

Topic	Dribbling is one of the most fundamental skills that must be learned. Not only is it important to learn how to dribble well, but it is also important to know when, and when not, to dribble.
Country, city	Turkey, Malatya
Name	Basketball - Dribbling
Aim	To become a good dribbler and ball handler
Duration of the lessons	The Warm-Up: 20-30 minutes Specific Practice Workout: 30-40 minutes The Cool-Down: 15-20 minutes
Expertise, experience of trainer	All team members should be closely matched in age: • Within 3-5 years for athletes 21 years old and under. • Within 10-15 years for athletes 22 years old and over.
Age group	8-17 ages
Rules	Athlete Can: • Attempt to dribble a basketball in any manner • Dribble the ball in any manner at least three bounces in a row • Dribble a ball with one hand more than three bounces in a row while standing in place • Dribble the ball with the opposite hand more than three bounces in a row while standing in place • Dribble the ball with one hand, then the other hand, three bounces in a row each, without stopping, while standing still • Dribble the ball with one hand while walking forward ten steps • Dribble the ball with one hand while running forward 20 steps • Dribble the ball with either hand while moving in any direction (forward backward or sideways) • Dribble the ball with either hand while moving in any direction while protecting the ball from a defender
Set of movements	<p>Stationary Dribbling Perform while standing in place or simply moving with the ball. Reps: • Three sets of ten dribbles with each hand. Purpose of the Drill: • Develop ability and confidence in dribbling • Teach athletes that once they catch a ball they have been dribbling, they must pass it Steps: 1. Start dribbling with one hand only and count out loud to ten with the right hand and then to ten with the left hand. 2. If the athlete has to catch the ball with both hands to control it, he or she must then pass it to the coach or another player (this prevents a "double dribble" call) 3. The coach or other player then passes the ball back to the athlete to begin again. 4. This may also be done in a circle with several athletes. Each time an athlete either completes 10 dribbles with each hand OR has to catch the ball with two hands, that athlete passes to another player in the circle.</p> <p>Stationary Dribbling in Multiple Positions Perform while standing, then kneeling, and finally sitting. Reps: • Three sets of ten dribbles in each position with each hand Purpose of the Drill • Develop ability and confidence in dribbling • Develop ability to switch hands while dribbling Steps: 1. Start dribbling and count out loud to ten with the right hand and then to ten with the left hand. 2. Then keep dribbling as you kneel on the floor (ten with the right and ten with the left hand). 3. Then move from kneeling to sitting on the floor and count to ten again with each hand.</p> <p>Dribbling while Moving Forward Reps: Purpose of the Drill: • Develop skill of controlling and protecting the ball while moving • As confidence grows, the athlete can add speed to the dribble as well as the skill of stopping Steps: 1. Stand in place and dribble the ball three times. 2. Push the ball slightly forward and walk forward. 3. Keep head and eyes looking forward, not down. 4. Gradually add speed and more forward push to the ball.</p> <p>Alternate Hands 5-4-3-2-1-Dribble Reps: • Three sets of 5-4-3-2-1 as described below. Purpose of the Drill: • Practice switching dribbling hands • Developing body and ball awareness as the ball shifts from side to side Steps: 1. Stand in place and dribble the ball five times. 2. Bounce the ball in front of the body and over to the other hand. 3. Dribble the ball five times with the other hand. 4. Bounce the ball back over to the first hand and perform four dribbles with each hand, without stopping. 5. Repeat the pattern, each time doing one fewer dribble on each side. 6. Once this is mastered, you can have athletes reverse the process and increase the number of dribbles on each side back up to five.</p> <p>Dribble and Slide Reps: • Two to three rounds of 30-60 seconds per practice Purpose of the Drill: • Practice dribbling and moving the ball intentionally • Practice keeping focus on other players instead of the ball while dribbling Steps: 1. Each player has a basketball and lines up with space between players, but so all can see the coach. 2. Players start dribbling in place. 3. The coach now uses arm movements (think airline stewards showing where the exits are on a plane) to direct the group to move left, right, to the back and to the front. 4. For fun, try a diagonal or a snaking pattern back – have fun with the hand signals! 5. Make sure athletes are using correct footwork and are keeping knees bent and heads up.</p>

