



AUSSIE HOOPS

COACHES GUIDE

*The complete Aussie Hoops Coaching Guide designed for
Local Centre Coaches and endorsed Sporting Schools coaches.*





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INTRODUCTION



Welcome to Aussie Hoops: Basketball Australia's official introductory program for 5-10 year olds and their families.

At all levels being a coach often provides a richly rewarding experience. Your involvement as a Aussie Hoops Coach is likely to be no different. In fact, the opportunity to provide participants with a quality first basketball experience is extremely important in the overall pathway of Australian players. As the first impression children will have with our sport, you're developing the next generation of basketball players in Australia and contributing both to the success of our sport and its sustainability.



As a Aussie Hoops coach we seek to provide you with the most current and engaging content for your sessions to ensure an enjoyable experience for your participants. Basketball Australia has also synced the program to the national coaching curriculum meaning the content and direction provided in this guide is fully approved and endorsed by your governing body and us here at the Basketball Australia Centre of Excellence.

The opportunity for you to develop and grow as a coach starts here in our national Aussie Hoops program. This program is all about the participants and the opportunity that you as a coach will provide them in achieving personal success in terms of competence, enhanced self-esteem, social co-operation, skill development and maximum participation will be truly invaluable.

As coaches, we encourage you to read this guide and utilise it when delivering your local Aussie Hoops sessions. The provided session plans for all three staged programs will assist your delivery and ensure your local centre participants are receiving the same quality of delivery as other local centre participants nation-wide. As we continue to push for consistency in best practice program delivery nationally, you play an integral role in this outcome.

In closing, we thank you for your support of and commitment to Australian basketball, the success of which is not possible without your role as a Aussie Hoops coach and we wish you well in coaching the future of our great game.

Enjoy your involvement and most of all, have fun.

Yours sincerely,

Darren Anderson

Community Basketball Manager
Basketball Australia

Peter Lonergan

Head of High Performance Coach Development
Basketball Australia

WHAT IS AUSSIE HOOPS?

Aussie Hoops is Basketball Australia's official junior game development program which provides an environment where children of all abilities can achieve on the court – and reap the rewards of skill development, enhanced self-esteem, social co-operation and grassroots sports participation.

Put simply, Aussie Hoops introduces children to basketball in a structured and accredited environment that connects our game at the grassroots through to the elite level. Our national coaching curriculum and sequentially-developed program consists of warm-up games, skill activities and modified games all delivered by accredited coaches.

Aussie Hoops' core values are:

- Fun and safe;
- For boys, girls, parents and caregivers; and
- Accessible and inclusive, nationwide.

AUSSIE HOOPS COACHES GUIDE

This Aussie Hoops Coaches Guide is an instructional guideline for Aussie Hoops Coaches of all abilities. It has been designed as a framework that assists children in beginning and enjoying basketball.

It is a structured, non-competitive and fun focused framework that:

- Is easy to read and understand;
- Provides a catalogue of games and activities;
- Highlights the basic principles of the game;
- Is aligned with and forms the basis of the National Coaching Curriculum;
- Offers coaching tips and hints; and
- Outlines and emphasises safety.

Basketball Australia strongly recommends the program and its resources to all associations, clubs, schools and community groups who are passionate about providing quality sporting opportunities for children.

For access to additional resources on Aussie Hoops activities, including video content, coaches can visit the Aussie Hoops website. The Basketball Australia National Coaching Curriculum can also be viewed online by visiting the Basketball Australia website.

The teaching points and basketball skills are intentionally placed last in this guide, the quality of experience a family has with Aussie Hoops is more likely to be linked with how their program is coached rather than what is being coached.

ACTIVITY GUIDES

Accompanying this Coaches Guide is an Activity Guide for each stage of the program. These activities have been developed by Basketball Australia and are aligned to the National Coaching Curriculum.

These resources have been designed to assist coaches and primary school teachers with little or no basketball experience as well as instilling a sense of confidence in program delivery across the country.

Additionally, it allows parents to train and play with their children and focus on relevant skills outside of the program.

PROGRAM STRUCTURE

Basketball Australia has developed three staged programs which represent Aussie Hoops. The staged programs have been developed as a guide to effective delivery to ensure that for each age group, participants are undertaking drills and games relevant to their physical and mental capabilities. The underlying purpose of Aussie Hoops is to provide an opportunity to participate and find enjoyment in basketball. With this in mind, in some scenarios participants may participate in a staged program that is not linked to their age due to factors such as program size or ability. In these scenarios those decisions are made by the Local Centre Coordinator or Local Centre Coach in consultation with the parent or caregiver.

