

MINI-BASKETBALL

Basketball for children 5-12 years. Official guide to teaching & coaching

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1 INTRODUCTION

The World of Mini-Basketball

The game of mini-basketball was introduced internationally in 1964 and is now played all over the world, drawn from each of the five continents, by millions of boys and girls under 12 years of age.

The world movement is administered by the Federation International de Basketball (*FIBA*), *the International Basketball Federation* with headquarters in the city of Lucerne. The objective of Mini-Basketball is to introduce young people to the world of sport in a spirit of friendship and understanding - IS FUN AND FOR ALL.

The Game for All

Mini-basketball is a game of skill rather than strength, a mixed activity in which boys and girls are able to play alongside each other. The game offers the opportunity to develop the important skills of running, jumping, change of speed and direction, handling a ball, and shooting at a target. Mini Basketball is a scaled-down version of the game of basketball played with a smaller ball and lower equipment, and simplified rules, recognising the significant elements of the game of basketball which are appropriate to the age and stage of the child's development. Mini-basketball is a game for children with a philosophy based on the needs of the growing child.

The English Association (*Mini-Basketball England*), in accord with most other national federations, emphasises the importance of participation by children of all abilities, enjoying the fun of the game and the friendship of others, players of both teams, teachers, coaches, administrators and the officials. The boys and girls are encouraged to undertake the roles of referee, scorer and timekeeper, when they are not playing.

The game calls upon teachers, leaders and coaches to be imaginative and creative, and challenge boys and girls with very individual needs. They should remember that in competition the children come first with winning of secondary importance. Winning is not uppermost in one's mind, but rather to develop the challenge of personal improvement in attitude, effort, understanding and physical skill.

Mini-Basketball in England

Today the game is played in primary, middle schools, at youth centres, at community sports centres and on outdoor recreational hard surface areas. Schools and clubs, can register with Mini-Basketball, England, previously known as the English Mini-Basketball Association (*EMBBA*). Formed in 1970, the Association came to life after in-depth discussions amongst the leaders of the Amateur Basketball Association (*today the English Basketball Association Ltd*) and the English Schools' Basketball Association.

It was felt at the time that it was to the advantage of the game, if an independent organisation was established to attract the maximum support of physical educationalists, primarily concerned with the teaching of this age-group, and the various national and regional youth organisations. In addition, it seemed that independence would profit from attracting a greater contribution and commitment of those teachers and leaders who were trained to work with, and had the greatest understanding of, boys and girls of this age. There is liaison between the Association, the English Basketball Association (*EBBA*) and the English Schools' Basketball Association (*ESBBA*). In 1998 the title "Mini-Basketball England" was adopted to replace "English Mini-Basketball Association". "MINI-BASKETBALL ENGLAND" has a national executive committee. The author is the voluntary Education Offices of Mini-Basketball England.

Using the Guide

In preparing this guide it is recognised that as a resource the material will be useful to teachers delivering the National Curriculum and also teachers and coaches who organise and lead mini-basketball clubs either as extra-curricular activities or as independent clubs. Although motivations may differ for providing a mini-basketball experience, all teachers and coaches will have the important responsibility of using mini-basketball to introduce children to sport which will be the first foundation in establishing a worthwhile active lifestyle.

In section 2 an approach to introducing the game is explored which is based essentially on a child-centred philosophy with competitive experiences and a game context which are appropriate to the child, based on the concept of teaching foundation core skills, through familiarisation of the sports fundamentals: Agility, Balance, Co-ordination of Speed.

Section 3 reviews the National Curriculum and is aimed primarily at the teacher who wishes to base a programme of study in physical education on mini-basketball as a key invasion game. A scheme of work is proposed which has been developed using a model of procedure emphasising the core basketball skills and essential principles of play.

Many teachers and coaches, as well as players of all ages are worried, perhaps inhibited by what seems to be a complex game to introduce to children. Basketball is basically a simple game and section 4 explains how to adapt the rules of basketball to individual requirements as well as explaining the basic rules.

Sections 5 and 6 are the sections most practitioners will refer to directly when they require information on a day to day basis. These sections have been carefully prepared so this is possible. The technical content used in the teaching or coaching programme is explained and illustrated. The games and practices can be 'pulled out' according to the principles of play being taught or the theme of the coaching session. Alternatively the lesson plans can be used directly as the content of the programme. All lessons relate to the requirements of the National Curriculum.

In section 7, assessment procedures are provided which will be useful to teachers delivering the National Curriculum in physical education as well as coaches working in clubs who require a practical well proven system based on good practice.

