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NOTE: See Page 4

PHYSICAL TRAINING FOR PRE-PUBERTY CHILDREN
The opening paragraph should read “Due to difficulties in differentiating between the effects of training and maturation on children there is ............................................…”
Minister’s Message

As Minister of State at the Department of Education with responsibility for sport, I am very pleased to see the publication of this comprehensive booklet dealing with all aspects of mini-basketball. I would like to congratulate COSPOIR and the Irish Mini-Sport Movement on their initiative in promoting this publication which will undoubtedly be of value to all persons involved with sport for children particularly the primary teacher. The content demonstrates clearly the many skills of basketball and more importantly how the organiser can encourage and involve children in learning these skills. It is evident that a great deal of thought and research has been undertaken by the Irish Mini-Sport Movement in the compilation of the text which is indeed highly commendable.

Finally may I wish the Irish Mini-Sport Movement every success with its very important task of encouraging and developing a love for sport among children as an enjoyable and interesting activity.

Donal Creed, T.D., Minister of State at the Department of Education with responsibility for Sport.

President’s Message

The Irish Mini-Sport Movement welcomes the assistance of Cospoir in the production of this invaluable mini-basketball manual for teachers, coaches and youth leaders.

The coaching manual has been thoroughly researched, making use of similar publications from European Countries and the United States and the latest information on Sport for Children from the Council of Europe.

It is hoped that the manual will provide practical guidelines for teachers in their PE lessons and in their after-school programmes in Mini-basketball.

The vast amount of information will benefit the experienced and the inexperienced teacher and coach of Mini-basketball. The manual will also prove to be a great aid to the hundreds of teachers and students teachers who attend courses each year.

The Irish Mini-Sport Movement has come a long way since its humble beginning in 1972 and with the ever increasing popularity in the adult game of Basketball its future is guaranteed.

Paddy Flanagan, President Irish Mini-Sport Movement
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KEY  Continuous line ➔ movement with and without the ball.
      broken line — — — — — passing
IRISH MINI–SPORT MOVEMENT

Founded by a group of primary school teachers in 1972 under the patronage of the Irish Basketball Association to:

- promote, develop and control the game of mini-basketball
- promote the importance of an emphasis on participation and skill development in sport for children
- assist in the development of other mini-games such as mini-volleyball, mini-tennis, mini-hockey, mini-handball etc.

MINI-BASKETBALL

Recognised by FIBA, (The International Basketball Federation) as the official version of the game for children aged 12 and under. Mini-Basketball was started in Spain in 1963 and is now the most popular children’s game in the world.

- the baskets are 8½’ high rather than the adult 10’
- the ball is smaller and more manageable
- the rules are modified
- each game is divided into 4 quarters with all players including substitutes playing at least one quarter and not more than three quarters
- emphasises the importance of skill development by encouraging children to learn, practise and develop skills rather than to win at all costs.
AIMS OF SPORT FOR CHILDREN

- To enable children to enjoy and experience sport as children and not as little adults
- To prepare children for sport in later life by
  - developing the child’s general psycho-motor skills such as coordination, balance, dexterity, speed and endurance
  - developing skills particular to individual games such as in mini-basketball, shooting, passing and dribbling
  - contributing to the child’s social development by encouraging understanding of and respect for rules and the decisions of referees
  - contributing to the child’s intellectual development by encouraging the understanding of skills and the basic principles of attack and defense, decision making and concept formation.
  - contributing to the child’s emotional development by providing opportunities to satisfy the child’s need for mastery and challenge, excitement, assurance and personal esteem.
  - contributing to the child’s moral development by encouraging an understanding and respect for rules and refereeing

PARTICIPATION

Most children of 12 years and under want to ‘take part’. It is therefore imperative that teachers and coaches encourage large numbers of children to participate in sport and do not limit sport in this age group to the ‘elite’.

Many talented sportsmen and women did not display great talents in their early years. Many talented children disimprove in later years. Therefore, adults should adopt a realistic approach to participation and should not falsely assume that they are providing a service to a particular sport by selecting and concentrating on the elite.

POSITIVE ASPECTS OF COMPEITION

- it motivates and encourages children to improve basic skills
- it teaches children to retain composure under pressure
- it motivates children to persist in training schedules
- it provides a game situation for trying out new skills
- it may absorb aggressive feelings, ease tensions and promote feelings of well being
it may help a child to learn to accept defeat graciously and to learn that a loss is not a tragedy but an incentive to try again
may provide a yardstick for the measurement of ability and skill against peers
it offers incentive for the gifted players
may develop a sense of responsibility
may promote cooperation and understanding of others
may offer a child a sense of "self worth" and "personal esteem"
may offer a child a feeling of "success" of being "good" at something

