

LITTLE WARRIORS BASKETBALL



KINDERGARTEN CLINIC
2ND GRADE DIVISION
BASKETBALL PROGRAM

KINDERGARTEN CLINIC & 1/2 DIVISION BASKETBALL PROGRAM

Our Kindergarten Program incorporates the basic physical needs of a typical Kindergartener along with basic basketball skills and basketball lead up activities that will prepare your child to play and enjoy the sport of basketball at an early age. The proper growth of the child requires motor development. The most crucial time of this development for a person is between the ages of two and seven. Proper motor development requires learning object control skills, loco-motor skills, body awareness skills, spatial awareness skills and non-loco-motor skills.

Since our young players are just learning about their body, and what it can do, our program will use activities focused on developing these five skill sets to assist children in incorporating motor skills in real life. The program is dynamic and can be adapted or modified by the coach to meet the needs of the child at a developmentally appropriate grade level.

SKILL SETS

1) Object Control:

To help a child develop object control skills, you can employ the use of easily manipulated objects such as balloons, beach balls and balls. The main focus of activities using these objects should be on the receiving and thrusting of these objects, thereby helping a child in hand/foot-eye coordination and motor planning. Some basic activities that can be enjoyed in the gymnasium using balls and balloons are catching, throwing, kicking and hitting. Specifically, for a balloon activity, you can instruct students to use kicking and hitting to keep a beach ball in the air as long as possible. For a ball activity, you can use a typical playground ball for a game of catch in the gymnasium; form a circle of players and let them throw the ball to one another, practicing throwing and catching skills.

2) Loco-motor:

The motor skills that allow a person to move from one place to another are called loco-motor skills. Some basic activities using loco-motor skills are hopping and running. One activity of this sort is to instruct students to imagine they are different types of animals. Ask them to move around like these animals would move. This may include crawling and hopping. For example, ask players to pretend they are bunnies. Request them to show how a bunny would move (hopping). Alternate animals until players have demonstrated a wide range of movements. Some examples of animals that move in special ways are birds, fish, elephants, lions and frogs. Because young players must position and move their bodies in unfamiliar ways, this activity becomes a good lead up to movement on the basketball court.

See Loco-motor Skills (APPENDIX A)

3) Body Awareness:

Body awareness is the skill of understanding how each body part moves. Activities that utilize balancing can be considered body awareness activities. You can instruct players to practice their balancing skills in the gymnasium by giving them different balancing tasks.

See Body Awareness (APPENDIX B)

4) Spatial Awareness

Understanding the distance and relation between your body and other objects is another essential motor skill. Students can enhance their spatial awareness skills by playing with objects that rely on a good sense of distance. For example, playing with hula-hoops teaches students the relationship between their own body's movement and the movements of other objects, specifically how contact and noncontact with the hula-hoop puts and keeps the hula-hoop in motion. Hopscotch is another game that relies on a student's understanding of distance from certain places. This game allows students to synchronize hopping force applied with their legs and awareness of the distance between themselves and external targets.

- **Personal Space:** the immediate spherical space surrounding the body in all directions. Use of space includes shape, direction, path, range, and level of movement. Refers to movement around the body axis or within a body bubble. Movement does not travel but is stationary.
- **General Space:** the immediate spherical space surrounding the body in all directions. Use of space includes shape, direction, path, range, and level of movement and involves all the space in a given area.
- **Freeze:** to cease all movement for a period of time

See Spatial Awareness (APPENDIX C)

5) Non-Loco-motor

Movement anchored to one spot by a body part. Only the available space in any direction is used while the initial body contact is being maintained. Movement is organized around the axis of the body and is not designed for travel from one location to another. It's also known as axial movement.

See Non-Loco-motor Skills (APPENDIX D)

OBJECTIVES/MASTERY

Our basketball program focuses on developing the above five skill sets. There are objectives that need to be addressed in order for our players to develop mastery of the skill sets necessary to be successful playing basketball. Another word for objectives is goals.

When setting objectives for your practice plan, write precise and defined goals for what you want your players to be able to accomplish after the practice session is completed. Be Specific.

To define your practice's objectives, consider the following questions:

- 1) What will players accomplish during this practice?
- 2) To what specific level (i.e. 75% accuracy) will the players perform a given task?
- 3) How will the players show that they understood and learned the goals of your practice?
- 4) Does your practice's objective fit in with Little Warriors standards and goals?

By thinking clearly and thoroughly about the goals, you will ensure that you are making the most of your practice time.

PROGRESSIONS

The skill progression for the Kindergarten Clinic and First/Second Grade Division starts with the basic fundamentals of dribbling, shooting, passing and defensive and offensive maneuvers. For more participation, there should be one ball for every player or one between partners: pending League funds. Demonstrate good techniques following the specific skill rubric. Add a defensive partner to engage in pressure situations.

For the primary player, kindergarten, the eight foot basket and smaller basketballs are used, or place; a hula hoop over the rim for a shooting can be used as an alternative. All various types of progressions and coaching techniques are utilized to help teach the techniques for success, confidence and fun.

TEN COMMANDMENTS OF COACHING

Motivating a player at a young age may not seem too difficult of a thing to do: Especially when they want to be there. But, what if the player likes to play the sport but does not like to practice: What then? Finding out what motivates a player/child is the first step. You can use that motivating factor to encourage the player to participate in something that they would not normally like to do. As a coach finding that motivating factor may be impractical for due to time constraints. Try following the “Ten Commandments of Coaching” to help motivate your players.

In order to Maximize Motivation

1. Focus on teaching and practicing skills (make it FUN)
2. Modify skills and activities (sequential progressions, space, equipment, rules, match activity to player)
3. Realistic expectations for each player (individual learning rates and goals)
4. Become an excellent demonstrator (show and tell, repeated demonstrations, multiple angles)
5. Catch students doing things correctly (compliment, instruct, encourage, optimal challenge)
6. Reduce fears if trying skills (encouraging atmosphere, ensure safety, show empathy)
7. KISS (Keep Instructions Simple Silly, maximize touch time)
8. Be enthusiastic (it’s contagious, smile, interact, listen)
9. Build character (be a role model, take advantage of teachable moments)
10. Players make some choices (involve in decision making: ask questions)

COACHING/TEACHING STYLES

One coaching style may not work for all of your players. If you find that your players are not responding to your coaching philosophy then try other styles found below.

