

Basketball Training Session 2 – Dribbling & Self-Responsibility

COACH:				DATE:				VENUE:			
REGISTER:				GROUP:				AGE:			
N	Name	P	A	7				14			
1				8				15			
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5				12				19			
6				13				20			

OPENING TEAM CIRCLE 5:00 Mins	SPORTS COMPETENCE: DRIBBLING	EMPLOYABILITY COMPETENCE: SELF-RESPONSIBILITY
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WARM-UP -I = 20:00 Mins

Organization

- Basketball Court
- One ball each player, bibs and cones/markers

Process

- Split the area into four smaller areas
- Evenly split the players into the four smaller areas
- Give every player a number 1-5 (or however many players are in the group)
- Player number '1' and player number '3' start with the ball
- They have to pass the ball to the next number up i.e. player '1' passes to player '2' and this carries on. (player '5' passes to player '1')
- When the coach shouts a 'number' that number has to move, with the ball to another area but look to see where the other players are going so there doesn't end up with too many players in one single area

Correction

- Continue the game and really challenge the players to listen carefully to the 'calls'

Employability competence

- The players should take responsibility for getting the practice set up and underway quickly
- The players should take responsibility for listening for their number to be called

Variations

- Have the players then only use their right hand to dribble and left to pass and vice-versa

Reflection

- Players should reflect on their responsibilities on the court



MAIN PART - I = 15:00 Mins

Organization

- Basketball Court
- One ball each player, bibs and cones/markers

Process

- Play the numbers game but ADD two defenders that can 'spoil' the passing between the players! This will make the players look and be more aware of the threat to them passing successfully

Correction

- Continue the game and really challenge the players to listen carefully to the 'calls'

Employability competence

- The players should take responsibility for getting the practice set up and underway quickly
- The players should take responsibility for listening for their number to be called

Variations

- Why not call the 'numbers' something else to relate the situation to real life games for the players! For example, instead of '1' you could give it a top basketball player's name. This will encourage concentration and listening skills

Reflection

- Players should reflect on their responsibilities on the court



MAIN PART - II = 15:00 Mins: MIRROR, MIRROR!

Organization

- Basketball Court
- One ball between two players, bibs and cones/markers

Process

- Three players stand opposite three players
- One line has the ball and can pass or move down/along the row facing each other
- Every time the ball moves to someone else, the player has to move spaces
- The opposite person has to replicate and copy the movement of their opposite person
- When the team with the ball decides, they can then 'dribble' the ball to the cone to score a point
- The person opposite has to copy this movement and try to get the 'the cone' before they do

Correction

- Continue the game and really challenge the players to copy this movement and try to get the 'the cone' before they do
- Make sure all players are 'on their toes' and ready for movements to avoid being beaten to the cone by the oppositions
- Encourage the players to work with one another to make sure they get the best chance of succeeding

Employability competence

- The players take responsibility for listening to the explanation and setting up the practice
- The players focus on the task and perform to the best of their ability

Variations

- Have different cones to 'get to' before your opposition at varying distances

Reflection

- The players reflect on how well they are performing the task and what they can do individually to make the practice better



GAME TIME = 20:00 Mins

Organization

- One ball between two players, bibs and cones/markers,
- Four 'baskets' or four ways of 'scoring' (end zone or 'key player')

Process

- Split the teams into four equal teams on two different courts
- Have two players 'spare'
- These 'spare' players can go on any team at any time he/she wants
- To score a basket, the players need to pass the ball into the end zone to their other player
- That player can then get back on the court and the passer and end zone player swap places
- Three 'dribbles' must be 'completed' before the ball can be sent into the end zone

Correction

- Encourage the players to communicate through hand gestures and voice commands
- Concentrate on the quality of the techniques being used by the players

Employability competence

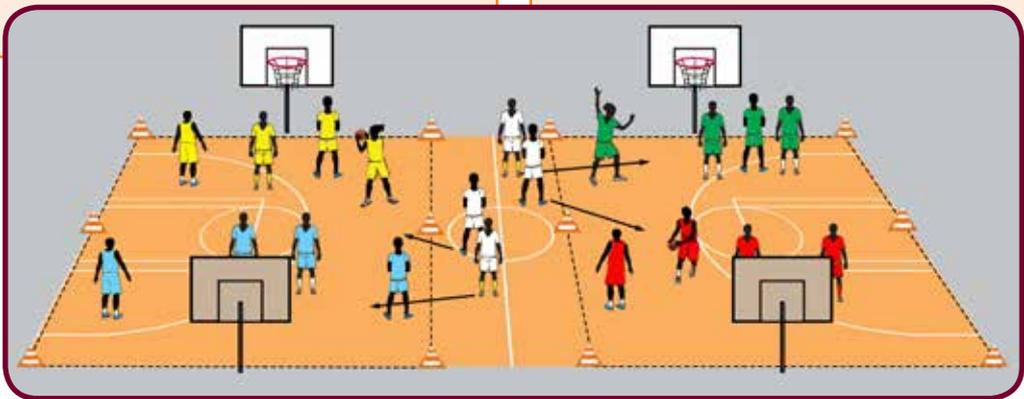
- The players take responsibility for communicating with each other on the court
- The players take self-responsibility for the quality of the techniques they use
- The players have to take responsibility to play fair and according to the rules

Variations

- Give the players and teams different tactics based on either losing or winning in games. Ask them to devise tactics to overcome their disadvantage
- Have some of the teams with fewer players challenge both teams
- Change the rules and set different challenges for the players!

Reflection

- The players reflect on how they took self-responsibility of the practice being conducted properly
- The players reflect on the success of the practice when all players contribute equally



Cool Down 5:00 Mins

Closing Team Circle

5-15 Mins

Slow movements & stretching, while all players tidy-up the equipment.

Ask players to reflect on their dribbling skills and what they learned? What they need more practice in?

Ask players to reflect on where they took responsibility prior to or during the session. What did they do? Did the players who took responsibility during the practice help achieve the outcomes for the session?

Ask players to identify where else in their lives they have had to take more responsibility for themselves.

Ask players to reflect on the importance of taking responsibility for themselves in the workplace.

SESSION REVIEW:	SPORTS COMPETENCE	EMPLOYABILITY COMPETENCE
What went well in the session?		
What aspects of the session could be improved?		
What changes or improvements will you make to the next session?		