NEGATIVE ASPECTS OF COMPETITION

winning may become the "raison dietre" of the activity with skill development and personal development taking second place
teachers, coaches and parents may in the competitive situation forget that they are relating with "children" and not adults
teachers, coaches and parents may in the competitive situation over pressurize, unnecessarily scold and punish the child, with a resultant loss in the child’s personal esteem, good relationships and respect for the adult
teachers, coaches and parents may in the competitive situation so emphasise winning as to turn the child off the particular game and even sport in general
children who do not "make" the team or event may feel isolated or "no good"
an over-emphasis on age-related competition does not take cognisance of the child’s biological and physiological stage of development
success in under-age competitions may lead adults and the children themselves to falsely presume, falsely predict talent and future success
teachers, coaches and parents may expect children to perform in an adult situation for which the child is not yet physiologically or psychologically prepared
may lead to the inclusion of gifted players in games with older children leading to possible strain and injury
may lead to a child over-emphasising the importance of winning and failing to experience and enjoy sport and physical activity in general due to lack of success

may lead to a neglect of the "majority" in catering for the needs of the "elite"

may engender a "win at all costs" mentality leading to unhealthy rivalry bitterness and disrespect for the rules.

SKILL DEVELOPMENT

Children of 12 years and under are at the optimum stage of skill development. Teachers, coaches and parents should place great emphasis on the acquisition of a broad range of psycho-motor skills irrespective of the sport or game the child is being trained in.

The child should in particular get specific training in flexibility and coordination as such training will prove invaluable in adult sport. The child should also receive training for the improvement of posture, balance and particularly left-sided and right-sided dexterity.

It is therefore essential that sports Associations catering for pre-puberty children should always emphasise the importance of the acquisition and development of personal skills rather than winning honours and medals at all costs.

"Getting better is more important than winning at all costs"

PHYSICAL TRAINING FOR PRE-PUBERTY CHILDREN

Due to difficulties in differentiating between the effects of training and motivation on children there is a degree of uncertainty on the benefits of specific physical training programmes on pre-puberty children. Specific training programmes for aerobic power, anaerobic power, general muscle strength and endurance should not be started with pre-puberty children unless the children undergo a thorough physical examination by an exercise physiologist with regular monitoring. Such programmes should be supervised by trained specialist coaches.

Specific strength training using weights damage the growing zones of the bones and should therefore not be started until after puberty.
EARLY SPECIALIZATION

Early specialization refers to the concept of concentration by the child on one form of sport in adult-like training and competitive programmes. Some sports more than others e.g. gymnastics and swimming introduce specific training and competitive programmes for children often as young as six years, in their efforts to detect and subsequently train the elite at a very young age.

* early specialization is against the nature of most children
* intensive training and competition in only sport at an early age gives the child too narrow an experience for proper psycho-motor development
* early specialization is generally demanded from teachers, coaches and parents and not from children
* children must have freedom to choose if they are to develop to their full potential as human beings
* early specialization may lead to "drop out" from the particular sport and from sport and physical activity in general

CONCLUSION

Participation in sport can be beneficial to the child’s physical, in intellectual, social, emotional and moral development. Teachers, coaches and parents should ensure that the emphasis is always placed on skill and personal development and that the negative aspects of competition and early specialization do not interfere with the child’s right to and love of sport.
Chapter 2 BALL AWARENESS

It is essential that players can handle and control the ball properly, and that "Hand and Eye" co-ordination is developed to a high degree. From the earliest stages players must use fingers, hand and wrist to develop control.

- Pound ball with both hands (hand to hand)
- Finger squeeze from hand to hand (NOT fingertips but fingers)
- Pass ball around your head
- Pass ball around your mid-section
- Double leg circle, i.e. pass ball around both feet together
- Single leg circle, i.e. same as above one leg at a time
- Figure 8 both ways cf Fig. 2
- Side catch (right hand in front, left hand behind — switch positions of hands without allowing ball to touch the ground)
- Front catch (both hands on the ball in front — pass is to back, switching hands) cf Fig. 3
- ‘Socks’ (put ball behind knees then clap in front and catch it before it hits the ground)
- Dribble on side, while on right knee — then on left knee
- Dribble around and through legs
- Dribble two balls in and out of rhythm
- Between the legs walk and dribble
- Ricochet (bounce ball through your legs hard and catch it behind) cf Fig. 4
- Walk and bounce (between legs)
- Machine-gun dribble (rotating right and left hands as quick as possible)
In the early stages, Mini-Basketball should be a "passing" game rather than a "Dribbling" game. This ensures that all players are involved and it develops team work.

TECHNIQUE POINTS

PASSING

- The passer must have good control over the ball;
- Two hands on the ball, as far as possible;
- Fingers spread;
- Firm "W" grip; cf Fig 5A
- Keep palms off ball, and elbows in;
- Follow through —— strong wrist and finger action;
- Arms extended after pass;
- Use peripheral vision.