Command - Coach makes all decisions

Practice - Players carry out coach-prescribed tasks

Reciprocal - Players work in pairs: one performs, the other provides feedback

Self-check - Players assess their own performance against criteria

Inclusion - Coach planned. Players monitor own skills

Guided Discovery - Players solve coach set movement problems with assistance

Divergent - Players solve problems without assistance from the coach

Individual - Coach determines content. Players plan the program

Learner Initiated - Player plans own program. Coach is advisor

Self Teaching - Player takes full responsibility for the learning process

BASIC PRACTICE PLAN OUTLINE

1) Warm Up

- Walking
- Plyometrics
- Footwork
- Stretching

2) Movement

3) Skill Emphasis (Stationary)

4) Skill Emphasis (Progression)

5) Skill Specificity Drill (Motion)

6) Lead Up Game

7) Cool Down

8) Summary

WARM-UPS

Warm-ups are designed to prepare the body for vigorous exercise. It is also used to help develop many aspects of coordination, movement, agility and conditioning.

Warm-up Aspects:

1) Walking, Jogging and Running

Improves cardiovascular and respiratory conditioning, helps reduce body fat and improve locomotor movements.

2) Plyometrics <http://www.sport-fitness-advisor.com/plyometricexercises.html>

Speed and strength are an important part of fitness and they are found in varying degrees in virtually all athletic movements.

Plyometrics is the combination of speed and strength which improve power and enhance performance. Jumping, bounding, and hopping exercises have been the traditional method to enhance athletic performance. This distinct method of training for power or explosiveness has been termed *plyometrics*.

Players will improve their strength, endurance and power by participating in a variety of *plyometric* activities: jumping, leaping, hopping, etc.

Apply movement principles and skills in small group activities.

Suggested Activity

Materials

Hula hoops, CD player or whistle

Instructional Procedures

Prior to beginning this activity instruct the students how to jump and land properly.

When the music starts the players will perform the first given instruction

- Jump in and out of your hoop.

When the music stops, the players stop and rest and/or receive the next instruction.

Here are some additional instructions:

- Jump low and jump high
- Jump loudly and softly
- Jump quickly and slowly
- Jump on one foot and land on the same foot
- Jump on one foot and land on the *other* foot.

Strategies for Diverse Players

You may always use an imaginary hoop, lines on the floor or center court circle. Everyone likes success so they must realize there are no bad jumps. Jump to your ability.

3) Footwork

Players must listen and follow directions. They will perform loco-motor movements based upon your directions. Players will develop a sense of self, communication and listening skills.

Background for Coaches

Coaches will develop a complete knowledge of proper loco-motor form and the ability to teach it to the players correctly.

Intended Learning Outcomes

Understand rules of the activity, experience new challenges and comprehend the new vocabulary being introduced.

Instructional Procedures

The coach or the designated leader will give the team a variety of loco-motor activities to complete, such as:

- walk on a line
- hop on one foot
- Grapevine
- jump
- run in place
- slide three steps
- skipping
- shuffling
- moving backwards

Strategies for Diverse Learners

To further challenge a player offer them the chance to add to the loco-motor movement, e.g. when you hop, turn in a circle with your arms outstretched.

Students that are struggling should try the basic loco-motor movements only.

4) Stretching (See APPENDIX F)

Reduces the risk of injury, improves flexibility and improves body awareness. It's easier to stretch a muscle that has been warmed up then one that is cold. This way we avoid causing micro-tears of the muscle fiber.

BASIC BASKETBALL SKILLS – PROGRESSIONS & ASSESSMENT

Rating System for Kindergarten Clinic and 1/2 Grade Division Basketball Players

Over the course of a practice on basketball the coach will observe the players and may use the following point scale to assess them in the following areas:

- Handling of the ball (catching and throwing)
- Dribbling
- Passing (Chest pass, Bounce pass, Overhead pass)
- Shooting
- Pivoting

Point Scale

LEVEL III: Students hold the ball properly, perform the correct movement,

LEVEL II: Students have the general idea on how to handle the ball and perform the movement, but need concentrate on certain techniques.

LEVEL I: Students do not know how to handle the ball or perform the movement.

CATCHING PROGRESSION

- 1) Bounce and Catch to Self (bounce in front – catch ball on raise and on way down)
- 2) Toss and Catch to Self (underhand in front of body, underhand above the head)
- 3) Bounce and Catch with Partner (bounce in front – catch ball on raise and on way down)
- 4) Toss and Catch with Partner (underhand, overhand)

CATCHING RUBRIC

- Ready position is where elbows are slightly bent and fingers curved and spread.
- Eyes are focused on the ball
- Hand move to meet the ball
- Hands are adjusted for the size of the ball
- Fingers face upward for a high ball; downward for a low ball.
- Ball is cushioned on impact
- Ball is caught with the hands not trapped against the body.

LEVEL IV

Consistently receives the ball with hands out in front of body (reach and give) and finger pads facing the ball

LEVEL III

Usually receives the ball with hands out in front of body and finger pads facing the ball.

LEVEL II

Sometimes receives the ball with hands out in front of body and finger pads facing the ball

LEVEL I

Rarely receives the ball with hands out in front of body and finger pads facing the ball

PASSING PROGRESSION

Self:

Bounce and Catch to Self (bounce in front – catch ball on raise and on way down)

Toss and Catch to Self (underhand in front of body, underhand above the head)

Wall:

Bounce pass against wall and catch on bounce

Bounce pass against wall and catch on fly

Chest Pass against wall and catch on bounce

Chest Pass against wall and catch on fly

Partner

Bounce and Catch with Partner (bounce in front – catch ball on raise and on way down)

Chest Pass and Catch with Partner (underhand, overhand)

PASSING RUBRIC

*Chest Pass

-Fingers spread

-Elbows out

-Thumbs down

-Step to target

-End with fingers facing target and thumbs down

-Ball travels from passers **chest** to receiver's chest and is able to catch.

*Bounce Pass

-Fingers spread

-Elbows out

-Thumbs down

-Step to target

-End with fingers facing target and thumbs down

-Ball travels from passers **stomach** to receiver's chest and is able to catch.

LEVEL IV

Consistently passes the ball with correct form for both the chest and bounce pass*

LEVEL III

Usually passes the ball with correct form for both the chest and bounce pass*

LEVEL II

Sometimes passes the ball with correct form for both the chest and bounce pass*

LEVEL I

Rarely passes the ball with correct form for both the chest and bounce pass*

SHOOTING PROGRESSION – ONE-HAND PUSH SHOT (FOUL SHOT)

Lying on Back:

- 1) Two hands push ball from chest to full arm extension releasing the ball at the top (catch & repeat)
- 2) One hand under ball, one hand on side of ball, push from shoulder to full arm extension releasing the ball at the top.

Standing

To Self:

- 1) One hand under ball, one hand on side of ball, push from shoulder to full arm extension releasing the ball at the top.

Against Wall:

- 1) One hand under ball, one hand on side of ball, push from shoulder to full arm extension releasing the ball at the top (3 ft, 5 ft, ft & 10 ft away).

