

Year 2 - Intro to Games

(Football, Basketball & Handball) - Lesson Plan

PLAYING

EDSTART

Lesson Objective To be able to dribble a ball using their feet in football. **Lesson 1/6**

Equipment Needed Footballs (size 3 plus small / lighter for differentiation) cones, markers, bibs

Success Criteria Children can:

- dribble the ball with their feet, keeping it under control.
- move in a variety of directions whilst keeping the ball under control.

EDSTART KNOW

- I can explain how to dribble the ball with small touches.
- I can describe why I keep the ball close to my feet.
- I can understand how to use different parts of my foot to keep control.

EDSTART GO

- I can dribble the ball under control.
- I can change direction while keeping control of the ball.
- I can dribble through gates and around defenders.

EDSTART SHOW

- I can respect others while dribbling.
- I can encourage teammates during games.
- I can celebrate fairness and effort.

Key Question How can you keep your ball under control while moving around other players? By taking small touches, keeping my head up, and changing direction when I need more space.

Warm Up

DASH 'N' DODGE: Every child begins with a ball on one side of the playing area. On the coach's "Go!", children dribble across to the opposite side while keeping the ball close with gentle touches. Select a few defenders who move around the area tracking players and stopping them by placing a foot gently on top of their ball. If a dribbler is stopped, they become a defender and join the chase. Continue playing until only one dribbler remains — the Dash 'n' Dodge Champion! **PROGRESSION:** Add time limits for each crossing, reduce the space to increase pressure, or introduce weaker-foot-only rounds to challenge control, coordination, and awareness.

Main Activity

HIGHWAY HUSTLE: Each child has a ball and moves around the space like cars on a busy highway. When the coach calls a command, children must react instantly: **Red!** – Stop and place one foot firmly on top of the ball. **Yellow!** – Slow, controlled dribbling with small touches. **Green!** – Dribble quickly into open space, avoiding "traffic." **Beep Your Horn!** – Complete 5 toe taps. **Windscreen Wipers!** – Move the ball side-to-side using the inside of the foot. **Change Car!** – Stop the ball, leave it safely, and swap to a new one. Encourage players to keep their heads up, scan for space, and move safely around others. **PROGRESSION:** Add extra challenges such as "Reverse!" (dribble backwards), "Speed Bump!" (stop and jump over the ball), or "Roundabout!" (dribble in a circle).

CONE COMMANDERS: Children dribble freely around the area while reacting to visual commands instead of voice instructions. The coach holds up coloured cones: **Green Cone** – Dribble quickly into space. **Amber Cone** – Dribble on the spot, keeping control. **Red Cone** – Stop still with one foot on the ball. Children must keep watching the coach closely and make quick decisions. This develops visual scanning, control, and reaction speed. **PROGRESSION:** Add additional colours for new actions, such as Blue – 3 toe taps, Orange – swap balls with a partner, or Purple – dribble around the nearest cone.

GATE ESCAPE: Create a large square filled with dribbling gates (two cones placed one metre apart). Use colour-coded difficulty: **Red Gates:** Easy. **Blue Gates:** Moderate challenge. **Orange Gates:** Harder accuracy and control. Children dribble around the area aiming to pass through as many gates as possible in one minute. They must keep control while navigating a busy, shared space. **PROGRESSION:** Keep score to encourage personal improvement, create partner races to boost speed and coordination, or introduce a defender who attempts to block gates to increase pressure. **SPEED CIRCUIT CHALLENGE:** Set up a fast-paced dribbling course with a series of mini-challenges:

ZIG ZAG ZONE: Dribble through a line of cones using controlled touches. **Figure-8 Fun:** Dribble in a figure-eight shape around two cones. **Stop & Go Station:** Freeze instantly on the coach's call, then dribble again. **Goal Glide:** Dribble towards a mini goal and finish with a calm, accurate shot. Children complete the full circuit, then try again to beat their time while keeping control and showing good technique. **PROGRESSION:** Introduce weaker-foot-only challenges, team relays, or "mystery moves" (the coach announces a special skill each lap that everyone must include).