Section 8 provides guidance in integrating the TOP PLAY and TOP SPORT cards with the mini-basketball guide, showing where the activities can be incorporated into individual lessons.

Section 9 introduces a player award scheme which is fully integrated into curriculum lessons and can be used as an incentive for learning. Photocopiable records of achievement are provided including individual awards for the children.

Teaching Style

Different teaching styles affect two key aspects in the teaching/learning process:-

- i) The relationship between the teacher and the learner
- ii) How pupils learn

The following table shows how intentions, the role of the teacher and coach, and the role of the child are combined to offer a range of teaching styles.

Style Intentions	Role of the Teacher and Coach	Role of the Child
1) To learn facts	To show and tell specific skills	To interpret and copy
2) To learn facts specific skills	Provide task sheets with performance criteria	To check and adjust their own performance using any given criteria
3) To learn facts specific skills	Provide task sheets with performance criteria	To check performance of another child against given criteria and provide positive feedback and correction
4) To learn concepts and principles and how to use skills	To ask children questions leading to pre-determined knowledge and skills	To find answers to the questions through observation and practice
5) To learn concepts and principles and how to use skills	To pose problems for children to solve	To explore ideas, consider possible solutions and best solution

In each learning situation, the teacher or coach selects an appropriate style to develop skills and understanding.



3 NATIONAL CURRICULUM

Mini-basketball is an invasion game which can be successfully used in a school's physical education programme to meet many of the requirements which apply to the teaching of physical education. It has some advantages in that as a game it is accessible to mixed abilities and gender, it can be played inside or out utilising the gym, hall, or playground. Children find a game using the hands generally easier to understand and control.

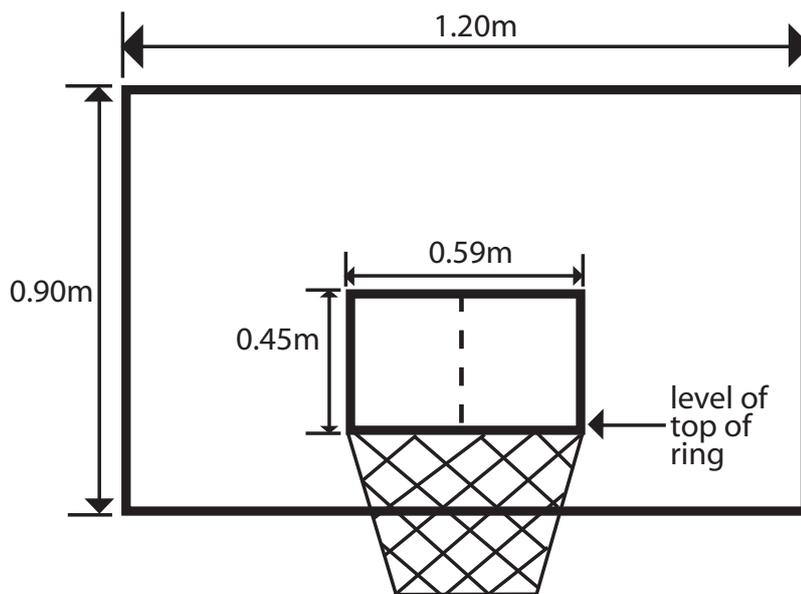
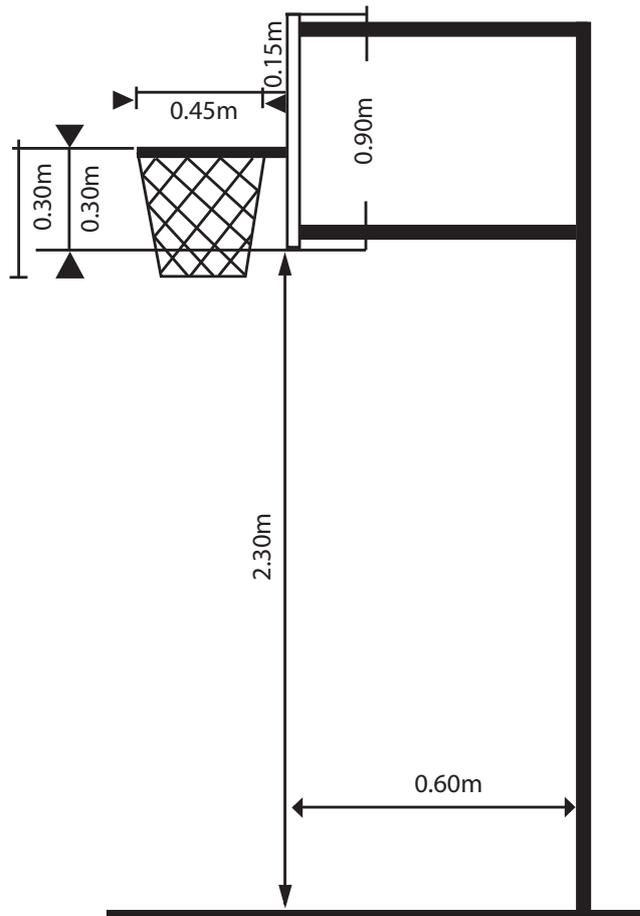
Physical education should involve pupils in the continuous process of planning, performing and evaluating. The greatest emphasis will be on performing. Mini-basketball skills and activities provide opportunities for such a process.