		
5-6 YEAR OLDS	7-8 YEAR OLDS	9-10 YEAR OLDS

Participants can start Aussie Hoops at any age between 5 and 10 years. It is important to note that the Rookie program is not a prerequisite for the Starter program, and the Starter program is not a prerequisite for the All-Star program. In reinforcing the emphasis of participation and enjoyment, the ability to place participants in the most applicable and comfortable group is designed to provide a positive basketball experience. It is also important to note that the number of sub-programs (Rookie, Starter, All-Star) and frequency of delivery may be different at each local centre dependant on the local population, demand for the product and availability of facilities such as a metropolitan association versus a rural association.

COACH ROLES AND RESPONSIBILITIES

LEAD COACH: Often the most experienced coach, their role is to develop and support the Group Coaches to deliver quality activities and to become future Lead Coaches. They may commence the session with a welcome and energiser activity, however should not manage their own group in ideal circumstances. In some Centres this person may double as the Local Centre Coordinator.

GROUP COACH: These coaches are allocated a group of participants for a program, and are responsible for planning and delivering suitable activities for their group's skill level, as well as developing a strong rapport with each child in the group.

WORKING WITH CHILDREN

When coaching children it is important to remember that children:

- Want to have fun;
- Love being with their friends;
- Have differing needs to achieve;
- Learn at different rates;
- Have different interests and values;
- Often create their own movement patterns;
- Need time to develop newly acquired skills;
- Learn faster when the sequence is logical and clear and when there is flow from one area of instruction to the next;
- Respond positively to encouragement and a healthy relationship with their coach
- Enjoy variety; and
- Learn at different rates to others, including previous generations.



TYPES OF AUSSIE HOOPERS

Understanding the nature of your participants is a crucial step in delivering a session that matches the motives of their participation. The Australian Sports Commission outlines three types of children who are not current members of club sport:

THRIFTY ENTHUSIASTS (10%)

The Thrifty Enthusiasts are very positive about physical activity and sport in terms of the physical, mental, social and self improvement benefits, and don't personally have any barriers to sport participation. While they don't do physical activity with a club, most do organised physical activity through school and other providers — five times a week on average. Similarly, parents of the Thrifty Enthusiasts are very positive towards clubs despite only one in 10 being current members.

PONDERERS (45%)

While Ponderers don't need to be convinced about the benefits of sport, they do have some reservations about clubs being too authoritative and competitive — in turn taking the fun out of sport. Their parents are less engaged in clubs and their perceptual barriers will need to be addressed as they are likely to perceive clubs to be inflexible and demanding of time beyond sport.

SPORT RESISTANT (45%)

The Sport Resistant simply don't understand what other people get out of sports or physical activity and have little appreciation of the social benefits that other children usually value in sport. For them sport isn't fun and is too competitive. They feel sports clubs are not for them and do not understand any benefits to joining a club. This stems from their dislike for sport and perception of clubs being too competitive and exclusive (that you 'have to' be good at sport). Their attitudes are likely to be shaped by their parents, who demonstrate more negative perceptions.



STAGES OF LEARNING

When learning any skill (on or off the basketball court), participants will go through three stages of learning, which the Aussie Hoops coach needs to recognise and adapt to.

STAGE OF LEARNING	PARTICIPANT TRAITS	COACHING STYLE
INTRODUCTION	<ul style="list-style-type: none"> • Lots of skill errors • Success rate 0-1 (out of 5) 	<ul style="list-style-type: none"> • Use demonstrations • Keep it simple (less talk) • Keep it simple (less talk) Encourage skill exploration and errors whilst learning
PRACTICE	<ul style="list-style-type: none"> • Simple elements mastered, errors remain with complex elements • Success rate 2-3 (out of 5) 	<ul style="list-style-type: none"> • Less reliance on cues from coach and demonstrations • Continued positive reinforcement
AUTOMATIC (FINE-TUNING)	<ul style="list-style-type: none"> • Fluid movement • Can perform other tasks concurrently • Success rate 4-5 (out of 5) 	<ul style="list-style-type: none"> • Add further challenges or pressures (tactics, additional tasks) • Ask plenty of questions about the skill

Once a participant is performing a task in an “automatic” manner, it is time to add a challenge to the skill/activity that shifts that participant to the Introduction phase of the more important skill. It may be necessary to progress participants within the group at different rates to ensure that each participant is having fun and being challenged rather than bored or overwhelmed.

DELIVERY STANDARDS

Aussie Hoops Coaches are...

DRESSED TO IMPRESS

Send a professional message from the moment you walk into the school. Local club polo/jacket with shorts/trackpants and runners are required for all sessions.

ALWAYS EARLY, AND NEVER CANCEL

Coaches are to be courtside, ready to commence delivery, **at least** 5 minutes before each session. Have a school contact number handy in case of emergencies.