Adapted Learning (Differentiation) (Challenge)

SPACE

Use a large area to support dribbling confidence; reduce the space or add defenders to increase pressure and decision-making.

TASK

Begin with simple dribbling and movement cues; build to gates, circuits, defenders, and timed challenges.

EQUIPMENT

Use size-3/size-4 balls, coloured cones, mini goals, markers, and spot discs for varied control tasks.

PEOPLE

Work individually for dribbling tasks; progress to pairs for challenges and whole-group competitive games.

Key Technical Point Soft, gentle touches with the inside/outside of the foot while keeping the ball close to the body.

Cooldown

PIT STOP RELAY: Children "park their cars" (balls) in a cone zone, then line up in small teams. On the coach's signal, each child jogs to their ball, completes 5 toe taps and 5 windscreen wipers, then slowly rolls their ball back to the start and tags the next teammate. Once all players have completed their turn, the whole group takes a slow "cool-down drive" around the area, moving like tired cars that need rest. Finish with a calming breathing routine: "Breathe in through your nose like you're smelling new car seats... and breathe out like you're letting air out of the tyres." This helps lower heart rate, build self-regulation, and end the session with calm focus.

Lesson Objective To introduce turning using different surfaces of the foot whilst up against a defender.

Lesson 2/6

Equipment Needed Footballs (size 3 plus small / lighter for differentiation) cones, markers, bibs

Success Criteria Children can:

- change direction with the ball whilst moving.
- turn with the ball using different surfaces of the foot.
- understand to keep their knee bent when changing direction, to be able to push away with speed.
- start the turn slow then push away fast.

EDSTART KNOW

- I can explain how to use different parts of my foot to turn.
- I can describe why bending knees helps me change direction.
- I can understand how to push away with speed after turning.

EDSTART GO

- I can turn with the ball in different directions.
- I can dribble and turn through gates.
- I can change direction in small games.

EDSTART SHOW

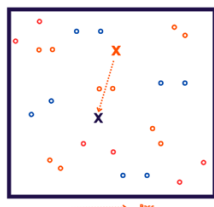
- I can respect defenders by playing safely.
- I can encourage others to try new turns.
- I can celebrate effort in games.

Key Question How can you keep your magic ball safe while moving quickly around the wizard world? By keeping the ball close, using small touches, lifting your head to spot danger, and turning away from defenders with control.

Warm Up

BALL WIZARDS: Each child has a ball and moves freely around the area. Encourage small, gentle touches using both feet, keeping the ball close like it's under a magic spell! Introduce simple "wizard moves" for them to learn: **Inside Cut Spell:** Turn using the inside of your foot. **Outside Hook Charm:** Push the ball with the outside of your foot and turn. **Drag Back Trick:** Stop the ball with your sole and pull it behind you. Encourage imagination, tell them their ball is their "magic orb" and they must never lose control of it! **PROGRESSION:** Add fun challenges — "How many magic turns can you cast in 30 seconds?" or "Can you turn before bumping into another wizard's orb?"

Main Activity



DASH 'N' DEFEND: All wizards begin with a magic ball on one side of the enchanted training ground. On the coach's command, they must dribble (fly!) across to the far side using their very best spellbound footwork. A few chosen "Dark Wizards" act as defenders, trying to freeze their magic by gently placing a foot on top of the dribbler's ball. Any wizard who gets frozen must join the Dark Wizards, making the challenge trickier as more magic fades. Encourage children to keep their heads up, choose safe pathways, and use quick turns to escape danger. **PROGRESSION:** Reduce the size of the area, increase the number of Dark Wizards, or require a special escape spell such as a drag back or inside cut.