Equipment	<p>To train and compete successfully in any sport requires an athlete to be outfitted in appropriate sport attire. Inappropriate clothing and equipment can impact an athlete's ability to move, as well as to play the game. Slick-soled, poor-fitting or unlaced shoes, un-strapped eyeglasses and jewelry are dangerous not only to the athlete wearing them, but also to others. An athlete dressed in a good looking, properly-fitted uniform and basketball shoes will feel good about himself or herself, be a part of a team and tend to play better.</p> <p>Hardware: Plastic cones, board, whistle, balls, etc.</p> <p>Special clothing:</p> <ul style="list-style-type: none"> • Shirts Shirts for practice should be T-shirt type or sleeveless. Shirts should consist of lightweight material, be comfortable and allow freedom of movement in the shoulders. For competitions, the athlete should wear a clean uniform shirt (also with or without sleeves) that has a number on the front and the back. Check the rules regarding the size of the numbers. The shirt should fit properly and be long enough to tuck into the shorts. • Shorts Shorts should be of a lightweight material, have an elastic waistband and allow freedom of movement in the hips and thighs. • Socks Socks can come in all lengths and materials. One to two pairs of white, properly-fitted cotton or cotton-blend socks are recommended to prevent blisters. • Shoes Shoes are the most important article of clothing for the athlete. They must have a good tread for traction. In addition, they must fit snugly around an athlete's ankle yet provide room in the toe to prevent blisters. High-top court shoes are recommended because they provide the athlete with the best foot and ankle support. A firm arch and heel support and a cushioned insole are things to look for in a quality court shoe. Black-soled shoes should be avoided as they leave marks on some courts. • Knee Pads Knee pads, elbow pads and eyeglass straps provide added protection and help prevent injuries. Knee braces may also be worn if they are properly covered. <p>Any other material:</p> <ul style="list-style-type: none"> • Warm-Up Suits Warm-up suits are needed for warming up before, and for staying warm after, a basketball practice or game. Warm-ups should not be worn during a practice or game because of their added weight and because they may cause heavy sweating. A medium weight cotton sweatshirt and pants are excellent and inexpensive warm-ups.
Required space	<ul style="list-style-type: none"> • NBA/NCAA - regulation basketball court dimension is 94' long by 50' wide. • High School basketball court dimension measure 84' long by 50' wide. • Jr. High School basketball court dimension measure 74' long and 42' wide.
Inclusive experience	No prior experience is needed, but knowledge development

Type of disability	Rules (game rules, duration)	Instructions	Set of movements	(Adapted) Equipment
Hearing impairment Complete loss	x	A clipboard with a training session plan serves several purposes. Once a training session has started, it is easy to forget what should be done next. A clipboard with the training plan will greatly help the coach organize practice, share information with assistant coaches, stay on task and monitor progress.	x	Clipboard
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Visual impairments • Low vision	Use Stationary Dribbling. Start with dribbling in place, controlling the bounce and meeting it with your hand.	Athlete may push the ball too far out to make contact on the bounce to continue the dribble.	x	Adapted ball with sound Adapted facilities with bright colours and contrast
• Reduced vision	Use Stationary Dribbling with partial coach assist. Coach can simulate the ball bounce to help the athlete feel meeting the ball and then pushing rather than slapping it back down. Remember to have your hand low and feel for the ball as it comes back up off the floor.	Athlete may slap at the ball at the top of the dribble.	x	Adapted ball with sound Adapted facilities with bright colours and contrast
No vision	Give the athletes a spot on the wall in front of them to focus on by leading him/her.	Athlete may gaze the ball when dribbling. Have athlete keep your head up and look occasionally for the rim.	x	Adapted ball with sound Adapted facilities with bright colours and contrast. Use extra trainers or assistants to take care of them
Mobility impairment Reduced mobility (use of lower limbs and upper limbs)	Use a drill of Protect the Ball while Dribbling. Practice keeping your body between the ball and the defender.	Athlete may not "protect" the ball.	Specific Practice Workout: 30-40 minutes.	No adaptation needed
Reduced mobility (use of lower limbs and no use of upper limbs)	-	-	-	-
Reduced mobility (no use of lower limbs and no use of upper limbs)	-	-	-	-
Wheelchair users (use of upper limbs)	Use a drill of Dribble and Slide with wheelchair	Athlete dribbles too high or wide to control the ball when changing direction with wheelchair	Specific Practice Workout: 25-30 minutes.	Wheelchair
Wheelchair users (no use of upper limbs)	-	-	-	-
Communication impairment Speech impairments	x	x	x	x

<p>Learning impairment</p> <ul style="list-style-type: none"> • Mild • Moderate • Severe 	<p>Simplify rules where possible. Use a drill of dribble while Moving or Dribble and Slide. Have athlete push the ball out from the waist more and run after it.</p> <p>Assist the athletes by letting them put their hands on top of yours to feel the rhythm of dribbling. Start by using guided discovery. Allow the athlete to feel the roundness of the ball, the dimples and the weight. Ask the athletes what the ball feels like.</p> <p>Ask them to drop the ball and catch it. Direct them to place the ball on the floor, the dribbling hand on top, and the other hand to the side and almost under the ball. In this way, when the ball is picked up, it is in proper position for them to begin and continue dribbling.</p>	<p>A whistle does not take the place of verbal commands. However, it is essential for athletes to respond to whistles as they are used by officials during games. Athletes can be taught that the whistle means Stop, Look, and Listen. In addition, it assists in teaching athletes the habit of hustle.</p> <p>A whistle does not take the place of verbal commands. However, it is essential for athletes to respond to whistles as they are used by officials during games. Athletes can be taught that the whistle means Stop, Look, and Listen. In addition, it assists in teaching athletes the habit of hustle.</p> <p>A whistle does not take the place of verbal commands. However, it is essential for athletes to respond to whistles as they are used by officials during games. Athletes can be taught that the whistle means Stop, Look, and Listen. In addition, it assists in teaching athletes the habit of hustle.</p>	<p>Specific Practice Workout: 25-30 minutes.</p> <p>Specific Practice Workout: 20-30 minutes.</p> <p>Specific Practice Workout: 20-30 minutes.</p>	<p>No adaptation needed</p> <p>x</p> <p>x</p>
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