INCLUSIVE

Your challenge as an Aussie Hoops coach is to motivate **every** child in the class to actively participate and enjoy the sport, not just the ones who are already keen about basketball.

GREAT PLANNERS

Coaches are expected to have written plans for each session, and we recommend always including 1-2 extra activities just in case you need them.

ALWAYS IN CONTROL OF THEIR SESSION

Do not use or check phones during sessions, and coach the outside of the group with strong and engaging voice projection, rather than just the inside (the ones already engaged).

ADAPTIVE

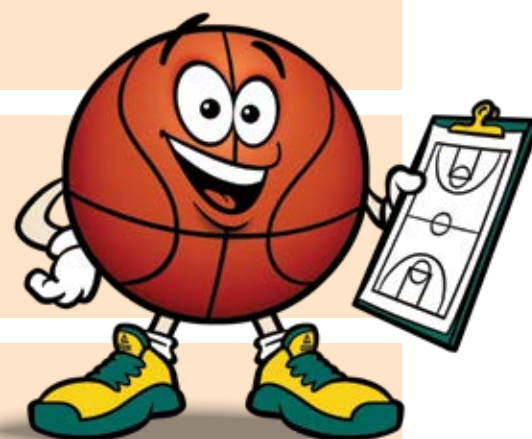
Sessions should not be affected because of unexpected changes in equipment or participant numbers. Simply use the **CHANGE IT** principle to keep the session flowing.

WANTING TO IMPROVE THEMSELVES

Seek feedback and evaluate your sessions, and stay updated with modern coaching approaches. Aussie Hoops coaches of all levels should always have time for each other as we work together to build the best service available for schools.

BASKETBALL AMBASSADORS, AND THE LIFE OF THE PROGRAM!

You will often be the first impression teachers and students have with our sport. Your passion and enjoyment for the sport will rub off on them - Enjoy!



DELIVERY STANDARDS

Aussie Hoops sessions...



**Start on time,
and finish on time**



Flow from activity to activity



**Are fun and engaging from
start to finish**



Are safe



**Are queue-less at every
opportunity**



**Feed into a local program/
competition**



**Leave an impact on
participants**

A GAMES-BASED APPROACH

The Aussie Hoops coaching philosophy is centred on providing a fun, structured and active experience for all participants. Aussie Hoops coaches will provide opportunities for participants to experience and enjoy basketball as preparation for lifelong involvement in physical activity and sport.

Aussie Hoops is designed to address and develop these fundamental skills for 5 to 10 year old boys and girls. Games and activities incorporate high participation with skill development to provide a safe and enjoyable learning environment.

When delivering Aussie Hoops sessions, coaches should use a **games-based** approach. The game sense approach is essentially a learner-centred approach, which engages participants in the direction of the session and has the following characteristics.

COACHING ON THE GO

With this approach coach instructions and demonstrations prior to commencing the activity are kept to a minimum, however coaches provide consistent feedback and “cues” to participants during each activity. For participants who are having difficulty completing activities the coach will exit them from the game and give further instruction before inserting them back into the game. This maximises player participation and allows players to receive one-on-one personalised coach support when required.

MAXIMUM PARTICIPATION AND ENGAGEMENT

Children need to be active and crave movement. Minimising the amount of time participants ‘wait for turns’ or have to stand and listen to instructions establishes an active participating environment. Queuing or disengagement from the activity can lead to misbehaviour and slower skill acquisition.

COACH AS A FACILITATOR

Modern coaches use facilitation as an important part of the way they introduce and coach activities. Rather than telling the participant how to achieve an objective, they set up a challenge for participants to find and create the solution themselves. The role of the coach then becomes to guide the various abilities by adapting the challenge for participants who have mastered the skill and providing more assistance to participants who are struggling to find the solution.

ROLE MODELLING

Using participant role models during the coaching of skills and activities to demonstrate and emphasise good technique or strategies is a highly visual and often effective means of engagement.

INCLUSION

Basketball Australia’s motto is ‘everyone’s game’. As an accessible and inclusive sport we pride ourselves on our ability to provide opportunities for everyone. When integrating children with a disability into Aussie Hoops sessions coaches should:

- Ask and gain an understanding of the child’s capabilities (ask what they can do);
- Use plenty of visual cues;
- Never isolate the child;
- Promote social inclusion;
- Encourage parent/carer participation;
- Build their confidence and self-esteem;
- Modify activities to suit; and
- Involve the child in all activities.