CATCHING

- Step to meet pass;
- Give passer a target — raise hand;
- Watch ball;
- Move to get free for pass;
- Two hands for safe catching
CHEST PASS (Fig. 5)

- A two-handed pass made from in front of the tummy
- Ball is held with thumbs behind and fingers to the side
- Pass is made by quick extension of the arms and snap of the wrists
- Arms follow through in the direction of the pass
- Step into the pass

BOUNCE PASS (Fig. 6)

- Pass is made exactly the same as the chest pass except that the ball is passed using the floor
- The bounce should be low, bouncing closer to the teammate than to the passer
- A bounce pass should not be used when a chest pass is possible
3 TWO HAND OVERHEAD PASS (Fig. 7)
- This pass is made from above and slightly in front of head
- With arms slightly flexed the ball is flicked down to team-mate with strong wrist action

4 JAVELIN PASS
- This is a one-handed pass used to pass the ball to an unmarked team mate who is too distant for a chest pass
- This pass is not lobbed but is passed as directly as possible

N.B. BAD PASSING LEADS TO
- Loss of ball
- Loss of confidence
- Loss of game
DRILLS

A

(1) Pairs — one opposite one — all kinds of passes
(2) Loner — (fig 9) — (all passing to one)
(3) 3-Headed Monster
   A1 passes to B1 and joins end of line B
   B1 passes to C1 and joins end of line C
   C1 passes to A2 etc.
(4) Shuttle Relay
   A1 passes to B1 and joins end of line B
   B1 passes to A2 and joins end of line A etc.
(5) Pass and Duck
   A passes to A1 who passes back and then squats
   A passes to A2 etc
   (same for line B)
(6) Pig-in-the-middle
   Circle of players with one player in the centre.
   Centre player attempts to intercept passes around the circle. Players in circle are not allowed to pass to their immediate neighbours
A. cont.

(7) Star:
Make a big circle with odd numbers of players from 5 upwards
Pass to person second next.

B

(1) Moving Pairs
(fig. 14)

(2) Pressure Passing
(as many passes as possible in 30 seconds) (fig. 15)

(3) Moving Circles
(fig. 16)
Circle A runs clockwise
Circle B runs anti-clockwise
Ball is passed from circle to circle as in fig. 16

"All passes should be sharp and fast."
A1 to A3 to A5
ETC... ETC....

FIG. 13.

FIG. 14.

FIG. 15.

FIG. 16.
(4) Double Circle — Fig. 17

Small circle (running anti-clockwise) within large circle (running clockwise)
Ball is passed from circle to circle as in Fig. 17

(5) Wheels — Fig. 18

A1 bounce passes to B1 and runs to end of line B
B1 counce passes to A2 and runs to end of line A (etc.)
C1 chest passes to D1 and runs to end of line D
D1 chest passes to C2 and runs to end of line C

(6) Stations

A1 passes to each member of line in turn and rejoins line. D3 etc. does likewise
Most beginners find the rule on “Travelling” extremely difficult. Be sure to point out to them that it only applies to the player with the ball.

STOPPING AND STARTING

Players run slowly around court

Stop when Coach bounces ball

Start again when Coach bounces ball

1. one — two stop

2. Jump stop

3. Receives and stops
   B1 runs to receive pass from coach, pivots 360°, passes back to coach and joins end of line. (B2 etc. follow)

4. “Statues”
   After counting up to 3 coach turns around and sends to starting line any players who are not “Frozen”. First to reach coach wins.
PIVOT

A player who receives the ball when standing still or who stops correctly after catching it IS ALLOWED TO PIVOT

Pivoting means moving one foot in any direction while the other remains in contact with the ground.

STANCE

Feet shoulder-width apart kens bent ALL THE TIME

1. Step forward with one foot (weight on forward foot)
   Step back to original position

2. Step forward and turn 90° step back

3. Forward 90°, 180° etc.

4. Reverse

N.B.

At end of "one-two" Stop — Pivot on rear foot

At end of "jump" Stop — Pivot on either foot
Chapter 5  SHOOTING

Shooting is one of the most important fundamentals of the Game. All players on court must be potential scorers and constant practice (using correct techniques) is essential. Young players should be encouraged to get a basket erected at home, if at all possible.

SHOOTING TECHNIQUE POINTS

- The shooter must be on balance and under control
- Keep the ball close to the body
- Use two hands to control the ball with shooting hand behind and slightly under the ball. Other hand used to support the ball.
- Concentrate on the TARGET
- Using wrist and finger action to control shot and flight of ball.
- Be confident of ability to score
SET SHOT

The Set Shot is a shot from a stationary position (Fig. 24)

TECHNIQUE POINTS

• STANCE
  Standing face-on to the basket
  Legs slightly apart, knees bent comfortably
  balanced. One foot in advance (same foot as shooting
  hand).

• Shooting hand behind and slightly under the ball,
  Other hand supporting at side of ball.

• Fingers spread, wrist cocked back, one hand only shoots.

• Arm makes a ‘U’ shape as in Fig. 25.

• Eyes fixed on target.

• Aim a high arch so that ball is dropping into the basket.

• Follow through — arm extended and good wrist and finger
  action.

(The Set Shot is often described to young players as a
“Rainbow” Shot).
DRILLS FOR SET SHOT

NOTE: All Set Shots for beginners should be taken close to the basket. The distance may be increased as proficiency improves.