Against Backboard (8 foot and/or 10 foot backboard)::

- 1) One hand under ball, one hand on side of ball, push from shoulder to full arm extension releasing the ball at the top (3 ft, 5 ft, ft & 10 ft away).

Basket (8 foot and/or 10 foot basket):

- 1) One hand under ball, one hand on side of ball, push from shoulder to full arm extension releasing the ball at the top (3 ft, 5 ft, ft & 10 ft away).

SHOOTING RUBRIC – ONE-HAND PUSH SHOT (FOUL SHOT)

LEVEL 2

1. Place the left hand under and to the left of the ball while the right hand is behind and slightly under the ball and right wrist is cocked.
2. Extend the body upward and push the ball upward using the legs to produce most of the force.

LEVEL 3

1. Distribute weight evenly over the balls of the feet with the shooting-side leg and foot slightly forward in the stance.
2. Hold the ball about level with the shooting side shoulder.
3. Place the left hand under and to the left of the ball while the right hand is behind and slightly under the ball and right wrist is cocked.
4. Extend the body upward and push the ball upward using the legs to produce most of the force.
5. Follow through with a gentle wrist snap in the direction of the intended flight.

LAY-UP PROGRESSION

Standing:

- 1) Balance ball over shoulder with one hand, push ball from shoulder overhead to full arm extension releasing ball at the top (catch & repeat)
- 2) Single leg balancing with ball on side of raised leg, balance ball over shoulder with one hand, push ball from shoulder overhead to full arm extension releasing ball at the top
- 3) Single leg balancing with ball on side of raised leg, balance ball over shoulder with one hand, perform a single leg squat, push ball from shoulder overhead to full arm extension both at the same time releasing ball at the top

Against Wall:

Perform same progression as above using right then left hand

Under Basket(8 foot and/or 10 foot basket):

Perform same progression as above using right side of basket then left side of basket

LAY-UP RUBRIC

LEVEL 2

1. Approach the basket at an angle.
2. Carry the ball to shoulder and head height as the left (inside) foot pushes off the floor.
3. Lift the body with the right (outside) knee.
4. Place the ball rather than throwing it against the backboard.

LEVEL 3

1. Approach the basket at an angle.
2. Carry the ball with the left hand in front and under the ball.
3. Place the right hand on top and slightly behind the ball.
4. Carry the ball to shoulder and head height as the left (inside) foot pushes off the floor.
5. Lift the body with the right (outside) knee.
6. Place the ball rather than throwing it against the backboard.
7. Follow through with the palm of the right (outside) hand high in the direction of the intended flight. Reverse hands for left handed players.

Stationary Lay-ups

Standing next to the basket the player will attempt to make three (3) lay-ups (using backboard, standing to the side of the basket, using correct hand for the side of the basket the coach chooses)

JUMP SHOT PROGRESSION

Standing

Against Wall:

1) One hand under ball, one hand on side of ball, push from shoulder to full arm extension releasing the ball at the top (3 ft, 5 ft, ft & 10 ft away).

Against Backboard (8 foot and/or 10 foot backboard)::

1) One hand under ball, one hand on side of ball, push from shoulder to full arm extension releasing the ball at the top (3 ft, 5 ft, ft & 10 ft away).

Basket (8 foot and/or 10 foot basket):

1) One hand under ball, one hand on side of ball, push from shoulder to full arm extension releasing the ball at the top (3 ft, 5 ft, ft & 10 ft away).

JUMP SHOT RUBRIC

LEVEL 2

1-Square the body toward the basket.

2-Right shooters place the left behind and on the side of the ball for balance and the right hand behind the ball and jump upward.

3-Shoot at the top of the jump while focusing on the basket.

LEVEL 3

1-Square the body toward the basket.

2-Right shooters place the left behind and on the side of the ball for balance and the right hand behind the ball and jump upward.

3-bring ball slightly above and in front of head.

4-Cock wrist and point the elbow toward the basket.

5-Shoot at the top of the jump while focusing on the basket.

6-Follow through in the direction of the basket and snap wrist downward in the follow-through to develop backspin on the ball.

DRIBBLING PROGRESSION

Sitting:

- 1) Straddle – Bounce ball with two hands then one hand between the legs
- 2) Legs Together – Dribble right side with right hand then left side with left hand

Kneeling

- 1) Both Knees – Dribble right side with right hand then left side with left hand
- 2) One Knee – Dribble right side of downed knee with right hand then left side of downed knee with left hand

Standing: Triple Treat Stance

- 1) Stationary with right hand then left hand
- 2) Walking with right hand then left hand
- 3) Jogging with right hand then left hand
- 4) Running with right hand then left hand
- 5) With defender with right hand then left hand

DRIBBLING RUBRIC

LEVEL 1

1. Bounce and catch ball with two hands while seated.
2. Dribble ball with one hand repeatedly while seated.
3. Dribble ball with one hand repeatedly while kneeling.
4. Bounce and catch ball with two hands while standing (short hop, waist height).
5. Bounce and catch ball with two hands while walking forward (waist height).
6. Dribble ball with one hand repeatedly while standing.
7. Dribble ball with one hand repeatedly while walking forward.

Level 1 Dribbling Mastery

Standing stationary the player will be able to dribble the basketball continuously 20 times or for a 30 second period of time (Using right hand, then using left hand)

LEVEL 2

1. Bend forward at the waist to be in a crouch position.
2. Keep head up; don't look at the ball.
3. Dribble with the finger pads, not the palm.
4. Never bounce the ball higher than the waist.
5. Dribble ball with one hand repeatedly while running.

LEVEL 3

1. Flex at the knees.
2. Keep weight on the balls of the feet in the forward stride position.
3. Bend forward at the waist to be in a crouch position.
4. Keep head up; don't look at the ball.
5. Keep wrist limp and cup hand slightly.
6. Dribble with the finger pads, not the palm.

7. Never bounce the ball higher than the waist.
8. Use the non-dribbling arm and hand to protect yourself from defenders while dribbling.

LEVEL 4

Around the back

Cross-over through the legs

Figure Eight

Back & Forth

Spin Move

BASIC BASKETBALL SKILLS

These fun activities reinforce basketball skills. In order to get the basketball up and down the court, players need to have progressed through LEVEL 1 basketball skills. Playing basketball requires a lot of coordination. It can have some of the most difficult skills for young players to master.

Background for Coaches

Apply correct techniques of basic skills during lead-up games and in rhythmic activities.

Materials

One basketball per student, beanbags, poly spots, cones, knotted rope, rubber tubing, lively music and a CD/tape player

Intended Learning Outcomes

The players will demonstrate competency in applying basketball skills while participating in various basketball activities.