PLANNING YOUR SESSION

When planning the session, the Aussie Hoops coach needs to ensure that each activity utilises **FISH**:

F Fun

Will this activity be engaging for all participants? The “fun factor” of the activity should not be measured from the more highly-skilled or vocal participants, particularly if they are having fun at the expense of lesser-skilled participants. This is why elimination games are not a part of Aussie Hoops.

I Inclusive

Are there special groups (shy kids, mix of genders, children with disabilities or children with English as a second language) for which the activity needs to be modified to be inclusive?

S Safe

Are there any foreseeable hazards that can be removed through planning and instruction?

H High involvement

Will participants have a basketball in their hands for the majority of each session?

As shown later in this Guide, **FISH** can also be used during activity delivery to evaluate the activity.

RISK MANAGEMENT

Like the Local Centre Coordinator, the responsibility of the coach to be aware of and manage risk is very important. As a local centre leader the coach should conduct the venue inspection checklist (VIC) prior to every session delivery. The VIC, provided to all local centres as a resource to support safety, will often assist in injury prevention and increased safety. In company to the VIC, coaches should also consider the following.

RISK CONSIDERATIONS	REDUCING THE RISK
Collisions	<ul style="list-style-type: none">Educate participants on the importance of looking up when running to avoid collisions.If a collision occurs stop the game immediately to eliminate further risk.
Spacing	<ul style="list-style-type: none">Always utilise the whole space.Encourage distance to reduce collisions, interference and interruption.
Passing games	<ul style="list-style-type: none">Educate participants on the importance of being ready to catch a pass.Encourage peripheral vision and attentiveness.
Other facility users	<ul style="list-style-type: none">Identify and educate participants on their surroundings and other programs being delivered at the same time as your Aussie Hoops session.Promote safety and educate participants on best practice ball retrieval and interruption to other facility users.
Leaving the session	<ul style="list-style-type: none">Define the rules for participants who wish to temporarily leave the session (i.e. toilet usage).Encourage parental guidance or the buddy system.The participant is the coaches' responsibility during session delivery, on and off the court.

SESSION STRUCTURE

BRIEF COACHES

Short (< 5 minutes) meeting prior to session where lead coach identifies key learning points, and any new activity variations to the group coaches.

WELCOME

Call all participants to huddle on-court with energy and engagement.

ENERGISER

An all-inclusive activity that includes body movement and co-operation.

SPLIT INTO GROUPS

Participants split into their regular groups with their Group Coach.



PLAY

A combination of short (5-10min) activities including an appropriate mix of the below:

Discovery Activities

Brief introduction to skill without pressure or rules to learn basics before applying within a game.

- All participants active and with a ball as required (no lining up or waiting for their turn).
- Example: Dribble Discovery

Game-based (Applied) Activities

- All participants active, basic competitive and pressure elements added with game objectives.
- Example: Corkscrew Tag

3X3 (“Three-on-three” or similar small-sided game)

A game of basketball with appropriately modified rules. The following modified rules are recommended for Aussie Hoops.

- Use a size 5 Spalding basketball
- Minimum one ball between six (three-on-three) or eight (four-on-four).
- Where possible use an 8 foot (2.4 metre) high basket;
- No 3-point line
- It is a violation to steal the ball from someone’s hands (the ‘no grab’ rule);
- Participants may shuffle their feet on the spot when they have the ball (be lenient on the ‘travel’ rule);
- Participants may use two hands when dribbling to gain control (be lenient on the ‘double dribble’ rule); and
- Establish compulsory playing time during games (i.e. everyone must play at least 3 quarters) or have a set time for substitutions.
- Coach on the court, “coaching on the go”.



WRAP-UP

A short revision of the session, distribution of newsletters/flyers, provide a skill challenge as “homework”

COACHES DEBRIEF

A very short session review with Group Coaches, what worked/didn’t work.

ACTIVITY DELIVERY

It is important that coaches demonstrate all activities. Physical demonstration and modelling are a much more powerful learning tool than verbally explaining the activity.

A) Gain Attention

- Use a strong voice, clap, or whistle

B) Prepare Participants into groups

Do not use the method of “captains” for the selection of teams that is where two leaders are chosen and they in turn select participants from the group to join their respective teams. To children who are picked last or near last this can be distressing for them and increases the reluctance to want to play and participate.

- **Numbers/colours** - coach will give each child a number and appoint them to a group. Be careful to not number too quickly as the children may get confused. To make this technique more effective have the leaders of each group hold up the corresponding number of fingers as to their number. For young children who are not confident with numbers use colors and have leaders hold up corresponding colored cones or domes to help children recognise their group
- **“Clumping” games** - coaches will ask the children to move in a designated way eg run, hop, jump, skip, slide. Coach will then call out a number which is the amount of people to be in that group.
- **Segments** – coach will open their arms with one arm pointing at a child and the other arm pointing at a separate child. Inclusive of both children all others in the middle are now a group. It is a good idea to name the children being pointed to “so from John through to Mary and everybody in between my arms you are one group”.
- **Find a partner/friend** – this method is good for older children and for adults but not as effective for young children based on their social and emotional development. It is best that the coach takes control of the group organisation.