The general aims of mini basketball correspond with the requirements for Key Stages 1 to 3 to develop the knowledge, skills and understanding by:-

- 1 Acquiring and developing skills.
- 2 Selecting and applying skills, tactics and compositional ideas.
- 3 Evaluating and improving performance.
- 4 Knowledge and understanding of fitness and health.

All coaches and teachers should work together to:-

- 1 promote physical activity and healthy lifestyles.
- 2 develop positive attitudes.
- 3 ensure safe practice.



D DRIBBLING

Dribbling is bouncing the basketball with the hand. The dribble can be made standing still or on the move in any direction. It is a continuous bouncing action using either hand. The dribble ends when the ball is caught in one or two hands. Any number of bounces and steps can be taken and the dribbling hand can be changed.



On the spot



On the move

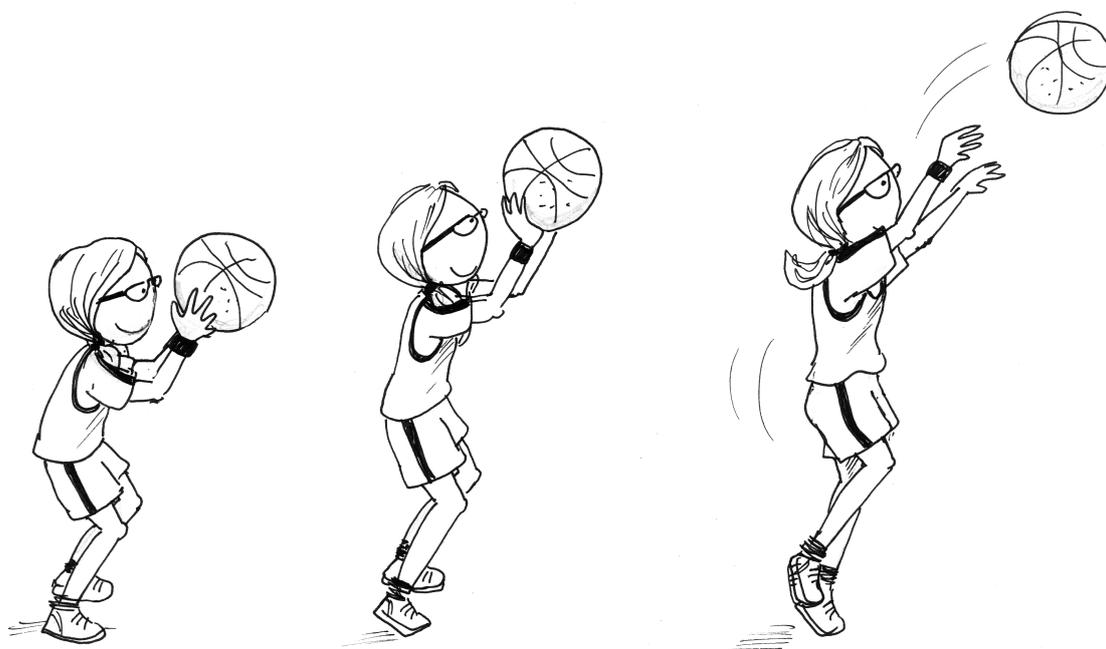
- * dribble from the ready position
- * push the ball down with the fingers and wrist - when it comes back let it push the hand up
- then push it down again
- * “five finger” feel is important - dribble the ball with the five fingers instead of using the palm
- * the ball should go no higher than the waist
- * look up and forward as much as possible
- * look where you want to go
- * look at the game around you
- * look for a team-mate in a good position
- * protect the ball with the free hand and opposite side of the body
- * push the ball out in front - or to the side for protection