BASKETBALL DRIBBLING SKILL DRILLS/ACTIVITIES

DRILLS & ACTIVITIES:

Basketball Frenzy

Scatter the basketballs on the gym floor (or in a circle or in a line) and have the players stand next to a basketball. On the "go" signal, each student will pick up a basketball and dribble it two times, place it back on the floor then move to next ball and dribble it two times. The object is to keep all of the basketballs moving until the stop signal.

To add a challenge, the coach can point to a stationary basketball and start counting out loud. If he counts to three before a student dribbles the ball, the coach gets a point. If the coach scores three points by the end of the time period, the coach wins that round. When they have become comfortable with dribbling, add the following:

- Dribble three times and move to another ball.
- Dribble with the non-dominant hand.
- Do cross-over dribbles.
- Do patterns: one dribble, two dribbles, three dribbles then back to one dribble, two, three, etc.

Basketball Musical Chairs

Have one less ball on the court in a line than there are players. While playing music the players move from ball to ball while performing the task (one dribble, two dribble, three dribble). When the music stops the player who is not at a ball performs basketball conditioning task.

Partner Dribble

Partners hold inside hands or each hold onto the ends of a short strap. On the "go" signal, (when the music starts), partner #1 dribbles the ball with the outside hand while partner #2 tries to touch it. Inside hands must stay connected. After 20 to 30 seconds, stop the music and switch ball handlers. Start the music for the next round of play.

Basketball Pass and Dribble

On the "Go" signal, the partners begin passing the ball back and forth. When the music starts, the player with the basketball begins to dribble it in a small space while the partner tries to steal it. If the ball is stolen, the players reverse roles until the music stops. When the music stops, they go back to passing the ball to each other.

Dribble Keep-away

Give each partner a basketball. Both players dribble at the same time while trying to knock the basketball away from their partner. Players must keep dribbling at all times.

Beanbag Toss

Distribute a beanbag to each student. While dribbling the basketball, toss a beanbag from right hand to left hand. Now dribble with the dominant hand while tossing and catching with the non-dominant hand, then switch to dribbling with non-dominant and tossing and catching with the dominant hand. This time partners face each other and toss one beanbag back and forth while continuing to dribble.

Hot Spot Dribbling

Scatter 30 or more poly spots on the gym floor. Make teams of four to six players and line them up in relay style facing the poly spots. On the "go" signal, the first person in line will dribble to any poly spot on the floor and while dribbling the basketball, will pick up the spot, bring it back to their team and hand the ball to the next person in line. This continues until all of the poly spots are gone. The team with the most spots collected wins that round.

Strategies for Diverse Players:

Place a number value under each poly spot (2, 3 or 5 points, etc.) and have the players add up their point total to determine the winner instead of the amount of poly spots collected.

Line up the poly spots for each team to collect. Players collect each poly spot in order or they can use strategy to perform the task.

Cone Maze

In order to speed up the process, try setting up a line of cones that the players must weave in and out of as they dribble. In order to force them to keep their head looking down court rather than at the ball, hold up numbers as they dribble through the course. For every number they miss, they must run a lap once they complete the course.

Dribble Tag

Arrange the class in a scattered formation with each student equipped with a basketball. Make a boundary that is large at the start (b-ball out of bounds). The object is to dribble with one hand and steal the ball with the other. A penalty (5 dribbles) occurs when the player goes over the boundary, loses control or gets the ball stolen. The next time make the area smaller (half court), then smaller (foul line).

Cone Ball

Place 12-15 traffic cones around the area while all students have a basketball. Knock down about half the cones and leave the others up. Chose which team has to knock over the cones while the others pick up while dribbling the basketball. Most cones up or down win.

LEAD UP GAMES

BASKETBALL SHUTTLE RUN

1/2 Grade Division

Summary

Players practice agility, critical thinking skills and dribbling a basketball.

Materials

Use one basketball per two players and a half cone or a deck ring to hold the balls while the students are running.

Background for Coaches

Use basic strategies for running the shuttle run as quickly as possible. (Anticipating the change of direction, explosive starts)

Intended Learning Outcomes

Players will determine whether or not they should assume a defensive position or an offensive position and react accordingly. Students should also be prepared to start and stop quickly.

Instructional Procedures:

- Players pair up and stand at opposite ends of the basketball court.
- The center line is where the half cones are evenly spaced and a basketball is placed atop of them.
- Upon "go" the players run to the mid-line and touch it with their toe, they pivot and return to the end line and touch this line with their toe.
- Players pivot again and run towards the mid-line.
- The player arriving first picks up a basketball and pivots again towards their original end line.
- Their objective is to dribble the basketball and attempt an acceptable shot.
- An acceptable shot is generally ten to twelve feet from the basket or closer.
- The player who gets to the mid-line second becomes a defensive player and races to disrupt their partners shot.
- Normal basketball rules apply here, no traveling, no fouling, etc.
- The turn is over when the one shot is attempted (made or missed) or the defensive player is successful (blocking a shot, stealing the ball, etc.).
- Players return the ball to the mid-line and rotate one position to their right, thereby obtaining a new partner.
- Players on the far right simply go to the opposite end of their respective end line.
- When they are ready, start the activity again.

Strategies for Diverse Players:

1. Allow players to shoot closer/farther away from the basket.
2. Allow multiple attempts at the basket.
3. Keep the same partners and match them ability wise.

SPONGE BOB SQUAREBALL



Summary:

Players practice agility, dribbling a basketball with head up, ball control, avoidance and defensive skills.

Materials: 1 Ball per player

Instructional Procedures:

- Take time to discuss the characters from Sponge Bob (Good Guys: SpongeBob Square Pants, Patrick Star, Sandy Cheeks, Squidward Tentacles, Mr. Krabs, Gary the Snail, Mermaid Man, Barnacle Boy, Larry Lobster and Bad Guys: Plankton, Man Ray, Dirty Bubble, Atomic Flounder, Sinister Slug, Jumbo Shrimp).
- Select two players to be the bad guys of their choice to be “It”.
- The other players select which good character they will be playing.
- All the good characters have a ball and are line up at one end of the gymnasium.
- The bad guys must start, without a ball, in the center of the gym.
- Introduce the bad guys, by name, to the rest of the players and have the bad guys pick a magic word that will force the rest of the players to swim (dribble their basketball) to the other end of the gym.
- When we have the word and the game is ready to start, the good guys will start chanting "I'm Ready, I'm Ready".
- When the bad guys say the magic word, all the players must try to dribble to the other end and wait.
- In the meantime, the bad guys will try to steal or knock away balls from the good characters.

If a player loses control or has their ball knocked away, they must:

A. Retrieve their ball

B. Go back to where they lost control and place the ball on the floor between their feet. These players are now "Jellyfish". Jellyfish must keep the ball between their feet (so they cannot move), and will now try to help the bad guys by trying to steal and swat basketballs away from the remaining players. Obviously, the jellyfish can move their hands and arms. Any other players, who lose control of their ball, will meet the same fate.