1. Around the World.
Select 5 positions (fig. 26)
Player takes a shot from starting position and if successful moves to the end of next line.
If unsuccessful player moves to the end of same line to try again.

2. Fifteens
Two teams line up as in Fig. 27.
Each team starts shooting.
Scoring — 2 points for score at first attempt, 1 point for score at second attempt (must catch ball before it hits the ground after first attempt)
The first team to reach 15 is winner.
3.
POWER PLAY (Fig. 27A)

Work in pairs.
One shoots and one rebounds
A shoots, B rebounds and passes back to A who moves position every time.
How many baskets in 30 seconds?

4.
"HOT" SHOOTING (Fig. 27B)

Individual exercise.
Player shoots with 1 ball, then immediately shoots with second ball. Collects first ball before it stops bouncing and shoots. Collects second ball before it stops bouncing and shoots. The drill continues until shooter fails to collect ball before it stops bouncing.

"The best shooter becomes the best scorer".
LAY-UP SHOT (Fig. 28)

Very gently, close-in shot, using a "one-two" count in gathering the ball on the run and shooting. The ball is laid gently against the top black corner of the small rectangle behind basket. (This is a good guide for beginners).

TECHNIQUE POINTS

A. (1) Stand to the right of the basket. Feet together, both hands on the ball.

(2) Step in on left leg and reach up with ball pushing it with right hand at "black corner".

B. (1) Stand a little further back, feet together, both hands on the ball.

(2) Step left, bouncing ball (once)
Step right, collect ball in both hands
Step left and shoot
("Left, right, left and shoot"
Bounce, collect, step and shoot")

NOTE:
Reverse procedure for left-handed Lay-up Shot
DRILLS FOR LAY-UP SHOT

(1) The Windmill (dribble)
   (a) 2 lines on either side of Key
   (b) A1 dribbles in for a Lay-Up shot
   (c) B1 rebounds and passes to A2 and joins end of line A.
   (d) A2 dribbles in ......................... Fig. 29

(2) The Windmill (pass)
   (a) 2 lines as in drill (1)
   (b) A1 runs, B1 passes ball to A1
   (c) A1 takes Lay-Up shot; joins line B
   (d) B1 rebounds, passes ball to A2, and joins end of line A.
   (e) A2 (who has received ball while running) continues the drill .................

(3) Diagonal Windmill
   A1—Lay-Up shot, joins line C
   B1—rebounds, passes to A2, and joins line D
   D1—Lay-Up shot, joins line B
   C1—rebounds, passes to D2, and joins line A.

   (Ball starts with A and D; this means that A and C will shoot right-handed lay-ups, and B and D will shoot left-handed lay-ups. Reverse the procedure after a certain number of turns) Fig. 30
4. DEVELOPMENT OF WINDMILL 2. (Pass)

A1 runs towards basket, receives ball from B1 shoots a Lay-Up and continues running to corner.
B1 rebounds and passes (outlet) to A1, and follows to corner.
A1 passes to B2 and joins the end of that line,
B1 follows and joins end of line A. Fig 31

5. FULL-COURT LAY-UP SHOT

Four groups as in fig. 32

All players in A and C have a ball each.

A and C dribble in, shoot Lay-Up and join line B and D respectively.

Others players in lines A and C follow suit at approximately 2 second intervals.

B rebounds A shot, dribbles to join line C
D does likewise and joins line A. Fig. 32

At a later stage: Hook Shot, Jump Shot.
Fig. 31A.
Fig. 31B.
Fig. 31C.
Fig. 32.
Chapter 6  DRIBBLING

This is one aspect of the game which appeals to all players. However, care must be taken that the dribble is used correctly and that no player monopolises the ball to the exclusion of the other team-mates.

TECHNIQUE POINTS

- Fingers well spread.
- Use good "wrist and finger" action to push ball to the floor.
- Do not slap the ball.
- Feet apart (shoulder width).
- Knees slightly bent.
- Do not look at the ball (head up).
- Peripheral vision.

N.B.

- Learn to dribble with right hand and left hand.
- Protect the ball during dribble by using "outside" hand (the hand furthest from opponent)
- Do not dribble from habit, or when a pass is better.
- Avoid a "one-bounce" dribble.
TYPES OF DRIBBLE

A. **Speed**
   Straightforward dribble down court.

B. **Crossover**
   Change dribble hand approaching opponent. Fig. 33

C. **Spin**
   Dribble towards opponent. If using right hand, plant left foot near opponent's feet and reverse pivot around opponent protecting ball. Right hand is used until dribbler has completed the spin and then the left hand is used.

D. **Behind-the-Back**
   Change dribbling hand with one bounce behind back.

E. **Between the Legs.**
   Change dribbling hand with one bounce through legs.
DRILLS

1. Legs apart, dribble around one leg.

2. Figure of eight dribble Fig. 35

3. Tag Dribble:
   (a) 2 people, one ball in a confined space, dribbler tries to tip partner.
   (b) Both players have a ball, one tries to tip the other while dribbling

4. Truck and Trailer:
   2 players, one ball. First player dribbles from baseline to free throw line, jump stops, pivots and hands off to partner who has followed him. Partner now dribbles to half-way line and movement is repeated.

