



LESSON #1

STAGE: LEARN TO TRAIN

* 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.

FUNDAMENTAL SKILL: Introduction

LIFE SKILL: Respect

Before the Players Arrive		After the Players Arrive	
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"> • Arrive • Change into uniform • When whistle blows: 1st –Put balls away; 2nd –Come in to center court and sit down quietly
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.

Warm Up Activity:

Evolution

- Players are scattered in an area on the court
- All players start out as an egg and bend down in a tuck position with arms around their knees so they look like an egg
- When the game starts, each player must find another egg, introduce themselves and play a game of rock, paper, scissors
- The player that loses stays an egg and the player that wins becomes a chicken, placing their arms as wings and making chicken noises as they walk around
- The chicken looks for another chicken and the egg looks for another egg to introduce themselves to each other and play rock, paper, scissors
- If players wins as a chicken they become a dinosaur, placing their hands out and roaring liking a dinosaur; if players lose as a chicken, they go back to being an egg
- Dinosaurs then find other dinosaurs who they play and if they win they become an ultimate being, if they lose as a dinosaur they go back to being a chicken
- Ultimate beings raise their hands over their head like superman and look for other ultimate beings to play
- Goal is to have all players as ultimate beings



Lesson #1: Overview

- Introduce the life skill and technical skill of the day while the players stretch.
 - **Life Skill:** Be respectful of coaches, players (teammates and opponents), officials, and fans. Explain the importance of always showing respect.
 - **Fundamental Skills:** Footwork, Dribbling, Passing, Shooting
 - **Goal:** Brief introduction of four basic basketball fundamentals
- 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.

Footwork

- Divide players in three equal lines along baseline, no balls
- Select three lines as stopping lines
- Players start in basketball stance
- On whistle, first players runs to first line, stops, gets in stance, then runs to next line, repeating until reaching other end of court
- On next whistle, next player in line repeats
- Repeat running in zig zag, changing direction at each line

Dribbling

- Players in scatter formation with ball
- Demonstrate dribble, have players practice stationary dribble
- On the whistle, allow players to dribble freely throughout court
- Repeat asking players to vary height of dribble
- Repeat asking players to dribble with opposite hand

Passing

- Players in partners, 6-8 ft apart, with one ball
- On whistle, players pass ball to partner
- Count consecutive passes without dropping ball
- Repeat having player bounce the ball to partner (count consecutive passes)
- Repeat with players passing with one hand

Shooting

- Players in scatter formation, demonstrate shooting technique
- Players stand 3ft from wall, shoot at target on wall 7ft high
- Put players in equal lines, 8-10 ft from basket, players with ball
- On whistle, first player dribbles to basket and shoots
- Repeat giving each player five shots at basket

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 the modified game 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.