The game continues until there are only one or two players left. Ask which character they were playing and introduce them as “Champions” to the rest of the team. The winners will be selected as the new Bad Guys for the next round.

Strategies for Diverse Players:

- 1) Even though using Jellyfish will shorten the game, you can have players sit on the side line without the ball, have any remaining “Good Guy” find their ball and then have them dribble over to the sidelined player. That player can reenter the game as a good guy.
- 2) Players can try to walk around with the basketball between their feet in order to steal the ball as a “Bad Guy”.

CHAMPION BALL

Place the students at 4-6 baskets with two b-ball at each place . The first two students in line must dribble (3) times and then touch b-balls. The first basket in wins and then challenges the next person in order. If any player wins (3) in a row, they challenge the next students at another basket. The object is to challenge as many new students and win (3) in arrow at each place.

ARC BALL

Place the students on the two arc circles /3 point lines on Frisbees or poly spots. In between the teams place a traffic cone to differentiate the teams. There should be about 5-6 poly spots on each side of the cone. There will be two games played at once, that is , one on each end of the court . To make it easier to check for teammates have two different colors of Frisbees or spots. Start the game with a two on two set up. Give the ball to any poly spot person who will pass the ball to a teammate. Any shot that is missed and is rebounded must be passed to the closest poly spot player. There will be no stealing a dribbled ball and only three dribbles are permitted. A passed ball may be stolen, and then passed to a teammate on the spots. A score goes to the opposite team to start the next play. After a few moments, the players move to the far spots and the two players closest to the cone continue play. The outside players must stay behind the arc.

LINE BALL

Divide the class into 2 or four teams depending on the class number of students. Start a ball at one end of the line of students. The first person must hand-off the ball and the passing continues until the person on the other end receives the ball. That person goes to a designated basket and shoots the ball into the hoop before the other person can do so. Exchange new shooters each time. For younger students change the size of the ball and place a hula hoop over the basket to shoot into instead of the regular basket. They may choose either appliance according to their ability.

ALL STAR ACTION

Divide the class into two teams with one team near the b-ball hoops. If there are six baskets then that will have more chances to score and shoot. The other team stands on a line and must run around the three designated bases in order (first, third and home). When the entire team runs around the bases a stop signal signifies the shooting team to count there number of total baskets. Switch positions and compare the number of baskets made. Repeat the process but for the second time have the runners dribble a b-ball instead.

THREE PASS

Line up each of two teams on the sidelines of the b-ball court. Choose the first four players from each team to face each other at the midcourt line. Throw two basketballs toward their designated baskets. After receiving the rolled ball, they take designated spots on the four corners of the foul line -one each on the end of the foul line and the other two at the foul blocks. The person who gets the ball passes to a teammate and the process continues until there are four passes with the last pass the shooter. If that person misses then another person shoots from their position until a shoot is made. At this point those four go to the end of the sideline and the next four players play.

MONSTER BALL

Place one group each at the four corners of the b-ball court with all players in each corner in a single file (one behind the other) . The two groups on teams are diagonal and facing each other. Give the two corners a b-ball in which they will try to knock over a bowling pin that is placed in the middle of the floor on the center jump circle. Assign baskets for shooting for each team. If the pin is knocked over those two teamed will go to their baskets and shoot until the other team knocks over the pin (it is replaced). At that point the shooting stops and the baskets are counted. Repeat the process.

HIT THE COIN

Place a coin (quarter) between two teams facing each other. There will be 4-6 teams. They must bounce pass the b-ball and move the coin from a marked square with tape. The object is to knock the coin out of the square or farthest from the center of the square. Mark off two lines with tape about 6-8 feet from the taped square.

FREE THROW RODEO

Assign the students to six baskets (or 4) with a basketball for each group at the foul line area. Place a cone or poly spot alongside the free throw line. The object is to make one free throw at each basket. At this point the whole team moves to the next basket in a clockwise order. The person who makes the free throw is the rebounder for the next basket. The reason for the poly spots/cones is that there may be a clogging up with a new group moving around in order. In this case, there may be three groups at a foul line but not likely. If that happens then have one group skip to the next basket and go back later. AS an alternative have them make a foul shot plus a lay up before they proceed to the next basket OR establish a shot clock and time them how long it takes to complete the circuit and repeat for a better score.

BOX BALL

Arrange the class into two parallel lines about 20-30 feet apart on designated lines (midcourt and end line). At one end of each line place a hula hoop or box with 4 basketballs. The first person picks up one ball at a time until all 4 balls are passed to the end person. That person will shoot the last ball into a designated basket. First basket scores one point. Change new end people until all have had a turn to shoot.

All of the b-balls must be handed to each person in order and placed in the hula hoop before a shot can be taken.

HOT SPOT DEFENSE

At each of six baskets place four poly spots or markers at the foul line corners and under the hoop and equal distant apart. On each spot, place a student and one basketball per hoop. Choose one player to go to the center area while the other three players try to pass the ball (bounce pass, chest pass, and overhead pass). The center player must try to steal the ball or touch it and the person who made the error replaces the center player. Make sure to let all players try to play the DEFENSIVE position.

FOUR CORNERS

Arrange the class in the same positions as the defense game except there will be no position in the center. Start the ball at the marker closest to the hoop on the right side. That student takes a shot (lay-up or short shot). If the shot is made then that person moves to any of the other three positions and all players switch. If there is a miss any closest rebounder will shot from their spot and continue the switch process. The object is for all players to make a shot from all four positions. The first student to complete the course will be the rebounder. All players will shoot together at their respective baskets. As an alternative have the students pass the ball for a few moments and when "shoot" is called that person takes a shot. A miss will determine another shooter with no switches. The first team that scores wins the point.

VOLLEY -BASKETBALL

Divide the players into as many hoops as possible (4). Each group forms a semi-circle in front of the basketball hoop. Designate one player (rebounder) to stand underneath the basketball hoop. This player will pass the ball to the first shooter on the left side of the semi-circle. That player will try to set the ball and aim for the basketball hoop. If the shot goes in the hoop its worth 2 points and if the ball hits any part of the hoop such as net or backboard it's worth 1 point. Each group announces their score each time. Once all players get a turn to aim/set, the rebounder goes to the right of the semi-circle. The player on the left will be the new rebounder. First group to ten points wins or try to beat a previous performance.

MAKE-ONE, TAKE-ONE

Create as many teams of three to four players as there are baskets hoops. This will allow for a greater amount of touches for each player. Place four or five cones, bean bags, rubber animals or other objects along the wall under each basket. Each team has one basketball.