MAP QUEST: Name each side of the hall or pitch as the magical lands of North, South, East, and West. Wizards dribble their glowing magic balls around the arena, ready to change direction in a heartbeat. When the coach calls out a land, wizards must turn sharply and dribble towards that side, working on quick reactions, smooth turns, and spatial awareness. **PROGRESSION:** Replace voice commands with visual signals for a silent spell challenge. Add fun magical actions such as "Storm!" where children freeze and hold their ball, or "Lightning!" where they perform fast toe taps. Fun Twist: Call "Wizard Battle!" – all wizards must protect their ball for five seconds by using their favourite shield spell.

TURN & GO CHALLENGE: Create magical turning gates using coloured cones spread around the area: **Red Gates:** large, easy beginner spells **Blue Gates:** medium trickier spells **Orange Gates:** tight expert-level spells Wizards dribble freely, searching for gates to turn through. Each time they pass through a gate, they must perform a different turn spell such as a drag back, inside cut, or outside cut. Encourage them to count how many successful turns they complete in one minute and try to beat their wizard score next round. **PROGRESSION:** Add roaming defenders who try to block the gates, or make certain colours worth double spell points.

SPELL CIRCUIT RELAY: Split wizards into teams. Each team completes a magical obstacle course that tests their dribbling and spell casting:

- Dribble around cones using tiny enchanted touches
- Cast a turn spell at the next cone
- Dribble forward again with control
- Finish with a clean pass to the next wizard in line

This continues until all wizards complete the course. Focus on teamwork, accuracy, and staying calm under spell pressure. **PROGRESSION:** Add a "Wizard Duel Lane," where two teams race side-by-side to see who can cast their spells fastest while keeping full control of their magic balls.

Adapted Learning (Differentiation) (Challenge)

SPACE

Adjust the area size to support skill level — larger for confidence, smaller for challenge.

TASK

Start with simple dribbling and turning, then add defenders, direction changes, and spell challenges.

EQUIPMENT

Use different cone colours for gate difficulty and a ball each for maximum practice.

PEOPLE

Work individually for dribbling, in pairs for challenges, and in teams for relay spell circuits.

Key Technical Point Keep the ball close with gentle touches, stay balanced, and use the inside and outside of your foot to turn smoothly.

Year 2 - Intro to Games

(Football, Basketball & Handball) - Lesson Plan

PLAYING

EDSTART

Lesson Objective To be able to dribble a ball using their hands against an opponent in Basketball.

Lesson 3/6

Equipment Needed Basketball – enough for 1 each (minimum 1 between 2), cones, flat markers, bibs.

Success Criteria Children can:

- dribble a ball with their hands in a stationary position.
- understand how they need to bounce the ball to keep control.
- play against an opponent and understand how to keep the ball under control.
- use their bodies to protect the ball against the defender.

EDSTART KNOW

- I can explain how to dribble the ball using my fingertips.
- I can describe why the ball should bounce at waist height.
- I can understand how to protect the ball from defenders.

EDSTART GO

- I can dribble with my preferred and non-preferred hand.
- I can dribble while moving around a space.
- I can keep control when playing small games.

EDSTART SHOW

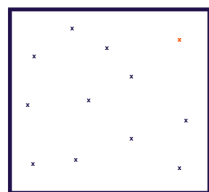
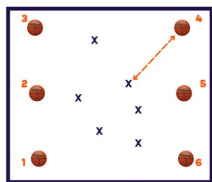
- I can respect defenders when dribbling.
- I can encourage classmates during challenges.
- I can celebrate effort fairly.

Key Question How do you keep control of the ball while moving quickly and reacting to changes? By keeping the ball close with small bounces, watching the space around you, and changing hands smoothly when needed.

Warm Up

HAND SWITCH HEROES: Children begin in pairs. Player 1 dribbles the ball on the spot using their preferred hand while Player 2 encourages and mirrors. After 30 seconds, they switch to their non-preferred hand, focusing on control and rhythm. Then challenge them to alternate hands, dribbling with both in a smooth rhythm. Encourage bending the knees, keeping eyes up, and using fingertips rather than palms. **PROGRESSION:** Add challenges such as dribbling while walking slowly, turning in a circle, or adding small fake passes to improve coordination and control.