C) Introduce skill/game, provide teaching points/rules

Depending on the activity coaches will be giving players rules, teaching points or a combination of both. Before these are given the relevance of the basketball skill should be briefly explained to provide context.

- Rules give us safety and fairness (so we cannot run with the ball when we play basketball), and allow the coach to target specific learning outcomes.
- Teaching points are the key “cues” players need to be aware of when executing the skill.

When giving rules/teaching points coaches should be aware of the amount of information given. Most adults can remember three or four pieces of information (think of your mobile phone number - do you remember it as one stream or 3-4 number sequences?). Give the players one or two teaching points/rules alongside the demonstration for the activity to get it started. You can add extend and advance the activity later after it has commenced.

D) Demonstrate

People have different learning styles: Visual learning, Auditory learning, or kinaesthetic (doing) learning. An effective learning style for coaches to use is Visual learning, hence we give a demonstration of the activity every time.

Key points to remember when demonstrating:

- Speak, rather than yell. It may help to huddle the group close to save your voice.
- Make sure demonstrations are the centre of attention, if participants are distracted by background events or noises they will focus away from the demonstration.
- Gain their attention – eyes and ears is a great cue.
- Talk and demonstrate at the same time rather than explaining the game and then demonstrating.
- Keep teaching points or rules short (two or three maximum).
- Coaching should focus on “what to do”, rather than “what not to do”
- At the end of your demonstration be sure to check for understanding of the group by asking specific questions to a player. E.g. - “John, what are we wanting to see when we shoot the basketball?”. Asking participants if they have any questions can lead to all sorts of questions that may not relate to the demonstration.
- Demonstrations should only going for 2 minutes.

E) Play

Now it's time to get into it and commence the fun and learning!

During the activity, it's important to:

- Talk: Give participants feedback on what they are doing correctly and/or incorrectly. Ensure participants have enough time to discover the solution themselves. Your feedback will be set by the initial teaching points or rules you provided to them.
- Walk: Move around all groups. If you stand still you will only coach the groups closest to you.
- Look: Is the activity achieving the outcomes you planned? Is it FISH (Fun, Inclusive, Safe, High involvement)? Look at a participant in the activity for ten seconds. Does the participant have many opportunities to be involved in the activity? (e.g. touches, catches, passes, dribbles, shots).

Multiple involvements: Engagement is great!

No involvements: Time to modify activity and/or group size.

F) Ask Questions

When you observe a significant teachable moment, or that the activity needs to be changed, it is a good time to pause the activity and ask questions of the participants to guide their learning and the direction of the activity.

Open questions that require a creative response from the participant are preferred to closed questions that require a yes/no answer.

G) CHANGE IT!

There are many ways that the Aussie Hoops coach can modify an activity to maximise inclusion and engagement. The CHANGE IT model below outlines these methods:

C	COACHING STYLE More visual cues, use of questions, level of direct involvement
H	HOW YOU SCORE/WIN Different means or value of scoring - pass to a player or hit a cone to score
A	AREA SIZE Make the playing area longer/narrower, shorter/wider, smaller/larger
N	NUMBERS Vary team sizes (2v1, 3v2, 4v4, etc.)
G	GAME RULES Implement a "no grab" rule, make every player touch the ball before a shot
E	EQUIPMENT Lower rings or use a hula hoop, dribble with tennis ball
I	INCLUSION Include players in the direction of the activity and use their feedback
T	TIME Reduce or extend the time to perform actions/skills, or make decisions

BEHAVIOUR MANAGEMENT

Activities should be consistently engaging for all participants and offer lots of opportunities for them to play. To ensure this, coaches should always consider FISH when planning activities. This will also allow coaches to coach and have fun with participants.

Good strategies that can help make practice an enjoyable place:

- **School rules are basketball rules too** – primary schools have fairly consistent rules which we can use:
 - Hands and feet to yourself (important to discourage retaliation)
 - Listen to the person speaking
 - Respect for each other
 - Respect for coaches.
- **Balls between the ankles** – this is a standard rule that needs to be set from the first session. It should be consistently reinforced using the rewards and recognition approach or not commencing coaching until all balls are down and stay down.
- **Verbal Rewards and recognition** - little things means big things in the eyes of children. For participants who are displaying desired behaviours (ball between ankles when coach is speaking, running in for demonstrations, showing active listening skills) reward them and make a big deal in front of the group as to why you are praising them.

