-rex, etc.

### **Lesson #1 - Overview**

- Introduce the life skill and fundamental skill while the players stretch.
- **Life Skill:** Attitude (see Coaches Manual - Chapter 9.1).
- **Fundamental Skill:** running, ball awareness, throwing and catching, shooting
- **Goal:** Brief introduction of four fundamental basketball skills



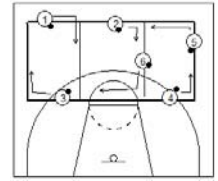
• This first lesson will allow the players to experiment with different fundamentals movements. Don't be concerned with proper execution during this first session; be more concerned with having the players experiment with each skill. You will teach the proper breakdown of the fundamental skill in each of the future lessons.

**Activity:**

Introduce each skill to the group as a whole and then break into smaller groups to execute the activities.

*Pac Man*

- Players spread out around the gym but must stand on a line.
- One player is chosen as the "PAC man".
- Pac man moves along the lines trying to tag another player.
- Once a player is tagged, that player is now the PAC man. You cannot retag the old PAC man.
- Vary the type of movement the children use: walking, sliding, skipping, high knees, hopping, etc.

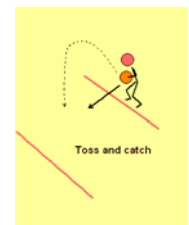


*Ball Awareness*

- Players in scatter formation with ball
- Allow players to get a feel for the ball by holding it in their hands and moving it around different parts of their bodies – neck, waist, legs, etc.
- Have the players put two hands on the ball and swing it from side to side; low to high or high to low.

*Tossing and Catching*

- Players in scatter formation with ball standing behind a line on the court.
- Start in a grizzly bear stance with the ball.
- Have the players toss the ball into the air and attempt to catch it.
- Next have the players clap and catch the ball. Make it a personal challenge – "How many claps can you make and still catch the ball"
- Instruct them to toss it high, low, off a bounce, emphasizing to keep your eyes on the ball.
- Have the player toss the ball so it goes up in the air and bounces once before it reaches the next line (About 3m away). After tossing the ball, the player runs and catches the ball. Assume a grizzly stance once you catch the ball.

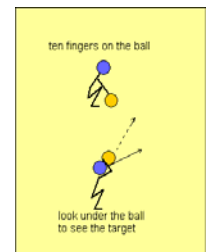


*Frog Shooting*

- Perform a squat – It is important that the "player sit in a chair".
- Place ten fingers on the ball.
- Raise the ball to the forehead at the same time pushing with the legs.
- The player should be able to look under the ball to see the target at release.
- This is to teach the proper activation of the shooting muscles.

*Note:* This should happen in a continuous motion. The player may sight the target by looking over the ball, but at the release you should encourage them to be looking under the ball. Power comes from the legs, finesse from the upper body.

- The target does not always have to be a basket. Give the players different objects to shoot at varying heights. We want the players to discover that "finesse not power" is needed to shoot a basketball. Power comes from legs.



**Wrap Up:**

1	Call players in, sit in semicircle, wait for quiet.
2	Show players how to sit with ball (crossed legged, hands on knees, ball resting in lap).
3	Bring the parents into the group or speak loud enough so parents can hear.
4	Remind parents of next session, explain importance of attending and being on time.
5	Explain that in normal sessions, a skill will be taught and activities will be played.
6	Explain each player keeps the ball they are holding, and parents must label ball with player's name, player's must bring ball to each session
7	End on a positive note (cheer), dismiss group.