Main Activity



TRAFFIC JAM DRIBBLE: Children move freely around the court while dribbling. The coach uses colour commands or holds up coloured cones: **Green** – Dribble around the court freely using both hands. **Amber** – Stay still and dribble on the spot, alternating hands. **Red**: Stop and hold the ball in both hands. Encourage players to keep their heads up, avoid collisions, and change pace with control. **PROGRESSION:** Use only cone signals instead of calling colours. Add new actions such as Blue: Crossover, Purple: Spin Move, White: Pass to a teammate to challenge reactions and awareness.

PASS & MOVE EXPRESS: Divide the class into two equal groups. Half stand on the outside of the court with a ball each. The other half dribble freely inside the court. Inside players dribble towards an outside player, receive a pass, return it with a controlled bounce or chest pass, then move quickly to find a new partner. Swap roles after a few minutes so all experience inside and outside positions. **PROGRESSION:** After a pass, players swap roles immediately to keep the game continuous. Challenge: Set a 10-second timer, how many accurate passes can each player complete?

KING OR QUEEN OF THE COURT: Every player has a ball and dribbles inside the basketball court. The aim is to keep your own ball under control while knocking other players' balls out. Once a player loses their ball, they become a defender and help clear the court. The last player still dribbling is crowned the champion. Encourage players to shield the ball with their body and keep eyes up. **PROGRESSION:** Reduce the playing area as players are knocked out, or make the final round weaker-hand-only for extra challenge.

DRIBBLE RELAY CHALLENGE: Split the class into small teams. Set up a short dribbling relay using cones in a zig-zag or figure-eight pattern. Each player dribbles around the course, performs a controlled turn, and returns to tag the next teammate. Emphasise speed, accuracy, and smooth hand changes. **PROGRESSION:** Include extra elements such as reverse dribbles, spin moves, or a bounce pass to finish before tagging the next player.

Adapted Learning (Differentiation) (Challenge)

SPACE

Start with a full court for confidence; shrink the area for greater pressure and tighter control.

TASK

Begin with simple dribbling, then layer in signals, turns, passes, defenders, and relay challenges

EQUIPMENT

Basketballs, coloured cones, markers, and optional bibs for defenders

PEOPLE

Mix solo dribbling, partner passing, small-team relays, and whole-group competitions.


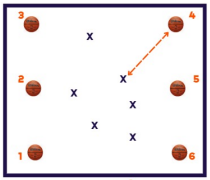
Key Technical Point Bounce the ball at waist height, stay balanced, keep eyes up, and use both hands confidently when moving.

Cooldown

DRIBBLE & FREEZE: Players dribble slowly around the court using light, controlled bounces. When the coach calls "Freeze!", they stop the ball and hold a fun balanced pose — superhero, statue, or basketball star. Repeat while gradually slowing the pace until the group is calm. End with slow breathing and three soft dribbles before lifting the ball above their head. **PROGRESSION:** Invite players to demonstrate a dribble or trick that helped them stay in control today.