On the whistle the player with the ball from each team dribbles to another team's basket. They then make a shot. If the player makes a basket that player takes one object that is under the basket, dribbles back to home base with it and places it under their own basket. If the player missing the shot that player rebounds the ball and dribbles back to their home base. The next player in line then repeats the process.

Play this game for a timed period (2-3 minutes). The team with the most objects wins that round. Have the teams rotate. Use eight foot and ten foot baskets to increase the challenge which will give that team a small advantage and the opportunity to win a game.

THE BASKETBALL 500

Form two teams and place each team along the baseline under opposite baskets (full court, or court width). Arrange cones in an oval around center court. The oval should expand to the free throw line.

This is a relay race. Players start under the basket. While dribbling with the right hand the player travels counter clockwise around the cones. When they arrive back at home base the player passes the ball to the next player in line. That player repeats dribbling around the track. When a player completes a lap they go to the end of the line and sits down. The first team that completes the race, and is sitting, wins.

Run two or three races with the right hand then switch hands and direction for a few more races.

SNEAKY TAG

Arrange the players into two to three teams. One team on along the baseline and the other one to two teams on poly spots placed around the gym floor. The players on the baseline are the "sneakers" and the others are the "taggers". Place objects at the opposite end of the court. On the whistle, the sneakers move through the taggers while dribbling trying to get to the other end (half court, full court or court width) without being tagged. If the player makes it to the opposite end then they pick up one object and then allowed a free back along the sideline to home base (they must dribble with the opposite hand). Sneakers must stay in the boundaries of the court and sidelines. The taggers must keep at least one foot in contact with their poly spot. If tagged run around the outside area and back to the baseline to start again. Switch positions often. This can be a timed event (2-3 minutes).

SHARK ATTACK

Choose several players to be a tagger. Place the boats (hoops) around the area (ocean). The coach is the lifeguard to regulate the game. Swimmers flee the sharks and swim to safety (boats). If they get in a boat before being tagged they are safe. If not, they become a tagger. As the game progresses boats are removed. Use different body movements to swim. Change new taggers often. The object is to get across the gymnasium floor without being eaten by a shark.

Swimmers must dribble to advance the ball.

Place Captains in the boats, the sharks tag players to obtain the ball, players may pass the ball into the boats and the captains must pass the ball back into play to advance.

CONE AND COLORS

Scatter poly spots (many) on the court and place a colored dot sticker underneath. Arrange players into teams of 3 to 5 players. Give each team a different color corresponding to the color stickers. On the whistle one player from each team must dribble out to find a poly spot with their team color on the bottom. When the color is found they must pick up the poly spot and dribble back to home base. If the player selects the wrong poly spot then they must dribble back and give the ball to the next player. Continue until all colors are found for each team.

Have an even amount of each color.

Encourage players to use team work and communication between each other to find the right color poly spot.

BASKETBALL BASEBALL

Age Group: 1st-3rd grade

Game concept: A group game that helps to practice sportsmanship, cooperation, and teamwork, cardiovascular endurance, shooting, catching, rebounding, dribbling and running.

Equipment: 3 bases, 5 cones, 4 basketballs, score board

Court Set-up: Place one cone at right corner of the base line at one end of the court (home plate – start). Place 1st base along the sideline at mid-court with a cone inside the base, 2nd base at the opposite free throw line with a cone inside the base, 3rd base along the opposite sideline at mid-court with a cone inside the base and place the final cone at the opposite corner of the baseline (home plate – finish). This forms a baseball diamond

Game set-up and rules:

- 1) Divide players into two teams.
- 2) First team is set-up at the free throw lane. One player is pitching (shooting) the rest of the team rebounds and gets the ball back to the shooter.
- 3) Second team is at home plate – start with the first player having a basketball while standing behind the first cone on the right side and gets ready to run laps around the diamond while dribbling the ball.
- 4) On the whistle the batter shoots a free throw while the batter dribbles to first base.
- 5) Players along the free throw lane rebound and pass the ball back to the pitcher.
- 6) It is recommended to let a parent be a scorekeeper.
A game includes number of “innings”.

Options:

- 1) Allow only one base at a time (no extra bases).
- 2) Allow as many bases as possible or until a basket is made (including the next batter to dribble).
- 3) A player is safe only if they make a home run.
- 4) A player is out when a basket is made.
- 5) A player is out only if a basket is made before they reach first base or home base – finish.
- 6) All players are allowed to pitch to complete an inning.
- 7) The pitcher’s turn shooting is complete when either a basket is made or the batter makes it all the way to home plate – finish.
- 8) The pitcher may get their own rebound and shoot from that spot (leads to closer shots or lay ups).
If the batter is between two cones they are not in a “safe” zone, and they are “out” if a basket is made.
When a player is out they must stand on the sideline.
- 9) The pitching team gets a point by getting the batter OUT.
- 10) The batting team receives points for each home run scored.
- 11) The team that earns more points wins.

Variations of Options:

The variations depend on the goal of the game; what do the players need to practice?
Do the players need to practice dribbling, shooting or rebounding?

TOUCH DOWN

Age Group: 3rd-5th grade

Game's concept: A group game that helps to practice sportsmanship, cooperation, teamwork, cardiovascular endurance, throwing, catching, dodging, running, defense positions, and offense positions.

Equipment: pinnies, basketball

Game set up:

- 1) The players need to be divided into two teams and they need to wear their team color.
- 2) It is recommended not to have more than 10 players on a team in a small space (half of the gym). In case of more than 2 teams; it is recommended to do "team rotations" with each game being 5 minutes. The team that doesn't play can do the clock or scorekeeper.
- 3) The game starts with a jump ball. Each team is on one side and two players at center court to jump for the ball. The coach tosses the jump ball, and two players jump to tip it to their team.

Procedure:

- 1) The player with the ball cannot run with the ball or dribble.
- 2) The player with the ball must try to pass to someone on his team.
- 3) A change of possession occurs if the ball goes to the ground or the pass is intercepted.
- 4) The other team immediately gets the ball where it ends up or where it is stolen.
- 5) Teams score by catching the ball in the end zone of the other team (over baseline or into the free throw lane).
Players may not guard the person with the ball - only the receivers.
- 6) After a point (Touchdown) occurs the other team takes the ball out over the baseline or from within the free throw lane.

Points:

The team that earns more points (touch-downs) wins!

Safety:

There is no pushing, tagging, holding or tackling.

A player has to leave the ball on the ground for the other team if teammates couldn't catch it.

Variations:

The game can also utilize dribbling when the player with the ball can sideways or backwards but not towards their goal.