If you are having problems with children who are being disobedient or speaking when you are speaking your responses should be equal to the level of the undesired behaviour. The following table outlines some appropriate responses.

STAGE	EXAMPLE	RESPONSE
STAGE ONE Quiet Correction First time or low-level misbehaviour	Light talking whilst coach is, distracted and not listening, bouncing ball whilst coach in speaking	<ul style="list-style-type: none"> • Positioning yourself next to the children will often bring them back on task • The “look” gaining the child’s attention and giving a disapproving look or scowl • Freezing and stopping a demonstration until silence • Asking them a question related to the activity
STAGE TWO Reinforcing correct behaviour Repeated misbehaviour from stage one or new more serious misbehaviour	Repeated misbehaviour from stage one, players putting hands or feet on other children, answering back to coach	<ul style="list-style-type: none"> • Go to child and ask them if what they are doing is within the rules for Aussie Hoops • Have them explain what the rules are • Ask them to not display the behaviour again
STAGE THREE Provide Choices Repeated behaviour from stage two	Despite being asked to not to display the behaviour again they have chosen to do it again	<ul style="list-style-type: none"> • The coach should now directly speak to the child identifying the behaviour and telling them that if it continues then they will be forced to leave the activity. • When providing this choice, the coach should be polite, calm, brief and specific. Never show anger or emotion • Do not then forget the child for the session
STAGE FOUR Exclusion Repeated behaviour from stage three, violence towards children, or disrespecting coaching front of others	After being given a choice they have chosen to not do as requested, the child hurts another, the child is asked to complete an action and refuses	<ul style="list-style-type: none"> • The child should be excluded from the group. • The length of the exclusion should be long enough for a game to start and they see their peers playing and having fun. Once game is going speak one to one with the excluded child • Ask; Why were you excluded? • What behaviours do we want to see? If you can show these behaviours you can re-join • Once behaviour has been corrected forgive and forget.

The only exception which would see immediate escalation to stage four is if a child commits violence or shows significant disrespect to the coach in front of others.

BASKETBALL SKILLS

Basketball's seven fundamental skills as recognised in the Basketball Australia coaching curriculum are:

1. Ball handling;
2. Dribbling;
3. Passing;
4. Catching;
5. Shooting;
6. Body movement and footwork; and
7. Defence.



Not covered in this section, but equally important skills to develop at Aussie Hoops are:

- Communication
- Teamwork and Cooperative Play

BALL HANDLING

What (Overview): A variety of “tricks” Aussie Hoopers can complete to gain familiarity with manipulating the ball.

Why (Purpose): Confident ball-handling greatly assists dribbling, passing, catching and shooting.

How (Teaching points): Keep the ball in the finger “pads”.

Variations: Figure 8
Toss, Clap and Catch
Body Wraps



IMAGE: Patty Mills



DRIBBLING

What (Overview): Bouncing the ball on the floor repeatedly in a 'pushing' motion. A player may dribble the ball with either hand and can change hands but cannot dribble with both hands at the same time. Once a player stops dribbling they must pass or shoot – they cannot dribble again.

Why (Purpose): To advance the ball to the offensive end when a pass is not possible or to improve an opportunity for passing or shooting.

How (Teaching points):

- Fingers relaxed and spread on the ball.
- Keep the ball in the finger "pads".
- Dribble no higher than hip height.
- Fingers spread for maximum control.
- Guide the ball with fingertips.
- Use left and right hand.
- Keep your head and eyes up.

Variations:

- Pound Dribble
- Cross-over Dribble ("V" Dribble)
- Through the Legs Dribble
- Around the Back Dribble
- Speed Dribble
- Protection Dribble
- Retreat Dribble



Delly

PASSING

What (Overview): Throwing the ball to a team mate in a more advantageous position.

Why (Purpose): To advance the ball towards one's basket as quickly as possible to achieve better court positioning and improved shooting positions

How (Teaching points):

- Push ball from chest.
- Spread fingers with thumbs pointing inwards.
- Ball held with fingers relaxed and spread, thumbs behind ball and elbows bent.
- Step towards receiver as you pass.
- 'Snap' wrists and fingers on release.
- Point fingers towards target.
- Bounce pass: bounce ball between yourself and receiver.
- Overhead pass: Start ball over head, not behind
- Baseball pass: Keep ball close to shoulder

Variations:

- Chest passes
- Bounce passes
- Overhead passes
- Push passes
- Lob passes*
- Baseball passes*
- Curl passes*