Dribbling is used to:-

- * advance the ball up the court
- * drive to the basket
- * move away from a tight area
- * to create an opening

One-hand Set Shot or Two-hand Set Shot

“Shoot a Rainbow”



- * feet slightly apart
- * foot on shooting hand side forward
- * shooting hand or hands behind and slightly underneath the ball
- * non shooting hand supports the ball
- * focus on the rim of the basket
- * tuck the elbow in
- * knees bent

- * bring the ball up near the face
- * bring the elbow up - pointing at ring
- * shoot the ball off the fingertips
- * spin the ball

- * shoot the arm up
- * snap the ball with the wrist and fingertips
- * follow through with the hand towards the basket
- * drop the ball into the ring

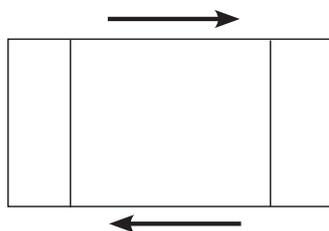
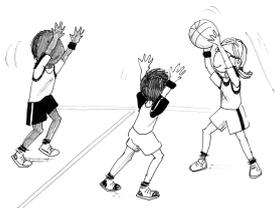
When shooting from the side the shot can be banked off the backboard.

Core Task 7: End Zone

Developing Team Tactics

The aim of the game is to pass the ball to a player in the end zone of a court who catches the ball to score points or then shoots at a target to score. Play the game four against two and then four against three. Play on a court that is about 10m x 20m — the end zones should be about 1m wide, running the width of the court.

To score points, the ball has to be passed to, and caught by, a player who receives the ball in the end zone. Player can move anywhere on the court, but must be in the end zone to receive the ball to score. They then shoot to score a 'goal' when a goal is used. The goals can be hoops, skittles, nets or Little Tike Goals, etc. After every goal the other team takes a free pass from its back line. If the ball goes out, the opposition throws in from where the ball went out.



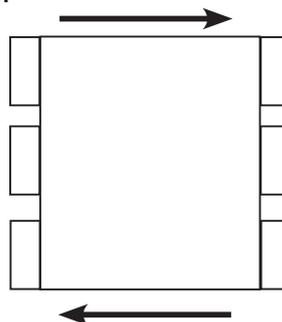
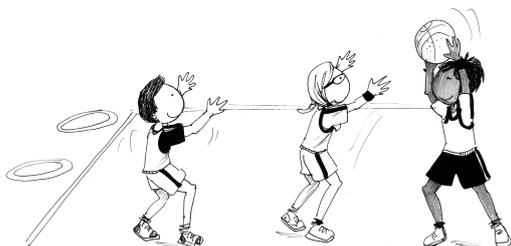
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Core Task 8: Tri-Zones

Using width to outwit an opponent

The aim of the game is to pass the ball to a player when they are standing in one of the target areas at the end of the playing space. The player can then score a goal by hitting a target. The target can be skittles, hoops or Little Tike goals.

Play three against two and then three against three. Play on a court that is about 10m x 20m and position three goals at either end of the court. Follow similar rules to those described in Task 1. Each team has three goals to score in — the middle goal is worth three points; the outer goals are worth one. Start by using throwing and catching skills in a jump ball situation.



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Learning objectives: Ball familiarisation, ready position, awareness of space, rolling, simple attack & defence

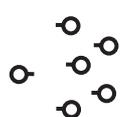
1 Warm up Activities



- Children are asked to demonstrate walking, jogging & running on the spot. After practice they are asked to respond to the change in command e.g. walk, jog, run, walk, run, jog etc.
- In an area marked by coloured cones the children are asked to walk freely avoiding collisions and moving towards the spaces. They are asked to jog and then run and stop on the command. Practice stopping skills as appropriate.
- Children are put in two's. The child in front is called the engine with the child behind the carriage. Children play 'trains' visiting spaces and avoiding collisions.
- Change roles. Change speeds. Practise the stop.
- Children select a cone colour... 'put your hand up the reds' etc. The train visits the selected colour. To encourage travelling across the area rather than around the edge, ask the trains to cross the mountains in the middle of the hall.