5. Dribble Relay:
   Fig. 36

6. Zig-Zag Dribble
   Fig. 37

7. Bandits – 5 balls per group of 10. Players with ball dribble and player without ball try to "steal" a ball (legally)

8. The Clock:
   A, B, C, D, E, F pass to each other; During this time 1, 2, 3, 4, 5, 6 take it in turn to dribble round circle formed by others. When all dribblers have gone round circuit, count the number of passes. Change places Fig. 38

9. Linked Pairs:
   In pairs, each player with a ball, hold hands and dribble with the other hand. Fig. 39

"A dribbler must be able to use either hand".
Chapter 7  DEFENCE

Young players are so anxious to be shooting and dribbling that Defence is often neglected. Yet, the best teams are those with good shooters and great defenders. In every training session, some time should always be devoted to drills for improving Defence.

Defensive Stance:

Knees bent, feet shoulder-width apart;
One foot in advance of the other;
Head up, seat well down;
Arms extended and moving. Fig. 40

Individual Defence:

A — (on opponent with ball)
  • good defensive stance
  • between opponent and your own basket
  • watch opponent
  • shuffle feet when moving; do not cross them
  • be aggressive, but be careful — especially if opponent has not yet dribbled. Fig. 41 + 42.
  • keep slightly to opponent’s good side
  • try to prevent passes, but do not be lured out of position
  • if opponent is dribbling towards your basket, do not reach in to get ball; sprint ahead and adopt good defensive stance, facing opponent. Fig. 43
  • as soon as opponent stops dribbling — close in and prevent shot or pass. Fig. 44
B — (on opponent without ball)
• good defensive stance;
• try to prevent opponent from receiving ball, while maintaining position between opponent and your own basket;
• if opponent is far away from your basket, move back to help team-mates.

Team Defence:
In Mini-Basketball, Zone defence is not allowed, so the entire emphasis is on Man-to-Man defence. Each defender is responsible for marking one opponent and will generally stay with that opponent. Players should be matched for speed, size, special qualities etc.
• good defensive stance;
• keep pressure on opponents;
• work as a team —— help out and cover for team-mates;
• (opponent with ball) prevent shots, or passes or drives in the danger area; Fig. 45
• (opp. without ball) prevent receiving ball, help out, secure good rebounding position and block out. Fig. 46 (Blocking out means moving into opponent’s path before opponent gets to a good position to secure rebound)

"Learn to defend well without fouling".
DRILLS

1. Players line up in single file at Half-way line. Shuffle left or right, forward or back, as the Coach points. Do not cross feet and always maintain good defensive stance. Fig. 47 (waves).

2. Two players — one dribbling slowly in a zig-zag pattern down the court; the other (on defence) with hands behind back, must maintain good defensive position. (The aim here is to improve defensive footwork).

3. Opponent dribbles towards basket, starting slightly ahead of defender who sprints to get in front of dribbler in good defensive position.

4. "Tag":— Opponent (without ball) stands at Centre line; defender stands at Free Throw line; coach stands under basket. Opponent tries to reach Coach without being touched by defender. Opponent may run in any direction, but not off the court; defender may not move forward or stand beside coach. (20 seconds are allowed for each attempt). This drill may be used with 8 or 10 in each group, but care must be taken as incidental contact will occur. Fig. 48
One of the appealing aspects of Mini-Basketball is the number of opportunities that occur for shooting and scoring. The difficulty facing the Teacher or Coach is in getting the players to spread out and avoid "bunching". Each player will want the ball and will want to shoot, and this enthusiasm should be encouraged while the Coach is eliminating "haphazard" Offence. Emphasis should be placed on simple plays (1 v 1; Give-and-go; Fast Break) and the more complicated plays should be left for later.

N.B.
- Always try to maintain "Floor Balance" (to know who does what").
- Try to give the best shooters the opportunities for a shot
- Spread team out.

**One against one (1 v 1)**

(a) Triple threat:
On receiving ball a player has three main options:—
shoot — pass — dribble

(b) Fake and drive:
Player receives ball; fakes a shot or a pass to deceive Defender, and drives (dribbles) past for a lay-up shot.

(c) Rocket Step:
Player steps, faking to drive; as Defender moves back to cover, the Attacking player draws back as if to shoot; as Defender moves forward again to cover, Attacking player drives past and in for shot.

(d) Fake-step-drive:
Player steps to left as though to drive left; when defender moves to cover, attacker brings left foot back and drives to the right, leading with left foot.