* These variations are advanced and not recommended for Aussie Hoops



Laura Hodges

CATCHING

- What (Overview):** Catching a basketball when someone throws it to you, you get a rebound, or an intercept.
- Why (Purpose):** To take possession from a pass, make an intercept, to rebound the ball, or to dive on a loose ball.
- How (Teaching points):** Catching requires both arms and hands to be extended forward and all fingers spread to grip the ball whilst watching it all the way into the hands.
- Keep eyes on ball whilst in the air.
 - Hands at or above shoulders
 - Fingers pointed to roof, thumbs inward
- Variations:**
- Catching a ball at your feet
 - Catching a ball above your head
 - Catching a bounce pass



Tessa Lavey

SHOOTING

- What (Overview):** To 'shoot' the basketball at the ring in an attempt to get it in the ring (entering from the top only).
- Why (Purpose):** To score!
- How (Teaching points):**
- Eyes on basket.
 - Feet square on basket, shoulder-width apart.
 - Elbow underneath ball.
 - Fingers spread.
 - Shooting arm should resemble "Emu neck" upon release.
 - Hold emu neck until ball hits ring.
 - Point fingers towards ring.
 - Use power through bending legs.
- Variations:**
- Lay-up
Jump Shot
Free Throw



Chris Goulding

BODY MOVEMENT AND FOOTWORK

What (Overview): Use of footwork and body positioning to pivot, cut (run/lead towards ball or basket) effectively.

Why (Purpose): Effective movement, reduce rule violations such as 'travelling', and injury prevention.

How (Teaching points): "Ready" position

- Feet shoulder width apart
- Knees bent, butt sticking out (sitting in a chair)
- Weight over middle-to-front of foot

Variations:

Body Movement

- Balance
- Running
- Jumping and landing
- Hopping
- Skipping
- Shuffling (sliding)
- Back-peddalling

Footwork

- Pivoting
- Cutting/change of direction
- Jump Stop
- Stride Stop



Rachel Jarry

DEFENCE

What (Overview): Defending one's basket by guarding an opposition player.

This may include:

- Channelling a dribbler;
- Intercepting a pass; or
- Blocking a shot

Why (Purpose): Prevent the opposition team from scoring and to regain possession of the ball.

How (Teaching points):

- Stay low
- Stay between your opponent and their objective
- Shuffle "like a crab".

Variations:



Laura Hodges

AUSSIE HOOPS SKILL COMPETENCY CHECKLIST

		
The Aussie Hoops Rookie will be able to...	The Aussie Hoops Starter will be able to...	The Aussie Hoops All-Star will be able to...
✓ Shoot a size 5 basketball into a 6 foot ring with follow-through.	✓ Shoot a size 5 basketball into a 8 foot ring, following a dribble or catch.	✓ Shoot a shot and a layup using a size 5 basketball into a 10 foot ring.
✓ Catch and pass with a partner over close distances (stationary).	✓ Combine dribbling with a shot or pass without pressure.	✓ Has confidence to dribble under pressure.
✓ Dribble with both left and right hands in a controlled manner whilst walking.	✓ Pass to a moving partner whilst moving.	✓ Can pass to an open teammate under pressure.
✓ Can perform a variety of basic ball-handling activities whilst stationary.	✓ Dribble with both left and right hands in a controlled manner whilst jogging.	✓ Able to recognise and run towards space to receive a pass.
✓ Perform a variety of movement patterns (run, skip, hop, shuffle, jump, backpedal, start (accelerate), stop (deceleration)).	✓ Able to perform basic roles during games (tagger, etc.).	✓ Able to establish and maintain a defensive opponent from correct stance (man-to-man).
✓ Perform skill in response to a basic cue from coach (e.g. Red Light!).	✓ In a team situation is able to play games against an opponent	✓ Able to change roles during games (attacker to defender, etc.).
✓ Can pivot in a circle.	✓ Able to establish and maintain a defensive opponent (man-to-man).	✓ Perform skill in response to a movement from defender.
✓ Uses space to evade threats in 'tag' activities.	✓ Understand basic rule violations (travel, double dribble) and basic fouls.	✓ Stops and starts dribbling with limited illegal movement.
✓ Able to perform basic roles during games (tagger, etc.).	✓ Responds to questions for coach and provides feedback on activity.	✓ Shares ball possession with teammates in competitive situations.
✓ Communicate and co-operate with a variety of team mates during activities.	✓ Accept decision of coach or referee.	✓ Is able to communicate with team mates during competitive situations.
✓ Understand the need to follow group rules.	✓ Perform movement skills including change of direction, stride stop, jump stop and pivot.	✓ Understanding of game administration (substitutions, jump ball, inbound pass etc.).
✓ Understands boundary areas for playing games and basic court markings (baseline, sideline, freethrow line).		