Year 2 - Intro to Games

(Football, Basketball & Handball) - Lesson Plan

Lesson Objective	To introduce the of chest passing in Basketball				Lesson 4/6
Equipment Needed	Basketball – enough for 1 each (minimum 1 between 2), cones, flat markers, bibs.				
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none"> chest pass the ball to a partner over a variety of distances. cushion the ball into their chest when catching. pass ss the ball over a variety of distances and know how hard it needs to be passed. 				
EDSTART KNOW	<ul style="list-style-type: none"> I can explain how to chest pass the ball. I can describe how to stand and step into the pass. I can understand how to cushion the ball when catching. 				
	<ul style="list-style-type: none"> I can chest pass with accuracy to a partner. I can pass and move to find space. I can use passing in small games. 				
	<ul style="list-style-type: none"> I can respect my partner in passing drills. I can encourage my group in challenges. I can celebrate teamwork. 				
Key Question	How can you make your passes accurate and easy for your partner to catch? Aim at their chest, step into your pass, and follow through with both hands pointing to your target.				
Warm Up	<p>COACH'S COMMAND: Children jog freely around the court, moving into space and listening carefully for the coach's instructions: "Ready Position!" – Pupils stop, bend their knees, place their hands in front of their chest, and shout, "Shoot, Pass, Dribble!" "Block!" – Pupils jump in the air with one hand raised high as if blocking a shot. "Defence!" – Pupils adopt a defensive stance with knees bent, arms out, and eyes on the "opponent." Encourage quick reactions and energy while keeping it fun and lively. PROGRESSION: Add new commands such as "Rebound!" (jump and pretend to catch), "Pivot!" (turn on one foot), or "Team Talk!" (huddle together and clap).</p>				
Main Activity	<p>CHEST PASS CHAMPS: Children work in pairs, standing around three metres apart in safe, straight lines. They practise chest passing with correct technique: holding the ball on the sides with elbows out, stepping forward, and pushing from the chest with strong follow-through. Receivers keep target hands ready, catch softly, and bring the ball into their body for control. Encourage clear communication by calling a partner's name before passing. PROGRESSION: Increase the distance, use bounce passes, or challenge pairs to complete ten perfect passes in a row.</p> <p>PASS & MOVE EXPRESS: Split the class into two groups. Half stand spaced around the outside of the court with a ball, while the others move inside the area. Inside players receive a pass, return it with a controlled chest pass, and quickly move to find a new passer, keeping the court active and dynamic. Swap roles so everyone practises passing and movement. PROGRESSION: After receiving, players dribble across the court before finding a new outside partner. Add communication rules such as calling "Here!" or "Mine!" to support awareness.</p> <p>TEAM TARGET CHALLENGE: Create two teams standing in a semi-circle around a large cone or hoop acting as the team's target. Teams must complete five successful chest passes before attempting a final strike on the target. Each successful hit scores a point, encouraging teamwork and accurate passing under pressure. PROGRESSION: Move the target further away or allow alternative passes such as bounce or overhead passes for bonus scoring opportunities.</p> <p>PASS THE PRAISE: Children form a large circle with one basketball. The coach passes or rolls the ball to a player, who shares a positive comment about a partner's effort, teamwork, or improvement. They then pass the ball to someone new, continuing until everyone has shared. Finish with a calming breath and a group celebration: "Teamwork makes the dream work!" PROGRESSION: Add slow jogging or gentle dribbling between passes to maintain light activity while cooling down.</p>				
					
					
Adapted Learning (Differentiation) (Challenge)	SPACE Wider spacing for early development, smaller spaces for improved accuracy.	TASK Start with basic chest passing, then build to moving, targets, and team challenges.	EQUIPMENT Modify the type, size, or number of items used to make skills easier or harder to perform.	PEOPLE Vary groupings, roles, or levels of support to ensure everyone can participate and succeed.	
Key Technical Point	Keep elbows out, push from the chest, and finish with strong, straight hands for accuracy.				
Cooldown	<p>PASS THE PRAISE: Children form a large circle with one basketball. The coach passes or rolls the ball to a player, who shares a positive comment about a partner's effort, teamwork, or improvement. They then pass the ball to someone new, continuing until everyone has shared. Finish with a calming breath and a group celebration: "Teamwork makes the dream work!" PROGRESSION: Add slow jogging or gentle dribbling between passes to maintain light activity while cooling down.</p>				

Year 2 - Intro to Games

(Football, Basketball & Handball) - Lesson Plan

PLAYING

EDSTART

Lesson Objective To introduce and develop different types of passing used in Handball.