2 Skill Learning



- Children collect a mini-basketball each and sit in a space with the ball on their lap.
- Children face the teacher who sits facing the children.
- Teacher demonstrates holding the ball with two hands using the finger pads. Children copy. The teacher takes the children through a series of skill activities.
- Try squeezing the ball. Try lifting the fingers one at a time. Push the finger pads down on the ball one at a time. Pretend that one hand is a spider and chase round the ball with the ball in the lap. Pretend the other hand is the spider. Pretend both hands are spiders chasing round the ball. Pick up the ball from the lap with both spiders still chasing.
- Put the ball on the ground at the side and practise rolling the ball with a hand on top of the ball. Roll different patterns. Change hands and repeat on the opposite side of the body. Pretend the spider rolls the ball around the back of the body and passes the ball to the other spider. The same can be repeated at the front but this time the spider rolls the ball under the legs (*the tunnel*).
- Pick up the ball with both hands and stretch holding the ball above the head. Stand up still holding the ball high. Bring the ball down and hold it in front of the body in two hands. Hold tight and stand ready. Stretch tall again. Carefully try and hold the ball tall in one hand and balance. Can you transfer the ball to the other hand....keep tall and stay balanced. Can you balance on one foot?

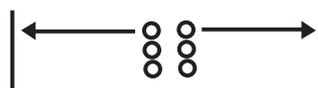


Learning Objectives: Familiarisation, using both hands to dribble, moving forward to beat an opponent

1 Warm Up Activities



- In an area marked out with cones ask the children to run at different speeds and stop on command. Ask the children to stop very quickly using the jump & stride stop (*one-two stop*). Find a partner and play follow my leader. Decide who says “stop”. Try to make dodging movements with a change of speed. Now face your partner and decide ‘who’s the cat’ and ‘who’s the mouse’. See if you can dodge away from your partner in a ‘cat & mouse’ game. The game can be played from a central position with the cats all running in one direction and the mice in the other. The teacher calls out ‘cats’ or ‘mice’ and whoever is called runs to a safe line (*ensure there is enough run off space*) with their partner trying to tag them before they reach the line.



2 Skill Learning



- Collect a mini-basketball and stand in a space.
- The teacher can demonstrate or talks through the activity with an able child demonstrating as a leader. The leader can be changed for each activity
- Start with the ball in the ready position. Hold the ball high. Hold the ball low. Hold the ball to the side. Can you take the ball to the back and hold the ball behind you?
- Can you bounce the ball from the back to go through the legs & catch it again?



- Drop the ball in front at different heights and catch it. Try to catch the ball low, just after the bounce. Can you throw the ball above your head and clap the hands before you catch the ball again? How many claps can you do?

- Try bouncing the ball with two hands. Can you make the ball go higher from the bounce? Try and catch the ball with two hands as it comes down. Can you bounce the ball high, jump and catch the ball with your feet off the floor?



- From the ready position, ask the children to bounce the ball with one hand at the side of the body and then try the other hand and on the other side. Try three bounces on each side. Keep a count. Practise bouncing the ball from hand to hand. Try bouncing the ball with one hand at different heights. Bounce the ball facing a partner. Play a game of copycat. Can you touch your partner’s ball while still bouncing your own ball?

- Try bouncing the ball on the move. Dribble through the forest. Move to the spaces and avoid collisions Try changing hands as you pass another child. Listen for the command to stop. Try to gather the ball and stop as soon as possible.



YEAR 5 - KS2 UNIT 3 LESSON 4 - PASSING & SHOOTING

Learning Objectives: Familiarisation, dribbling, passing, shooting, rebounding, tactical awareness

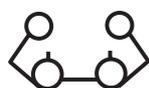
1 Warm Up Activities



- Children collect a mini-basketball and stand in the ready position within the play area. The children are asked to demonstrate the 'corkscrew'. The ball is taken around the head, round the waist and around the legs
- The children are then asked to hold the ball behind their back and bounce it through their legs.
- Ask them to take the ball into a 'football throw' position behind their head. From this position see if you can drop the ball behind the head and catch it again behind the back before it touches the floor. The hands are taken from the first position behind the head to the second position behind the back. If successful bounce the ball between the legs, as before and catch the ball at the front again. Repeat the action.



- Learn to play 'Pairs Dribble Catch'. In pairs children hold hands and dribble their ball. The child on the right dribbles with the right hand while the child on the left dribbles with the left hand. Practise moving about the area changing speed and direction. Less able children can put one ball to the side and take turns in dribbling the ball while holding their partners hand on the move. When the children become confident in working in a pair one or more catchers can be introduced. When the catcher intercepts a ball they exchange roles with the dribbler.