GLOSSARY OF BASKETBALL TERMS

TERM	DESCRIPTION
Backboard	The rectangular board from which the basketball ring is suspended.
Baseline	The out of bounds line behind the backboard at each end of the court.
Baseball Pass	A long one handed pass thrown with the same method used to throw a baseball.
Basket	The goal. The basket has a hoop (metal ring) with a net hanging from it. The hoop is attached to a backboard 3.05m above the court surface.
Bounce Pass	A pass in which the ball is bounced once between the passer and the receiver.
Box Out	When a player turns or pivots into the path of another player who is attempting to rebound the ball.
Centre Circle	The circle in the middle of the basketball court.
Chest Pass	A two handed pass that is thrown from the chest.
Coach	The team's leader. The coach educates and develops players, determines player positions and applies strategy and plans for games.
Court	The playing area for basketball. The court is 28 metres long and 15 metres wide.
Defence	The act of retrieving the ball from the opposition or making it harder for the opposition to score.
Dribbling	Bouncing the ball with one hand. Either hand can be used but not both at the same time.
Fake	A misdirection ploy using body language and the ball to fool the opponent.
Field Goal	A shot that goes into the basket is a field goal except for free throws.
Forward	A playing position. There are two forwards on a team. Power Forward and Small Forward. These players are typically tall and powerful.
Foul	The act of illegally interfering with an opponent during play. Personal fouls and team fouls exist.
Free Throw	After being fouled by an opponent, a player gets one or more free throws from the free throw line.
Free Throw Line	A line on the court 5.8 meters from the baseline by which free throws are taken from.
Guard (Position)	A playing position. There are two guards on a team. Point Guard and Shooting Guard. These players are typically smaller and faster players who handle the ball well.
Guard (Defend)	An act of defence.
High Percentage Shot	A shot with a low degree of difficulty.
Inbound Pass	A pass made from outside the court of play to recommence the game.
Jump Ball	Used to commence play at the start of the game. The basketball is tossed into the air between two players by the referee and they jump to tip the ball to a teammate for possession.
Jump Stop	When a player stops by landing with two feet hitting the floor simultaneously. The player can then choose which foot to pivot on.
Lay Up	A type of basketball shot using the backboard as an aid to place the ball in the ring. A lay-up occurs when a player is near the ring and is generally considered a high percentage shot.
Low Percentage Shot	A shot with a high degree of difficulty.
Mid Court (Halfway) Line	The line that divides the court into two halves.
Offence	When your team has the ball you are playing offence.



GLOSSARY OF BASKETBALL TERMS

Officials	The referees, score table officials and statisticians.
Out of Bounds	Outside the court of play.
Overhead Pass	A pass thrown from above the head with one or two hands.
Pass	One player throwing the ball to another player.
Personal Foul	The act of illegally interfering with an opponent during play. Each player can only foul personally five times in a game before being disqualified from further involvement in that game.
Pivot	When a player turns or pivots on one foot in order to change direction. The foot that they turn on is called the pivot foot. They can pivot in a forward direction (chest leading) or a reverse direction (back leading).
'Man on Man' Defence	A defensive strategy in which each defender guards a certain offensive player by standing as close to them as possible.
Possession	When a player has the ball in their hands they are in possession. A team is in possession when one of its players has the ball in their hands.
Rebound	When a shot hits the hoop or backboard and misses the basket players will compete to catch it. This is a rebound. Rebounds can be offensive or defensive.
Referee	An official who makes sure that the rules of the game are followed.
Shot	A type of shot attempting to get the basketball in the ring (jump shot, three point shot, trick shot, corner shot).
Shoot	To shoot the basketball at the basket in an attempt to get it in the ring (entering from the top only).
Sideline	There are two sidelines, one on each side of the court.
Square Up	When a player turns their body toward the basket after catching the ball.
Stride Stop	When a player lands with a stride action, one foot touching the ground before the other. The first foot becomes the player's pivot foot.
Substitution	Interchanging of players from off court (substitute) with those on court (player). This is done during breaks in play.
Team Foul	Any personal foul becomes a team foul. If your team incurs more than 4 teams fouls per quarter the opposition shoots foul shots on any further fouls in that quarter.
Team Manager	The person responsible for looking after the players off court requirements and game day requirements. Not related to coaching.
Travelling	When a player walks or runs with the ball without dribbling. This is a foul.
Triple Threat Position	A stance that gives the offensive player the option to shoot, pass or dribble the ball.
Turn Over	Any error or foul that gives the ball to another team.
Violation	When a rule is broken.



BOOMIES

PEAK

RUSSIE HOOPS



VICINITY
CENTRES



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