Lesson 5/6

Equipment Needed Cones, markers, bibs, handballs, softballs

Success Criteria Children can:

- pass the ball using the overarm pass.
- understand when to use the bounce pass to get the ball to a teammate

EDSTART KNOW

- I can explain how to pass using overarm and bounce passes.
- I can describe when to use different passes.
- I can understand how to use my body to add power.

EDSTART GO

- I can pass using overhead and bounce passes.
- I can keep possession away from a defender.
- I can apply skills in small games.

EDSTART SHOW

- I can respect my teammates when passing.
- I can encourage others in team games.
- I can celebrate effort and success.

Key Question

How can moving into space help your team keep possession? By finding space, players make it easier for teammates to pass accurately, avoid defenders, and keep the ball moving smoothly.

Warm Up

MAGIC HANDS: Each child has a basketball (if possible). The coach demonstrates different ball-handling challenges for children to copy, encouraging control and creativity. Try: Rolling the ball through the legs in a figure-eight shape. Fast ball-handling through spread legs, switching hands quickly. Throwing the ball backwards through the legs, turning, and catching. Lying on your back, tossing the ball up, and catching it after rolling to your feet. Encourage children to stay light on their feet and focus on keeping control the ball is like their "magic energy orb!" **PROGRESSION:** Add fun challenges such as "How many tricks can you do in 30 seconds?" or "Can you invent a new ball-handling move?"

Main Activity

PASS PARADE: Children work in groups of four with two players on each side of the area, about five metres apart. Players pass the ball across the space and immediately follow their pass to the opposite side, keeping the sequence flowing as everyone rotates positions. Begin with chest passes, then progress to bounce and overhead passes as confidence grows, encouraging players to call their teammate's name before passing to build communication and awareness. Progression: Add a second ball, reduce time between passes, or challenge groups to complete a set number of accurate passes without any drops.

KEEP IT MOVING: Split the class into four groups and create a small square or "box" for each. One player begins as the defender while the others are attackers who must keep possession using quick passing and constant movement. When the defender intercepts or forces an error, they swap with the player who lost the ball. Encourage sharp decision-making, quick feet, and clear communication such as "Here!", "Move!", or "Pass!". Progression: Reduce the time allowed for each pass or insist that attackers must move into new space immediately after releasing the ball. Challenge groups to see who can complete the most passes in one minute.

TEAM TRIANGLES: Groups of three form a triangle: two players start opposite each other with a ball while the third moves around the space to receive and return passes. The moving player must constantly adjust position, find space, and communicate to help the team complete as many successful passes as possible in 60 seconds. Progression: Add a passive or active defender inside the triangle, or require the receiver to call for the ball every time to build confidence and clarity

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase or reduce the size of passing areas to adjust challenge.

TASK

Add pass variations, movement rules, or timed challenges to match ability.

EQUIPMENT

Use lighter balls, smaller balls, or larger targets to support success.

PEOPLE

Adjust group sizes or add defenders to increase teamwork or difficulty.

Key Technical Point

Step toward your pass, push through the ball with both hands, and finish with fingers pointing to your target. accuracy.

Cooldown

TRICK SHOWDOWN: Children spread out with a ball and take turns showing their favourite passing or ball-handling trick from the session while teammates clap and celebrate effort. Finish with calm dribbling or gentle ball-rolling around their feet while taking slow breaths in and out. Ask reflective questions: "What helped you control the ball today?" and "Which skill do you want to improve next time?". Progression: Finish with a calm group challenge — roll all balls gently into the centre and try to stop another ball with your foot before it escapes.