KIN BASKET BALL

Place two teams, with one playing on the floor area and one on the sideline. The object is to maneuver the ball towards the other team basketball hoop. Any ball that touches the floor goes to the other team. At that point, the ball is passes forward to a teammate. Once the ball is maneuvered correctly down the floor, the object is to hit the opposing team's backboard. But, if the ball is caught, off the backboard, by the opposing team, the score is negated. The ball is advanced by passing and no running with the ball is permitted. The sideline gets errant tosses and passes it back to a teammate. Switch positions often. The best case scenario would be to have two games at once on a half court.

BASKETBALL GOLF

The students are arranged in nine different holes that combine golf scoring and basketball. Make some simple score cards for each player. Use basketballs and a basketball hoop or a hula hoop over the rim. This will work for grades 3-6th with a hint of modifications. The players are scattered at nine holes as follows limit six "shots" per hole)

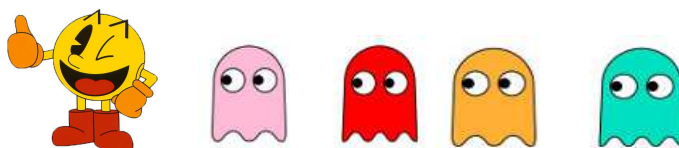
- 1) 3 point shot
- 2) Foul shot
- 3) Chair shot (sit in chair)
- 4) Upside down shot (shoot up through the hoop and back down)
- 5) Garbage can shot (bounce pass into the can)
- 6) Opposite hand shot (5-6 feet away)
- 7) Hoop shot (toss hula hoop onto rim) [3/4 grade shoot in hoop on rim]
- 8) Backward shot (face away from basket, 3 feet away)
- 9) Bank shot (5-6 feet away)

Rotate to the next hole (1-2-3-4-5-6-7-8-9-1). Make sure to have enough appropriate equipment. Add more chairs for chair shots. Place scorecards with names in a safe area (with pencils). Place score per hole, then switch on command. If waiting when done, practice dribbling or passing skills. Fore! Be creative, make up different tasks per hole.

FREEZEMANIA

This is a partner activity in self space which will lend itself later to free space, so it's important to discuss and practice pathways. The partners are facing each other in lines, in file formation, about 5-6 feet apart. Each pair has a basketball. Play music to start the activity. At that signal, the players pass the basketball back and forth until the music stops. The player who last touched the ball must chase and tag their partner before a ten second time limit. The play resumes with the next musical selection. They will start the next turn from where the last run and chase stopped.

Alternative - Instead of being tagged, practice mirroring, which the chasing student must stay within an arm's length away when the time limit expires. Change partners for more variety (make sure the last student that touched the ball carries it for the next turn).



PAC-MAN BASKETBALL

Assemble the players on all the designated lines on the basketball court, including the volleyball lines. Choose 2 to 4 Enemies (Blinky, Pinky, Inky and Clyde) each with a different colored basketball while all others have a regular basketball (Enemies can wear pinnies if there are not colored basketballs). All players must stay on the lines. The dribblers (Pac Men) and Enemies may move in any direction on the lines or can only change directions on the coaches whistle. If a Pac Man is tagged then they trade basketballs or pinnies with the Enemy. If a player loses the dribble then they must walk off the line and wait until they are set free from another player. Add more Enemies from time to time.

For the primary grades, the ball may be dribbled in a stop and start action.

SAMPLE PRACTICE PLAN

Warm-up: Set up cones in corners – full court or half court

Have players use a variety of movement skills (see APPENDIX A) on command as they travel on the lines around the perimeter of the gymnasium.

Example:

- 1) Walk
- 2) Hop on one foot moving forward then switch (demonstrate a hop)
- 3) Walk
- 4) Skipping (demonstrate a skip)
- 5) Walk
- 6) Walk backwards (stay on line)
- 7) Walk forwards
- 8) Bunny hop (demonstrate bunny hop)
- 9) Walk finish

Stretching:

Have players create a circle at center court or at the top of the free throw lane key.

Have players perform a variety of standing and seated stretches (see APPENDIX C) while introducing them with body awareness cues (see APPENDIX B)

Example: Standing

- 1) Reach to the ceiling then touch your toes (repeat 3-5x)
- 2) Shoulder circles – alternate arms
 - a. Front swim
 - b. Back swim
- 3) Rear Deltoid Stretch

Example: Seated

- 1) Modified Hurdlers Stretch
- 2) Straddle Stretch
- 3) Modified Thigh Stretch

Footwork

Run forwards, shuffle facing in then facing out, backwards, walking on toes, walking low

Skill Emphasis: Dribbling (stationary)

Coach Dribbling Demonstration: Dribbling Cues & Skills

Dribbling Drill

Lead Up Game

APPENDIX A

Loco-motor Skills

- Walk
- Run
- Jump
- Hop
- Bunny Hop
- Gallop
- Slide
- Skip
- Leap
- Chase/flee
- Dodge
- Fake
- Jumping and landing (height/ distance/ to catch/ body control)
- Long and short rope jumping

APPENDIX B

Body Awareness

- 1) Arms/ legs/ head/ elbows/ knees /torso
- 2) Angular/ curved/ twisted/ narrow /wide/ symmetrical /asymmetrical
- 3) Swing/ sway/ twist /turn /stretch/ bend/ curl /shake
- 4) Rise/ sink/ push/ pull

Body Awareness Balancing Tasks

Kindergarteners need to become aware of what body parts they can use to balance themselves.

- Ask players if they can balance on one foot. Then ask them to demonstrate balancing on one knee and two hands.
- A full activity that involves balancing as well as movement starts by giving each player a small beanbag. First demonstrate how to move while balancing the beanbag on your body (head, shoulder or wrist are good starting places for the beanbag). Then ask players to mimic your movements while balancing the beanbag. Move through different types of motion. One possible routine is walking, walking backward, walking sideways, skipping and then hopping.

Flamingo Balance



While balancing on the preferred leg, the free leg is flexed at the knee and the foot of this leg held close to the buttocks. Start the watch and have the players count the number of falls (placing free foot on the ground) they have in 60 seconds of balancing. Try this a second or third time to help them improve their score.

Stork Balance Stand



Have players place hands on the hips, then position the non-supporting foot against the inside knee of the supporting leg. The subject is given one minute to practice the balance. The subject raises the heel to balance on the ball of the foot. The stopwatch is started as the heel is raised from the floor. The stopwatch is stopped if any of the follow occur;

- Hand(s) come off the hips
- Supporting foot swivels or moves (hops) in any direction
- Non-supporting foot loses contact with the knee.
- Heel of the supporting foot touches the floor.

APPENDIX B (continued)

Body Awareness Balancing Tasks

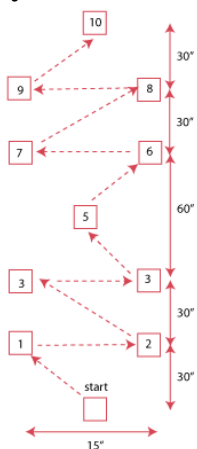
Standing Balance



The player stands on one leg for as long as possible. Give the subject a minute to practice their balancing before starting the test. The timing stops when the elevated foot touches the ground or the person hops or otherwise loses their balance position.