**Give and Go:**— (2 v 2) Fig. 49

A1 passes to A2; dodges past opponent; receives return pass from A2 and drives in for score.
FAST BREAK

Of its nature, the Fast Break lends itself to the type of game children play and it adds a dimension of speed, excitement and high scoring to Mini-Basketball. The problem for the Coach or Teacher is controlling the player who "dribbles" wildly down the court with all wrong techniques, ignoring the frantic efforts of better-placed team-mates to attract attention and possibly (!) receive a pass!

A few minutes drilling on the Fast Break at each training session should help to eliminate this type of play.

AIM:— to get the ball down court before the Defence is organised, gaining numerical superiority, thus creating the chance of an easy score.

Main Points

good possession
good outlet pass (usually to nearest side)
good return of ball to middle lane (middle of court)
fund the lanes
speed
fast break after (a) rebound (b) score by opponent (c) out of bounds (d) interception or 'steal'

Drills:

(1) 2 v 0 : 2 players passing the ball down the length of the court; shoot and score

(2) 3 v 0 : 3 players passing the ball as far as the half-way line; centre player dribbles from there to Free Throw line; stops and passes to L. or R. player for shot and score. Fig. 50

(3) 2 v 1 : as (1) with one Defender at Free Throw line trying to prevent score.

(4) 3 v 1 : as (2) with one defender ............

(5) 3 v 2 : as (2), with two defenders in Tandem defence (one on Free Throw line, one under basket)

(6) 3 v 3 : (Fig 51) B2 has ball; passes to A2 and runs to touch baseline while B1 and B3 fall back to Tandem Defence As soon as A2 receives Ball A1, A2, A3 start fast Break. B2 gets back to help as fast as possible.
"Control the boards and you control the game". This sums up the importance of Rebounding. It has long been considered one of the most important fundamentals and yet it is very often neglected. A good rebounder limits the opponents' chances of shooting and increases own team's opportunities.

Main Points:
- Try to secure a good position (inside opponent if possible)
- Jump 'High' (vertically), not inwards.
- Jump when you see where the ball will drop (i.e. timing is very important)
- Try to catch the ball with both hands at full stretch
- Having gained possession, protect ball and look for (i) shot or pass (on Offence) (ii) outlet pass or dribble (on Defence) Fig. 22.

Most common mistakes:
- Jumping too soon/late (bad timing)
- Turning head to watch ball (on Defence) instead of watching opponent and blocking out.
- Bringing ball down to waist level (or even ground level) after gaining possession.

Drills:
1. Player throws ball off backboard; jumps to rebound and shoot and score;
2. Coach stands to Left of basket; players in line to R. of basket; Coach overshoots, player rebounds; shoots, scores and goes to the end of line; Coach collects ball.
4. Wall-jump – measure distance between standing and jump
5. Rapid Jumping – 5 rapid jumps
Safety:
The teacher should ensure that the playing area is free of glass, stones, cracks etc. Prominent edges such as pipes, window ledges etc. should be padded where possible.

Equipment:
The teacher should ensure that the equipment is safe and secure. Make-shift mini-basketball posts can offer a short term solution but if not properly constructed can lead to accidents. Always check equipment before each class. The teacher is responsible, — so don’t take chances.

Clothing:
Children should always “tog out” for P.E. and games. Clothing should be well-fitting, clean and warm enough for outdoor activity in winter.

Footwear:
Proper safe and correct footwear is essential for growing children. Children should never play ball games in bare feet or stockinged feet. Children with flat feet should wear orthotic supports. All “runners” should be strong and well supported.

First-Aid:
A basic first-aid kit should always be readily available. An ice-pack is highly recommended. If in doubt call an ambulance or doctor.
Hygiene:
Always encourage high standards of personal hygiene. Showers should be demanded in all schools and where they are not available children should have a wash in the school and have a shower or a bath when they get home.

Insurance:
Every teacher should make sure that the school insurance policy adequately covers after-school activities. In the case of an accident, follow school/union procedures rigidly.

Relaxation:
Children should be taught to relax before and after physical activity. Each lesson should close with a short relaxation exercise which encourages cooling down without losing too much body heat.

Nutrition:
Children should be encouraged to eat a well-balanced diet including food from the four main groups:
(1) Protein Foods: meat, fish, eggs, beans
(2) Vitamins and minerals: vegetables, fruit
(3) Energy foods: bread (preferably wholegrain), cereals, rice, potatoes.
(4) Dairy Products: milk, cheese, yoghurt.
Chapter 11  LESSON PLAN – 30 Minutes

1. Warm Up Phase — Max. 5 minutes

This phase is designed to prepare the children physically and psychologically for learning and practising skills. The emphasis should be placed on familiar, active, simple and enjoyable activities.


During this phase the teacher/coach introduces the key learning points in the lesson which may include new skills or revision and development of previously learned skills. The teacher/coach should identify key techniques points and have appropriate teaching drills which emphasise these techniques points. The main section of this book concentrates on the technique points of the skills of mini-basketball and lists of appropriate teaching drills.