Year 2 - Intro to Games (Football, Basketball & Handball) - Lesson Plan

PLAYING EDSTART

Lesson Objective	To be able to pass and move in Handball.				Lesson 6/6
Equipment Needed	Cones, markers, bibs, handballs, softballs				
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none"> attempt to shoot in a game situation. apply their throwing and catching skills when taking part in small games. combine the skills of moving and passing. 				
EDSTART KNOW	<div> <ul style="list-style-type: none"> I can explain how to pass the ball while moving. I can describe how to dribble before passing. I can understand how to combine passing with shooting </div>				
EDSTART GO	<div> <ul style="list-style-type: none"> I can pass and move into space. I can dribble and pass in small groups. I can apply skills in small games. </div>				
EDSTART SHOW	<div> <ul style="list-style-type: none"> I can respect opponents by playing fairly. I can encourage my team during games. I can celebrate fairness and fun. </div>				
Key Question	How does moving quickly after your pass help your team keep possession? Moving straight after passing helps create space, gives teammates a clear option, and keeps the ball flowing so defenders struggle to keep up.				
Warm Up	<p>MAGIC HANDS: Each child has a ball (if possible). The coach demonstrates fun ball-handling challenges for the children to copy, focusing on coordination and control: Roll the ball through the legs in a figure of eight. Move the ball quickly through spread legs, switching hands fast. Throw the ball backwards through the legs, turn, and catch it. Lie on your back, throw the ball up, roll over, and catch it. Encourage children to keep their eyes on the ball and stay light on their feet. Remind them, "The faster your hands move, the better your control!" PROGRESSION: Add fun timed challenges — "Can you complete 10 tricks in 20 seconds?" or "Invent your own ball-handling move for the group to try!"</p>				
Main Activity	<p>HOT POTATO PASS: In groups of four, players stand in a small circle and pass the ball quickly while aiming to keep it off the floor. Players may take up to three steps before passing, and after each catch they should take one short dribble to build rhythm and control. Groups work together to keep the ball moving at speed. PROGRESSION: Add a defender in the centre to intercept passes or increase the circle size so players must pass over longer distances.</p> <p>PASS AND DASH: Children work in groups of four, with two players on each side of the area about five to six metres apart. Each player dribbles toward their partner, passes at the halfway point, then follows their pass to switch sides. Encourage good timing so passes aren't too early or too late, and remind players to stay in control as they move at speed. PROGRESSION: Add additional pairs into the same space to increase awareness and decision-making. Extension: Use chest, bounce, or overhead passes depending on distance or situation.</p> <p>LIGHTNING BREAK: Groups of four practise moving quickly up the pitch using fast, accurate passes. Player 1 begins with the ball and passes forward to Player 2, who sprints ahead, then passes to Player 3, who finishes by passing or shooting to Player 4 in the scoring zone. After completing the sequence, reset and repeat at a faster pace while staying controlled. PROGRESSION: Add a defender who attempts to block or intercept to encourage movement into space and smarter passing. Challenge: Complete the whole fast break and score within ten seconds.</p> <p>3-PASS CHALLENGE: Teams of three or four aim to complete three clean passes before one player can shoot at a target or enter the scoring zone. If the defending team intercepts, they take possession and start their own three-pass build-up. This encourages teamwork, patience, and quick movement into space. PROGRESSION: Set a time limit to complete the passes or require at least one bounce pass in every sequence.</p>				
Adapted Learning (Differentiation) (Challenge)	SPACE Adjust the size of the playing area to make passing easier or more challenging.	TASK Add pass variations, movement rules, or timed challenges to match ability.	EQUIPMENT Use lighter balls or larger targets for support, or smaller balls for challenge.	PEOPLE Add defenders or change group sizes to vary difficulty and teamwork demands.	
Key Technical Point	Step toward your pass, push through the ball with both hands, and finish with fingers pointing at your target.				
Cooldown	<p>PASS THE PRAISE: Children stand in a circle with one ball. The coach rolls or tosses it to a player, who shares one positive comment about a teammate, such as "You passed really accurately!" They then pass the ball to someone else to continue. Finish by walking slowly while lightly bouncing or rolling the ball and taking slow breaths. Progression: End with a "Trick Finish" where each child performs their favourite skill from the session before placing their ball down and applauding the group.</p>				