Variations / Modifications: to increase the degree of difficulty, the test can be conducted with the person having their arms either by their sides, held out horizontally, or on their head. You could also conduct the test with their eyes closed for each of these variations too.

Dynamic Balance (Modified)



Purpose: to measure dynamic balance

Equipment required: painters tape for marking floor, measuring tape and stopwatch.

Procedure The course is marked out as illustrated in the diagram. The player begins by standing stationary on the right foot on the starting point square. The player then hops to the first tape mark with the left foot and immediately holds a static position for five seconds. After this time, he then hops to the second tape mark with the right foot and holds a static position for another five seconds. This continues with alternate foot hopping and holding a static position for five seconds at each point until the course is completed. At each point, the sole of the foot should cover each tape mark so that it cannot be seen.

APPENDIX C

Spatial Awareness Skills

Create space to open area
Keep body between ball and defender
Deny space between goal and players
Cover an area
Move forward, backward, sideward, up and down
Move in round and curved path
Zigzag path
Straight path

Effort

Fast movements
Slow movements
Accelerate and decelerate
Free flowing movements
Bound, flow
Stop quickly

Relationships

Inside/ outside
Between
Front/ behind
Over and under
On and off
Across
Above
Below
Leading
Following
Matching
Mirroring
Parting
Meeting

APPENDIX D**Non-LoCo-Motor Skills**

Swaying
Swinging
Twisting
Turning
Stretching
Bending
Moving isolated parts of the body
Hand/foot gestures
Balancing
Base of support
Two, three, four bases of support
Weight transfer (rolling/feet to hands, spring takeoffs)

APPENDIX E

Objectives/Mastery

Balancing

- Stationary balances (**See APPENDIX F**)
- On equipment
- On different body parts
- Transfers weight to and from body parts
- Combines skills
- Move to avoid others
- Focus movement on speed
- Use force speed with object
- Move with a partner
- Mirror a partner
- Jump for distance
- Jump for height
- Jump for speed/agility
- Chase/flee/dodge
- Balance and weight transfer
- Move from balances
- Transfer weight

Walking/jogging/running/sprinting

- Change speed and direction
- Toward a target
- Toward a traveling partner
- Away from a target
- Away from a traveling partner
- Avoid opponents in a game situation

Throwing and Catching

- Many different objects
- To a partner
- At different levels
- For distance and accuracy
- To a moving target
- While traveling

APPENDIX E (Continued)**Objectives/Mastery****Basketball**

Dribbling

- Dribbling with one hand/switch hands/crossover
- Dribble around a partner
- Dribble between obstacles
- Dribble for speed and change directions
- Dribble at different levels
- Avoid opponents in a game situation while dribbling and without ball

Passing

- Bounce pass
- Chest pass
- Baseball pass/overhead pass

Shooting

- Hand placement
- Lay up
- Short shot
- Foul shot
- Jump shot

Upper Divisions

- Ball handling skills(figure 8 , around head ,waist and legs, double legs)
- Mirroring (defensive techniques)
- Offensive patterns and movement

Games

- Small sided games
- Lead-up Games

APPENDIX F

Dynamic & Static Stretching

Ceiling Reach

Toe Touch

Shoulder Circles

Rear Deltoid

1. Sit or Stand in upright position.
2. Pull elbow with opposite hand until a stretch is felt in rear of shoulder.
3. Hold for 20-30 seconds. Repeat as prescribed.
4. While pulling elbow, be sure that forearm remains perpendicular to floor (fingers pointing up).



Modified Hurdler

1. Sit in upright position. Tuck foot near groin with opposite leg straight.
2. Bending from the hips and leading with the chest, reach down until a stretch is felt in back of thigh.
3. Hold for the prescribed time and then repeat with the other leg.
4. Remember to keep the low back straight to isolate stretch in hamstring.



Straddle

Modified Quad

Tricep Reach

1. Stand or sit in upright position
2. Place hand of arm to be stretched at base of neck.
3. Grasp elbow with opposite hand and pull until a stretch is felt in tricep (in back of arm)
4. Hold for 20-30 seconds. Repeat as prescribed.



Standing Quad

1. Stand with a shoulder width stance and hang onto an object or partner for support.
2. Bring one foot up and grab with your hand.
3. Pull your foot up until you feel a stretch on the front of your thigh.
4. Hold for the prescribed time and repeat with the other leg.



Double Knee to Chest

1. Lie on back and place hands behind knees.
2. Pull both knees in to chest until a comfortable stretch is felt in lower back.
3. Hold for 20-30 15 seconds. Repeat as prescribed.
4. Remember to keep head relaxed on floor.



McKenzie Pres Up

1. Lie face down on floor
2. Using arms, press upper body upward raising the chest keeping hips in contact with floor. Hold for 20-30 seconds. Repeat as prescribed.
3. Keep low back and buttocks relaxed. If pain is experienced in the low back during stretch, discontinue.



APPENDIX C (Continued)

Dynamic & Static Stretching

Standing Lateral Bend

1. Stand with legs wider than shoulder width apart.
2. Raise your arms overhead and lean to the side.
3. Make sure that you keep your body parallel and do not lean forward or backwards.
4. Lean until a comfortable stretch is felt in your side.
5. Hold for prescribed time and then repeat to the other side.



Low Back Stretch

1. Lie on back with right knee drawn toward chest.
2. Slowly bring bent leg across body until a stretch is felt in the lower back and hip area.
3. Remember to keep shoulders squared and flat on ground at all times. Bottom leg should be bent so that your knees are aligned.



Butterfly Stretch

1. Sit in upright position and place heels together.
2. Spread knees apart and pull feet toward groin until a stretch is felt in groin and inner thigh.
3. Remember to keep low back straight to emphasize stretch.



Alternate Toe Touches

1. Start by standing with your feet spread as far apart as comfortably possible.
2. Lean forward toward one leg and try to reach your foot or until a **comfortable** stretch is felt in your low back and hamstrings.
3. Now try to touch the other foot with the opposite arm. This motion should be continuous alternately touching each foot (as close as possible) with the opposite hand.



Important: skip this stretch if you are prone to low back pain or if it causes you any discomfort.

Lying Glut Stretch

Lie on your back and pull one knee towards your chest.
You should feel a stretch in your glutes
Hold for the prescribed number of seconds



Seated Glut Stretch

Sit with left leg across the knee of the opposite leg. Push down on the left knee and lift the right leg up to a bent knee position until a stretch is felt in your hip.
Hold for the prescribed number of seconds and repeat with the other leg.