3. Game Phase 10 - 15 mins.

All children want to play the real game whatever the sport is. During this phase the teacher should afford the children the chance to play mini-basketball or one of the many team games based on mini-basketball. Ideally the children should be able to put the new skills learned in phase 2 into the real game situation. A conditional game, e.g. game with no dribbling allowed, or ½ court game, is recommended.
Since Mini-Basketball is a child-centred sport, the activities chosen by the teacher should depend on the stage of development of the children. The following suggestions may be too simple or too complicated for a particular class. However they do represent reasonable objectives which can be attained by most children who have a P.E. programme in each class. Teachers should read the activities in the manual with a view to adapting them to their own classes.

**Infants**

- Movement activities: running, jumping, landing, stopping, hopping, simple group chasing games e.g. cat and mouse

- Individual ball awareness activities: dribbling left and right, throwing ball into air and catching before it hits ground, bring ball around the body, through legs, around back, waist level and head.

- Small group ball games as listed.

**1st and 2nd Class**

- Revision of activities listed for infants

- Introducing “beat your own record” and “how many times” activities based on ball awareness, dribbling, passing, shooting.

- Introducing teaching drills based on dribbling passing, shooting

- Introducing game of mini-basketball allowing reasonable contact and reasonable travelling and also simple form of team games such as skittle ball.
3rd – 4th Class

Children at this stage want to imitate the older classes and play the real game. Teachers should emphasise correct techniques, left and right-handedness in dribbling and team work.

- activities tested in previous class groupings with the emphasis on quickness not "wildness"
- continual revision of ball awareness work
- introducing different types of dribbling, passing, shooting
- introducing the lay-up with correct footwork
- introducing Give and Go and Fast Break
- introducing basic elements of Man-For-Man defence
- developing an understanding of rules

5th – 6th Class

Children in their final years at primary school should be taught correct techniques in all sports with an emphasis on quality of performance and team-work. Correct techniques will remain forever and bad techniques likewise remain forever and can only be corrected in later life with great effort.

As well as revising all the work done in earlier classes, particular emphasis should be given to the following:

- correct technique points in dribbling, passing, catching, shooting
- learning different types of dribbling, using both left and right hands
- using the lay-up while approaching the basket from all sides
- learning to shoot and set shot quickly
- learning the principles of good Man-To-Man defence (incl. rebounding)
- learning to become a good team member, using the give and go, and in particular learning how to use the Fast Break
- learning the rules of the game, how to referee and to keep scores and time.
Chapter 13  WARM UP ACTIVITIES (Without Ball)

1. Bear Walk
   Place hands on floor with arms and knees straight. Body sways from side to side as a lumbering bear would walk.

2. Dog Run
   On all fours, running in various directions, occasionally placing legs outside and ahead of both hands which are on the floor indicating a fast dog run.

3. Frog Hop
   Squat position, arms between legs, hands on floor. Take short hops by placing hands ahead of feet and bring feet up to hands.

4. Kangaroo Hop
   Squat with arms folded over chest. Spring into air and come back to a squat position with knees flexed to prevent jar.

5. Crab Walk
   Hands and feet on floor, face up, back straight. Walk backwards, using right arm and right leg, then left arm and left leg.

6. Mule Kick
   Bend forward, place hands on floor, bend knees and kick into air as a mule.

7. Monkey Run
   On all fours scamper agilely, imitating a monkey. Put down hands, then feet.

8. Elevator
   Hold arms out to one side. With weight on balls of feet, bend down and sit on heels. Come up again. To the Chant: "Going down, down, down. Coming up, up, up."

9. Turk Stand
   Arms folded across chest. Sit cross-legged on floor. Stand without using hands or changing position of feet.
10. Three-legged Walk
Two people side by side, inside legs attached (rubber bands, silk stockings etc.) Partners walk to a designated point and back.

11. Bells
Jump into air and click heels together, first to the left, then to the right. Add double click if possible.

12. Thread the Needle
Clasp the hands in front of body, bend the trunk forward and step through clasped hands with right foot, then left foot. Return with stepping backwards with right, then with left foot.

13. Jump and Slap Heels
Jump into air, bring heels up to side. Slap heels.

14. Chinese Get-up
Partners stand back-to-back with elbows locked. Sink to floor and rise by taking small walking steps and pressing against backs.

15. Free Running
Children run around court varying speed and direction without touching one another.

16. Stop and Go
Children run the length of the court, on command they stop, go, left, right, reverse, continue running etc.

17. Tag In Pairs
First child tries to escape the chaser who attempts to keep 1 hand on the shoulder of the child being chased.

18. Suicides
Children line up on the base-line. On command the group sprints to the half-way line, back pedals (i.e. runs backwards) to the base line, sprint to the far base line, back pedals to half-way line, and finally sprints to the original baseline.

19. Relays
Children line up on groups of approx 5; on command 1 child from each group runs a set distance, returns, tips the 2nd person in the group and goes to the end of the group. The rest of the group continue with the first group home being the winners.
Chapter 14
BALL GAMES FOR YOUNGER CLASSES

Hot Ball
Formation: Seated circle; Procedure: The children pretend the ball is hot and move it quickly to another child.