2 Skill Learning

- Develop the combinations of passing and shooting. Put the children in groups of three and practise the sequence "dribble, pass, receive the return pass and dribble again to shoot". Cones can be placed to mark out the 'dribbling zone, the passing zone and the dribble to shoot zone. If there are not enough mini-basketball goals, use targets on a wall. Allow the children to alternate their positions in the three: dribbler, passer and rebounder. Introduce the idea of the third child catching the rebound after the shot to start the next practice. A defender can be placed in the passing zone. The practice can be developed into a 3 v 2 situation for the more able children.

Dribble

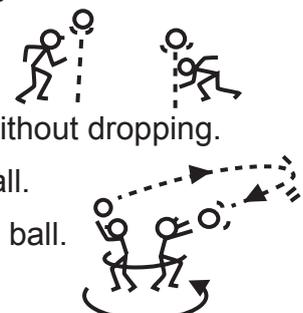
pass
and
receive

dribble and shoot

Learning objectives: Familiarisation, catching the ball with feet off the ground, securing the ball, foot position, position in attack and defence.

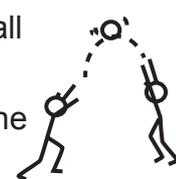
1 Warm up Activity

- Throw ball up in the air and as it bounces clap, jump or hop.
- Throw the ball up in the air and pass under the ball as many times as possible as it bounces.
- Bounce the ball and pass an arm around it as it travels.
- Throw ball against the wall, clap hands in front and catch without dropping.
- Throw ball against the wall, touch the floor and catch the ball.
- Back facing a wall, throw ball over head, turn and catch the ball.



2 Skill Learning

- Each child throws, shoots a ball up against a wall so that the ball rebounds above head height. The jump to catch the ball with their feet off the ground.
- Shoot the ball from a further distance from the wall, run in to catch the ball off the ground before the ball touches the floor.
- In pairs, throw the ball up for your partner to jump up and catch. Throw the ball over a beam or a rope for your partner to catch.
- In pairs, each take a turn at throwing a ball up against a wall, for the partner to catch.
- In a line of 3, player A throws the ball up against a wall or backboard for player B to catch, who repeats for player C. This continues with each player returning to the back of the line. Set a challenge . How many catches can be made in 30 seconds?



3 Game Experience

- 2 v 1, 2 v 2, 3 v 2, 3 v 3 games played with a target on the wall or a basket with a backboard. Encourage following the shot to catch the rebound. It is important that 1 to 1 marking is maintained with defenders taking the inside position to “box out” the attacker who tries to come inside. Emphasise securing the ball ready to either pass or dribble the ball out when a defensive rebound is won. Give points for successful defensive rebounds.



4 Closing Activity

- Gently jog on the spot with the toes only just leaving the ground, make each step lower until neither foot is leaving the ground. Stand still and then join the circle (or line up to go out of gym).

Sit down and talk about what has been learnt.

PLENARY: PQ43, PQ44, PQ45 (p158)

TOP SPORT CARDS: Shooting Competition. Pair Up. Zone Play.

1. MINI-BASKETBALL SLALOM – a dribbling game

- Use 6 markers; cones are ideal and a mini-basketball
- Set up a slalom course which can be a straight line or with curves
- Can you dribble the mini-basketball through the slalom course and return?
- Can you do the same changing dribbling hand after each cone
- Set up two similar courses and make the game a team race.

2. TUNNEL RELAY – a coordination and dribbling game

- Divide the children into teams with one mini-basketball for each team
- Line the teams up with space between the teams
- At the signal the first in the line rolls the ball between the legs of the team and the last child collects the ball and dribbles to the front of the line.
- The team where the child who begins the game returns to the front of the line is the winner.
- Alternatively the ball is passed down the line over the heads of the team.

3. WIN THE BALL – a reaction and dribbling game

- Children sit in a circle and are numbered 1 to 4 or 1 to 6 according to the size of the group.
- Place 4 or 6 mini-basketball in the centre of the circle (*same as numbering*). If they roll place them on a cone.
- Call a number – every child with that number gets up, runs round the circle, through their gap and picks up a mini-basketball and dribbles back to their space.
- The first person calls the next number.

4. THROUGH THE FOREST – dribbling game

- The children are placed in two groups.
- One group stand across an area so that there are one metre spaces between them.
- They can stand on markers if available.
- They must keep one foot on the spot but can pivot.
- The second group have a ball each and start at a point on one side of the area.
- On the signal they dribble through the forest trying not to be touched.
- If they are caught they return to the start line and try again.
- Change roles.