Bounce Ball
Formation: One child stands in the centre of the circle. Procedure: He bounces the ball, calls another child’s name. That child attempts to catch it and if he is successful, may be the next bouncer.

Dodge Ball
Formation: Three children are chosen to enter the centre of a seated circle. Procedure: The seated children roll the ball at the feet of the children in the centre. When one is tagged he returns to the circle and is replaced by the one who tagged him. Formation: Children in a circle pass the ball as music is heard. Procedure: He who holds the ball when music stops is out of the game.

Skip Ball
Formation: Seated circle has a passageway. Procedure: One child carrying the ball skips out of the circle, around it and back again. He pauses, calls out child’s name and bounces the ball to him.

Filling the Basket
The teacher scatters a basket full of small balls over the play area. The children gather the balls and refill the basket as quickly as possible. The class may be divided into groups so that the groups may compete in the number of balls each returns to the basket.

Touch Ball
Formation: One child stands in the centre of the circle as the ball is rolled about. If he can touch it he may return to the circle and choose another child to take his place.
Chapter 15  TEAM GAMES FOR OLDER CHILDREN

(1) **Skittle Ball**
2 skittles or other simple targets e.g. boxes, bins, are used as targets. Players are divided into 2 teams of 5. The game is similar to mini-basketball except that the teams score by hitting the opponents' target. Suggest drawing a circle (diameter 2 metres) around the targets which players may not enter.

(2) **Bench Ball**
2 benches are placed on either end of court; 1 player from each team stands on each bench. The game is played as in mini-basketball except that the teams score by passing the ball to their team mate on the bench who must catch the ball successfully about shoulder height. The player on the bench may not be interfered with.

(3) **Dribble Free**
This is an ideal activity for introducing children to Mini-Basketball for the first time.

**RULES:**
1) No dribbling
2) no running with the ball
3) no contact.

Stations B and C: 2 teams 4 v 4. While in possession each team tries to make 3 consecutive passes without being caught. Each group of 3 passes count as a score.

Stations A and D: 2 teams 4 v 4 play "backs and forwards attempting to score.

Rotation AB, and CD.
Test 1 — Dribbling
Use 2 parallel lines 12’ (3.65m) apart, dribble with one hand from behind one line to cross the other, change hands and dribble back. Repeat for 30 seconds.

Test 2 — Feel of Ball
Stand with ball in hand with legs apart. Bring ball in a figure of 8 through your legs using both hands. Make the figure of 8 as many times in 30 seconds.

Test 3 — Passing
Stand 6’ (1.85m) from a friend and pass the ball to your friend. Make as many passes as possible in 30 seconds. Only count passes you give.

Test 4 — Lay Ups
Place a chair or box 10’ (3.00m) away from the basket. Stand behind the chair. Dribble and shoot a lay up shot, rebound and dribble back around chair and continue for 30 seconds. (like Superstars).

Test 5 — Set Shots
Take a shot from each mark on the three seconds key, — 7 shots in all.

GETTING BETTER CHART (11 - 12 years of age)
Test yourself against these results

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<th>V. GOOD</th>
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Chapter 17  MINI SPORT EVENTS

Due to the emphasis on participation and skill development medals, cups and trophies are not awarded – victory and the realisation of “getting better” is reward in itself. Participating children are encouraged to compete and to win while at the same time developing their specific mini-basketball skills and a wide range of psycho-motor and other games skills.

1. Friendly Matches:
   Schools/Clubs play against one another with the following qualifications:
   (a) Each School/Club varies their team on each occasion.
   (b) Winners receive no medals
   (c) Four quarters must be played with strict adherence to substitution rules
   (d) Two Referees must officiate with scorekeeper and timekeeper.
   (e) Each School/Club must wear distinctive playing uniforms.
   (f) Rules of the games are strictly enforced with running score displayed.

2. Mixed Matches:
   Each school takes along 10 players. Leaders divide all 20 players into 2 teams, each consisting of players from both schools.
   (a) “Get to Know Your Games” are organised.
   (b) The Mini-Basketball game is played between the two teams.
   (c) Two Referees must officiate with scorekeeper and timekeeper.
   (d) Children are encouraged to play well and win.
   The emphasis is on children from different schools and clubs socially mixing through sport.

3. Festivals:
   Area Boards organise periodic “Festivals” where large numbers of children from different Schools/Clubs come together for a day or weekend festival of sporting activities. At no stage do School/Clubs play against one another, rather teams are picked from the total grouping. Certificates are presented to ALL.
4. National Festival:
Each year the National Executive organise a Weekend National Mini-Sport Festival. Applications are invited from all affiliated Schools/Clubs. Places are awarded to Schools and Clubs most active at Area Board level. 300 children take part in coaching activities and games, under the supervision of specially invited coaches from the different national organisations. These activities include: Mini-Basketball, Mini-Volleyball, Mini-Tennis, Gymnastics, Hurling/Camogie, Hockey, Soccer and Table Tennis.

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